

**Paradise El Sch**

Schoolwide Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Paradise Elementary School		113365303
<b>Address 1</b>		
20 N. Belmont Rd.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Paradise	PA	17562
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Erik Orndorff		erik_orndorff@pequeavalley.org
<b>Principal Name</b>		
Dr. Rick Esche		
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## Vision for Learning

### Vision for Learning

Mission Statement The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel. "Ideal Learning Experience" - Meeting each learner at his/her (interest/learning) level, challenging them, so that everyone is motivated to return tomorrow. Vision Statement Pequea Valley School District, "Where Each Learner Counts." Belief Statements 1. Learning occurs when a positive relationship is developed with each PV learner. 2. Learning occurs when the environment is focused around autonomy, mastery, and purpose. 3. Learning will occur in flexible environments. 4. Learning is a collaborative activity. 5. Learning occurs when associated with a child's interest, strengths, and zone of proximal development. 6. Learning occurs at different paces and rates. 7. Learning will allow EACH PV learner to receive their Post-Secondary "First Choice."

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>True 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Attendance	89.2% Regular attendance rate that met state performance standard (94.1%) and exceeded state average of 78.1%.
Career Standards Benchmark	100% of All Students Group exceeds Career Standards Benchmark performance standard.
Math Growth Expectations	Math Growth Expectations (score of 83) exceeded statewide average growth standard of 74.9.
Science Performance	Science 77.6% proficient/ advanced exceeded statewide average of 59.2%.

### Challenges

Indicator	Comments/Notable Observations
ELA Proficient or Advanced	51.8% of learners (46.0% previous year) of learners met the statewide goal for proficient or advanced, which is consistent with statewide average of 53.9%
Math Proficient or Advanced	40.5% (up from 34.3% previous year) of learners met the statewide goal for proficient or advanced in Math achievement, consistent with the statewide average of 40.2%.
Grade 3 Reading - All Student Group	59.7% (trending up from 54.2% in 23-24; 52.6% and 31.1% 21-22 SY) of all 3rd grade students were proficient at reading.

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator	Comments/Notable Observations
Attendance	Regular attendance for Students with Disabilities group is consistent with All Student group and above the

<b>ESSA Student Subgroups</b> Students with Disabilities	state average.
<b>Indicator</b> Math Growth <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities exceeded the expected Growth benchmark and made 100% Growth in Math. this rose from 73% the previous year.
<b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b> Combined Ethnicity, Economically Disadvantaged	<b>Comments/Notable Observations</b> The Economically Disadvantaged student group Math achievement scores rose from 26.3% to 32%. 27.3% (up from 23.9%) of Combined Ethnicity Group students met the math benchmark of proficient/ advanced compared to the all student group (40.5%).
<b>Indicator</b> ELA Growth <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> The percentage of students with disabilities increased their ELA Growth from 64.0% to 76.0%. This group's growth was even greater than the All Student Group at 65%.

### Challenges

<b>Indicator</b> ELA Achievement <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 24.2% (previously 20.9%) of learners with disabilities met the benchmark. This was lower than all other groups.
<b>Indicator</b> Math Achievement <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> 12.9% (down from 13.4% the previous year) of Students with Disabilities met the Math achievement benchmark. This was lower than all other groups.
<b>Indicator</b> ELA Achievement <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b> 41.2% (Up from 40.7%; 39% in 22-23, and 22% during 21-22 SY) of Hispanic students met the ELA benchmark of Proficient or Advanced compared to the All Student Group (51.8%) and White student group (54.1%).

<b>Indicator</b> ELA Growth <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b> Students with disabilities had 76.0 ELA student Growth (Up from 64.0 ELA growth the previous year and above the all student group of 65.0).
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## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Math Growth Expectations (score of 83.0) exceeded statewide average growth standard of 74.9.
Science 77.6% proficient/ advanced exceeded statewide average of 59.2%.
89.2% Regular attendance rate that met state performance standard (94.1%) and exceeded state average of 78.1%.
100% of All Students Group exceeds Career Standards Benchmark performance standard.
The percentage of students with disabilities increased their ELA Growth from 64.0% to 76.0%. This group's growth was even greater than the All Student Group at 65%.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA Achievement - 51.8% of learners (46.0% previous year) of learners met the statewide goal for proficient or advanced, which is consistent with statewide average of 53.9%
Math Proficient or Advanced at 40.5% (up from 34.3% previous year) of learners met the statewide goal for proficient or advanced in Math achievement, consistent with the statewide average of 40.2%.
Grade 3 Reading - 59.7% (trending up from 54.2% in 23-24; 52.6% and 31.1% 21-22 SY) of all 3rd grade students were proficient at reading.



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
NWEA MAP Reading Achievement	Learners in grades K-6 met the following achievement scores on the 24-25 EOY Reading MAP test 21% (41-60 percentile), 28% (61-80 percentile), and 24% (81+ percentile).
mClass (DIBELS 8) Reading	EOY Reading scores for mClass (DIBELS 8) in grades K-6 yielded 64% of learners meeting at or above benchmark (Up from 52% the previous 24-25 EOY testing).
3rd Grade mClass (DIBELS 8) Reading	57% of 3rd grades met or exceeded reading proficiency according to 24-25 EOY testing.
3rd Grade NWEA MAP	Learners in grades 3rd Grade met the following achievement scores on the 24-25 EOY Reading MAP test - 29% (41-60 percentile), 21% (61-80 percentile), and 17% (81+ percentile).

### English Language Arts Summary

#### Strengths

MTSS coordinator and structure in place to differentiate for low performing student groups.
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.
Targeted group instruction through MTSS coordinators and paraprofessionals
Added a part-time para to specifically target early literacy needs in primary grades (K-3).

#### Challenges

Increase whole group ELA achievement scores to meet/ exceed state standards.
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.
Strengthen and support Tier2/3 groups during WIN times.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Achievement	Learners in grades K-6 met the following achievement scores on the EOY 24-25 Math MAP test -17% (41-60 percentile), 27% (61-80 percentile), and 35% (81+ percentile). The Math MAP Achievement scores are slightly higher than our Reading scores.
NWEA Math Growth	When comparing 23-24 SY to 24-25 SY, the overall growth for the cohorts tested were in the 62nd percentile, up from the 50th percentile. All Grade levels ended in the high growth and high achievement quadrant.

## Mathematics Summary

### Strengths

A dedicated Math MTSS time was added to the master schedule for each grade level continued this past school year, using a tiered curriculum from Bridges for Tier 3 learners.
We continued Acadience benchmark testing that occurred 3xs per year to identify tier 2/3 learners.
6th year of implementing Eureka Math Curriculum to leverage whole group core instruction and scaffold skills K-6.
Increased coordination of MTSS program to include tiered Math interventions and identification of deficits in tier 2 and 3 learners.

### Challenges

Changing benchmarking tool to mClass Math to better match instruction.
Continue to increase whole group Math achievement scores to meet/ exceed state standards.
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science PSSA Achievement	All student group scored 77.6% which is up from 76.9% of learners scoring proficient or advanced.
Science PSSA Achievement: Economically Disadvantaged Group	Economically Disadvantaged Group - Currently achieving 80% achievement, up from 70% (23-24); 65.8% (21-22) and up from 54.1% (20-21) who scored Proficient or Advanced.

## Science, Technology, and Engineering Education Summary

### Strengths

PV has purchased Mystery Science Curriculum and Resources for all K-5 classrooms; Open SciEd for 6th.
Teachers are embedding science in their core ELA and Math curriculum.
Paradise will enter its fifth year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.
PV has been continuously working with IU13 to revise our Science curriculum to meet the new STEELS expectations for 2025.

### Challenges

PV does not currently have a benchmarking program to track progress towards Science achievement and growth.
Finding dedicated science time within the schedule for science instruction in grades K-3 due to demands of math and reading curriculums.
Adapting to the new demands of STEELS and the phenomena-based instructional model.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	Paradise achieved 100% career readiness. This exceeded the performance standard in PA Future ReadyGroup and also included economically disadvantaged learners
Career Readiness Tracking - Using Xello!	Paradise Elementary continues to use software to track career readiness through the Xello! platform.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.
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Tracking and Data collection tools have been effective and supported learner career readiness portfolio submissions.  
We have implemented Xello! for 5 years.

**Challenges**

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Due to our 100% performance in the career readiness domain for multiple years, we do not currently have any challenges to report.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Math Achievement Data	Students with disabilities scored 12.9%, down from 13.4%; up from 7.8% in 23-24 and up from 3.5% 21-22 - proficient or advanced in Math Achievement data.
PSSA Reading Achievement Data	Students with disabilities scored 24.2% in 23-24, which is slightly higher than previous year 20.9% (22-23); 20.6% (21-22) and up from 7% (20-21) - proficient or advanced in English Language Arts Achievement data. Our students with disabilities group remains below statewide average of 53.9% and All Student Group in ELA at 51.8%. This group continues to make progress.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Reading PSSA Achievement Data	Econ. Disadvantaged students performed at 46.0%, which was an increase from last year at 39.3% proficient or advanced on English Language Arts PSSA.
Math PSSA Achievement Data	Econ. Disadvantaged students performed at 32.0%, which is up from 26.3% the previous year - proficient or advanced on Math PSSA. Econ. Disadvantaged Group made good progress when compared to previous year.
Science PSSA	ED students performed at 80% this year, up from 70% in previous year - proficient or advanced on Science PSSA. The

Achievement Data	ED group (80.0) scored on par with the All Student Group (77.6) in Science. This is a positive increase since the previous year.
PSSA Math Growth Data	ED students exceeded Academic Growth Expectations in Math at 80.0 (up from 50.0 2 years prior). ED students continue to make progress in Math, with similar growth than the All Student group (83.0).

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	The Hispanic student group achieved 23.5, proficient/ advanced on the Math PSSA this year, down from 40.7%, and up from 19.0% two years ago. The Hispanic group achieved 46.0% on the Reading PSSA, up from 40.7% during the previous school year.
White	The white subgroup achieved 45% (up from 36.9%) on the Math PSSA and 54.1% (up from 48.8% last year) on the Reading PSSA; achieved 73% (down from 78.6%) on Science. The white subgroup showed Growth on Reading PSSA at 69 and on Math PSSA at 86 and 76 on Science.

### Summary

#### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.
Dedicated MTSS Math Instruction within the schedule for each grade that utilizes research-based Bridges curriculum and resources.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Due to the demands of the reading and math curriculums in K-3, a dedicated Science time is not feasible. Teachers are collaborating to integrate Science into their core instruction.
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.
Due to lack of minutes in school day, some learners who receive additional services do not receive additional Tier 2/3 instruction in Math/ Reading.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percentage of students with disabilities increased their ELA Growth from 64.0% to 76.0%. This group's growth was even greater than the All Student Group at 65%.	True
100% of All Students Group exceeds Career Standards Benchmark performance standard.	True
Math Growth Expectations (score of 83.0) exceeded statewide average growth standard of 74.9.	True
MTSS coordinator and structure in place to differentiate for low performing student groups.	True
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	True
Targeted group instruction through MTSS coordinators and paraprofessionals	True
Science 77.6% proficient/ advanced exceeded statewide average of 59.2%.	True
A dedicated Math MTSS time was added to the master schedule for each grade level continued this past school year, using a tiered curriculum from Bridges for Tier 3 learners.	True
We continued Acadience benchmark testing that occurred 3xs per year to identify tier 2/3 learners.	True
PV has purchased Mystery Science Curriculum and Resources for all K-5 classrooms; Open SciEd for 6th.	False
We have implemented Xello! for 5 years.	False
Dedicated MTSS Math Instruction within the schedule for each grade that utilizes research-based Bridges curriculum and resources.	True
89.2% Regular attendance rate that met state performance standard (94.1%) and exceeded state average of 78.1%.	True
Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.	True
Tracking and Data collection tools have been effective and supported learner career readiness portfolio submissions.	False
6th year of implementing Eureka Math Curriculum to leverage whole group core instruction and scaffold skills K-6.	False
Increased coordination of MTSS program to include tiered Math interventions and identification of deficits in tier 2 and 3 learners.	True
Teachers are embedding science in their core ELA and Math curriculum.	False

Paradise will enter its fifth year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	True
PV has been continuously working with IU13 to revise our Science curriculum to meet the new STEELS expectations for 2025.	False
Added a part-time para to specifically target early literacy needs in primary grades (K-3).	False
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	True
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA Achievement - 51.8% of learners (46.0% previous year) of learners met the statewide goal for proficient or advanced, which is consistent with statewide average of 53.9%	True
Math Proficient or Advanced at 40.5% (up from 34.3% previous year) of learners met the statewide goal for proficient or advanced in Math achievement, consistent with the statewide average of 40.2%.	True
Grade 3 Reading - 59.7% (trending up from 54.2% in 23-24; 52.6% and 31.1% 21-22 SY) of all 3rd grade students were proficient at reading.	True
	False
Changing benchmarking tool to mClass Math to better match instruction.	False
Continue to increase whole group Math achievement scores to meet/ exceed state standards.	True
Increase whole group ELA achievement scores to meet/ exceed state standards.	True

PV does not currently have a benchmarking program to track progress towards Science achievement and growth.	False
Due to lack of minutes in school day, some learners who receive additional services do not receive additional Tier 2/3 instruction in Math/ Reading.	False
Identify professional learning needs through analysis of a variety of data	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	True
Implement evidence-based strategies to engage families to support learning	True
Due to our 100% performance in the career readiness domain for multiple years, we do not currently have any challenges to report.	False
Due to the demands of the reading and math curriculums in K-3, a dedicated Science time is not feasible. Teachers are collaborating to integrate Science into their core instruction.	True
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).	True
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.	True
Strengthen and support Tier2/3 groups during WIN times.	True
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.	True
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	True
Finding dedicated science time within the schedule for science instruction in grades K-3 due to demands of math and reading curriculums.	False
Adapting to the new demands of STEELS and the phenomena-based instructional model.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The largest observation is that we must create and maintain a schedule and staffing to implement all the tiers of the MTSS framework in order to provide the academic supports to increase achievement and growth. The professional development offerings, surrounding the needed improvements, will be integral.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Achievement - 51.8% of learners (46.0% previous year) of learners met the statewide goal for proficient or advanced, which is consistent with statewide average of 53.9%	Providing support through our MTSS Tiers 2 and 3. Data meetings will continue with stakeholders to identify learners for these programs.	True
Math Proficient or Advanced at 40.5% (up from 34.3% previous year) of learners met the statewide goal for proficient or advanced in Math achievement, consistent with the statewide average of 40.2%.	We will continue to implement Tier 3 Math intervention programs using MTSS interventionists and paraprofessionals to support learners. We continue to make steady positive progress in this area.	True
Grade 3 Reading - 59.7% (trending up from 54.2% in 23-24; 52.6% and 31.1% 21-22 SY) of all 3rd grade students were proficient at reading.	This is a goal shared by our community. We are about to begin the 5th year of CKLA implementation. We believe that core instruction in K-3 along with tiered supports will help us meet our goal of improving this level of proficiency.	True
Continue to increase whole group Math achievement scores to meet/ exceed state standards.		False
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	Eureka Math Squared Implementation	False
Monitor and evaluate the impact of professional learning on staff practices and student learning		False
Implement evidence-based strategies to engage families to support learning		True
Identify professional learning needs through analysis of a variety of data		False
Increase whole group ELA achievement scores to meet/ exceed state standards.	CKLA Implementation K-6	False
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.		False
Strengthen and support Tier2/3 groups during WIN times.		False
Due to the demands of the reading and math curriculums in K-3, a		False

dedicated Science time is not feasible. Teachers are collaborating to integrate Science into their core instruction.		
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The building schedule has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).		False
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
MTSS coordinator and structure in place to differentiate for low performing student groups.	Use MTSS team to identify and support tier 2 and 3 learners.
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	
Targeted group instruction through MTSS coordinators and paraprofessionals	Use MTSS team to identify and support tier 2 and 3 learners.
Dedicated MTSS Math Instruction within the schedule for each grade that utilizes research-based Bridges curriculum and resources.	
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	New structure will allow for learners to be challenged and remediated at their individual levels within the classroom.
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	Eureka is the main driver to improve Math achievement and growth scores. We are in the process of implementing mClass Math Intervention.
Paradise will enter its fifth year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	Coordinate with learning facilitators and review data to ensure Amplify will meet needs to address core ELA instruction.
The percentage of students with disabilities increased their ELA Growth from 64.0% to 76.0%. This group's growth was even greater than the All Student Group at 65%.	
100% of All Students Group exceeds Career Standards Benchmark	

performance standard.	
Math Growth Expectations (score of 83.0) exceeded statewide average growth standard of 74.9.	Regular school attendance will allow learners to be present for Math instruction within the Core.
Science 77.6% proficient/ advanced exceeded statewide average of 59.2%.	
89.2% Regular attendance rate that met state performance standard (94.1%) and exceeded state average of 78.1%.	Science achievement can assist with bringing up Math scores in regards to integrating math into science instruction.
A dedicated Math MTSS time was added to the master schedule for each grade level continued this past school year, using a tiered curriculum from Bridges for Tier 3 learners.	
We continued Acadience benchmark testing that occurred 3xs per year to identify tier 2/3 learners.	
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post secondary First Choice.	Integrate career readiness activities into Math and ELA core instruction.
Increased coordination of MTSS program to include tiered Math interventions and identification of deficits in tier 2 and 3 learners.	New structure will allow for learners to be challenged and remediated at their individual levels within the classroom.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Data collection of benchmark testing will drive instructional decisions.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	PBIS team has met frequently to enhance monitoring and implementation of tier 1 behavioral supports.
Provide frequent, timely, and systematic feedback and support on instructional practices	Digitalized supervision and evaluation model using Frontline will continue to be implemented. Will offer timely feedback to learning facilitators.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Allocation of staff and resources to Tier 3 ELA intervention resources will positively impact ELA student achievement.

	Allocation of staff and resources to Tier 3 Math intervention resources will positively impact Math student achievement.
	Our 5 -year goal is that 90% of 3rd grade learners will score proficient or advanced on the PSSA Reading test. This is measured as learners being able to read by the end of 3rd Grade
	10% increase in family attendance at Parental and Family Engagements.

## Goal Setting

**Priority: Allocation of staff and resources to Tier 3 Math intervention resources will positively impact Math student achievement.**

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Tier 3 Math Fact Fluency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
BOY assessments will be used to group students by need.	Data will be used to regroup learners, ensure steady progress towards 80% fact fluency proficiency.	Data will be used to regroup learners, ensure steady progress towards 80% fact fluency proficiency.	80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.

**Priority: 10% increase in family attendance at Parental and Family Engagements.**

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
5 percent increase in family attendance at Parental and Family Engagement events.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parental and Family Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Sneak-a-Peek & Curriculum Event (Compare engagement to prior SY).	Fall Parent/ LF Conference Attendance (Compare engagement to prior SY).	Spring Parent/ LF Conference Attendance (Compare engagement to prior SY).	5 percent increase of attendance at Parental and Family Engagement events.

**Priority: Allocation of staff and resources to Tier 3 ELA intervention resources will positively impact ELA student achievement.**

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment. The growth baseline will be per the BOY level set diagnostic assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			

MAP Testing - Reading			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
BOY MAP Scores Assessed; Learners placed into Tier 2/3 groups based on identified needs	Data Reviewed at Grade Level Meetings to identify specific learner needs; make changes as needed	Review MOY data to ensure progress towards 80% growth goal and move learners as needed among Tiers 2/3	80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment.

**Priority: Our 5 -year goal is that 90% of 3rd grade learners will score proficient or advanced on the PSSA Reading test. This is measured as learners being able to read by the end of 3rd Grade**

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of learners will show growth (100 points or higher) using the literacy composite score on the EOY mClass diagnostic assessment.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
80% Third Grade Tier III Proficient			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Assess all 3rd grade learners using BOY mClass assessment.	Data Reviewed at Grade Level Meetings to identify specific learner needs; make changes as needed	Review MOY data to ensure progress towards 80% growth goal and move learners as needed among Tiers 2/3	80% of learners will show growth (100 points or higher) using the literacy composite score on the EOY mClass diagnostic assessment.

## Action Plan

### Measurable Goals

Tier 3 Math Fact Fluency	Parental and Family Engagement
MAP Testing - Reading	80% Third Grade Tier III Proficient

### Action Plan For: mClass Math Intervention Training & Resource

#### Measurable Goals:

- 80% MTSS Tier 3 math pull out learners will demonstrate proficiency on their fact fluency progress monitoring.

Action Step		Anticipated Start/Completion Date	
Training for all staff on mClass Math Intervention and Diagnostics		2025-08-14	2025-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rich Eby/ Asst. Superintendent Kayley Gates/ MTSS Coordinator	mClass Math Intervention Trainer and training resources; expenditures - professional staff salary & benefits (\$371,236); STS paraprofessionals (\$60,764)	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All staff using mClass intervention will be adequately trained to implement and monitor use of the new instructional software.	District & Building Admin, 3 times per year (BOY, MOY, EOY), at Grade Level Data Meetings. During each meeting - Math mClass achievement and growth scores will be reviewed. Students who are not meeting expected growth will be referred for higher levels of intervention.

### Action Plan For: Use of UFLI and mClass Reading Intervention

#### Measurable Goals:

- 80% of learners will show growth (100 points or higher) using the literacy composite score on the EOY mClass diagnostic assessment.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continued Use of CKLA Amplify Curriculum, UFLI intervention, and mClass Reading Intervention by learning facilitators, reading interventionists, and Title I paraprofessionals.		2025-08-13	2026-05-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Rich Eby/ Asst. Superintendent Rick Esche/ Principal	CKLA Amplify Curriculum/ Reading Interventionists/ Title I instructional paraprofessionals; expenditures - professional staff salary & benefits (\$371,236); STS paraprofessionals (\$60,764)	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
65% of 3rd Grade learners will meet proficiency on Reading PSSA in Spring 2026.	District & Building Admin, 3 times per year (BOY, MOY, EOY), at Grade Level Data Meetings. mClass reading data will be reviewed to determine achievement and growth. Students who are not meeting expected growth will be referred for higher levels of intervention.

### Action Plan For: Intentional Parent Events

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>5 percent increase in family attendance at Parental and Family Engagement events.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Schedule meaningful and frequent activities to promote parent engagement throughout the 25-26 school year.		2025-08-13	2026-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Rick Esche/ Principal	Scheduled meetings with PTO and staff committees. resources related to parent events - advertising, food & drink, etc.; other expenditures (family engagement) - \$3,500	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Monthly events that engage parents through school and PTO sponsored activities.	School Principal, PTO President at bimonthly PTO meetings through collections of PTO Meeting minutes. The sign in sheets will demonstrate parent engagement for each monthly planned activity.

## Action Plan For: UFLI and Tier 2/3 MTSS Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>80% of learners will show growth (41 percentile or higher) on the district MAP Reading diagnostic assessment. The growth baseline will be per the BOY level set diagnostic assessment.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Through beginning of year MAP and mClass testing, learners in grades K-6 will be identified for Tier 2 and Tier 3 Groups. Some groups will be run through classroom teachers, while learners with higher needs will be met with Reading Interventionists.		2025-09-01	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rick Esche/ Principal Kayley Gates/ MTSS Coordinator Annie Blank/ MTSS Reading Interventionist	UFLI curricular books, Amplify CKLA Reading curriculum & resources, Monthly data meetings with grade levels, MAP testing 3 times per year; expenditures - professional staff salary & benefits (\$371,236); STS paraprofessionals (\$60,764)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Learners in grades k-6 will improve growth percentiles from beginning to end of year when compared on the MAP Growth charts. Typical growth is 50% or higher.	This will be monitored during grade level meetings in January and May once student data collection is complete for middle of year and end of year, respectively. Meetings are held by building principal, with MTSS coordinator and Asst. Superintendent present. MAP growth tables will be reviewed with each grade level to determine specific growth for each learner. Any learners who are not meeting expected growth will be flagged for higher tier intervention.



## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>mClass Math Intervention Training &amp; Resource</li> <li>Use of UFLI and mClass Reading Intervention</li> <li>UFLI and Tier 2/3 MTSS Supports</li> </ul>	Professional Staff salary and benefits	371,236
Instruction	<ul style="list-style-type: none"> <li>mClass Math Intervention Training &amp; Resource</li> <li>Use of UFLI and mClass Reading Intervention</li> <li>UFLI and Tier 2/3 MTSS Supports</li> </ul>	STS Paraprofessionals	60,764
Other Expenditures	<ul style="list-style-type: none"> <li>Intentional Parent Events</li> </ul>	Parent Involvement	3,500
Total Expenditures			434

