

Muhlenberg El Ctr

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Muhlenberg Elementary Center		114065503
Address 1		
610 Sharp Avenue		
Address 2		
City	State	Zip Code
Reading	PA	19605
Chief School Administrator		Chief School Administrator Email
Dr. Joseph Macharola		macharolaj@muhlsdk12.net
Principal Name		
Virginia Hornberger		
Principal Email		
hornbergerg@muhlsdk12.net		
Principal Phone Number		Principal Extension
610-921-8028		6102
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Cathy A. Shappell		shappelle@muhlsdk12.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Virginia Hornberger	Principal	MEC Principal	hornbergerg@muhlsdk12.net
Cathy Shappell	District Level Leaders	Muhlenberg School District	shappellc@muhlsdk12.org
Dan Kramer	Assistant Principal	Muhlenberg Elementary Center	kramerd@muhlsdk12.net
Amanda Foulds	Other	School Social Worker	fouldsa@muhlsdk12.net
Nicole Huntbach	Director of Special Ed	Muhlenberg School District	huntbackn@muhlsdk12.net
Garrett Hyneman	School Board Member	Muhlenberg School District	hynemang@muhlsdk12.net
Amy Madeira	Instructional Coach	Muhlenberg School District	madeiraa@muhlsdk12.net
Leslie Angelucci	Reading Department Chair	Muhlenberg Elementary Center	angeluccil@muhlsdk12.net
Jessica West	Teacher	Muhlenberg Elementary Center	westj@muhlsdk12.net
Zachary Dieter	Parent	Muhlenberg School District	zachdieter87@gmail.com
Jennifer Dieter	Parent	Muhlenberg School District	jenniferdieter19@gmail.com
Elizabeth Laviena	Education Specialist	MSD/PFE Administrator	lavienae@muhlsdk12.net
Selena Tinoco-Ramirez	Parent	Muhlenberg School District	ramirezz55511@icloud.com
Ashley Hyneman	Teacher	Muhlenberg Elementary Center	hynemana@muhlsdk12.net
Samantha Kopp	Teacher	MEC ESL Teacher	kopps@muhlsdk12.net

Vision for Learning

Vision for Learning

Muhlenberg Elementary Center Vision: All Children Reading on Grade Level by the time they enter Grade 3. According to the Children's Reading Foundation: "Children from all walks of life must learn to read proficiently. Reading is the most crucial academic skill because it is the foundation for learning. Through third grade children are learning to read; after third grade students read to learn. But only one-in-three students read proficiently by that point. Without a strong foundation in reading, children are left behind at the beginning of their education. They lag in every class, year after year because more than 85 percent of the curriculum is taught by reading. And by the end of third grade, 74 percent of struggling readers won't ever catch up. In fact, one of the most important predictors of graduating from high school is reading proficiently by the end of third grade." With this research we are committed to our goal of all children reading on grade level when entering the 3rd grade so they can read to learn. Our commitment is rooted in the number of reading specialists we employ, our MTSS system, our data analysis and our professional development for our staff.

Future Ready PA Index

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

True K	True 1	True 2	True 3	False 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Art Percent Proficient or Advanced	In English Language Art, Grade 3, the all-student group is slightly below the statewide average, but trending up at 44.5%.
Mathematics Proficient or Advanced	In Mathematics, Grade 3, the all student group is trending up and only 5% behind the statewide average. The 2025 PSSA showed significant growth in math

Challenges

Indicator	Comments/Notable Observations
English Language Art Percent Proficient or Advanced	The 23-24 FRCPP data shows proficient and advanced all student group trending up. However we had a significant drop in performance on the 2025 reading PSSA test.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator English Lang Arts/Grade 3/ All student group ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations In English Language Art, Grade 3, the all-student group and all subgroups except one are trending up. This is the first time we have seen the subgroup, students with disabilities, is trending up.
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator English Language Growth and Attainment ESSA Student Subgroups Hispanic, English Learners	Comments/Notable Observations Our ELL subgroup continues to show growth as measured by the WIDA. The most recent Future Ready data shows the Hispanic subgroup, which represents the majority of our ELLs hit 57.5% and is trending up.

Challenges

Indicator	Comments/Notable Observations
Mathematics Percent Proficient or Advanced	

ESSA Student Subgroups Multi-Racial (not Hispanic)	In mathematics, grade 3, the subgroup, 2 or more races, is the only subgroup trending down
Indicator Mathematics Percent Proficient or Advanced ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations While the subgroup, students with disabilities, is trending up, they are performing significantly lower than all other subgroups

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

English Language Art Percent Proficient or Advanced. We need to continue to monitor this growth and focus on the positive as measured in 2023-24. The 2025, grade 3 PSSA, revealed a big decline in proficiency. This seemed to be consistent across the state. We need to focus our TIER 1 instruction based on the climbing success we had from 2021 to 2024.

Mathematics Proficient or Advanced. We saw a huge increase in performance in grade 3 math on the 2025 PSSA. We hope our 24-25 FRCPP data reflects the increasing trend. We need to continue our efforts on improving Tier 1 instruction.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

English Language Art Percent Proficient or Advanced. Students with Disabilities. The pressing matter is the rapidly growing number of Special Education students. We are implementing push-in support in regular education classrooms in reading.

Mathematics/Algebra 1. Percent Proficient or Advanced. Students with Disabilities. The pressing matter is the rapidly growing number of Special Education students. We are implementing push-in support in regular education classrooms in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Amplify - Dibels 8 Data Grade 3	All students in this building were benchmarked using Amplify -Dibels 8. Grade 3 Fall benchmark to the Spring benchmark declined slightly.
Classroom Diagnostic Tool	CDT was administered twice during the 24-25 school year. The percent reading on grade level improved from CDT 1 to 2

English Language Arts Summary

Strengths

Having a dedicated team of reading specialists, ESL teachers, Special Education teachers, instructional coaches, and administrators to plan, implement a MTSS, and respond to the data analysis is responding to our biggest reading challenges. Our enrollment continues to grow faster than our staffing.

Challenges

The biggest challenge to our analysis of all students reading on grade level is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more reading specialists, ESL teachers, and SpEd teachers to work with every child showing the need.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tool	CDT was administered twice during the 24-25 school year. The percent math level improved from CDT 1 to 2.
Firefly Math Grade 3	We implemented spiral review during math only this year.

Mathematics Summary

Strengths

Implementing an intervention program in mathematics. This intervention tool gives all teachers data that can impact their teaching in mathematics. This prescribed program allows the teachers to meet the needs of all children. We will continue this process for all Grade 3 students. We have also added 2 math interventionists to this building to pull out small groups using data from both CDT and Successmaker. The defined 30-min math intervention at the end of the day will start earlier in the school year for 25-26.

Challenges

The biggest challenge to our analysis of all students improving mathematically is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more interventionists to work with every child showing the need in mathematics. Adding more specialists that can provide push-in support in math core will increase in the 25-26 SY.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom data using Open Sci Ed	All grade 3 teachers will self-contain for the 25-26 SY. Science must be taught every day. We will begin to incorporate STEELS into our science instruction.

Science, Technology, and Engineering Education Summary

Strengths

Having dedicated time to science every day and a strong STEM curriculum are the two biggest contributors to the successes we are seeing in science, technology, and engineering.

Challenges

The challenge in the area of science for this building is having no state assessment in Grade 3 and there is a strong need to focus on growth in literacy and mathematics. Training in phenomenon teaching and STEELS for teachers will greatly impact student growth in science. We will continue to train our teachers in STEELS at all grade levels.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Benchmarks	Not applicable for this school

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.

No Career Measures for this building

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.

No Career Measures for this building

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
We use the same data collection for our Students with Disabilities, such as CDT, 95%, and Heggerty, in addition to the progress monitoring done based on their IEP needs.	Growth in Reading and Math were significantly lower as measured by PSSA for students with disabilities.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Data from 24-25 for ELA and Math	We apply a school-wide Title I plan for the Muhlenberg Elementary School so all children receive any and all Title I funding. Our ED group from 24-25 as measured in the Future Ready, dropped 5% in Reading, but our Math scores for these identified students improved by 10%

Student Groups by Race/Ethnicity

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

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.

EL Growth and Attainment - well above the statewide average.
We apply a school-wide Title I plan for the Muhlenberg Elementary School so all children receive any and all Title I funding.

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.

Growth in Reading and Math were significantly lower as measured by PSSA for our students with disabilities. Improving the overall growth of our students with disabilities in these areas this would have a huge impact in achieving the Mission and Vision.
--

As we enter year 2 of a new math program, we have uncovered the need for more math interventions in this building. Using a schoolwide approach to intervention, all subgroups would get the support that they need as we aim for the future-ready targets. We will focus our math interventionist to work with grade 3, however we share her with the 4 to 6 building. We need more interventionists.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice. The district has committed financially to monitor student learning through platforms for intervention, employing reading specialists and instructional coaches.

Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Continuously monitor the implementation of the school improvement plan and adjust as needed. This is emerging as we are challenged with A-TSI designations in our district.

We need to consistently monitor the student groups that are trending down and address their needs accordingly.

Implement a multi-tiered system of supports for academics and behavior. We need to monitor and improve upon the strategies for our student with disabilities sub-group. One out of every three students in the Muhlenberg School District have been with us less than 24 months. We need to identify the needs of our "move-in" students early and get them the supports they need and deserve.

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
English Language Art Percent Proficient or Advanced. We need to continue to monitor this growth and focus on the positive as measured in 2023-24. The 2025, grade 3 PSSA, revealed a big decline in proficiency. This seemed to be consistent across the state. We need to focus our TIER 1 instruction based on the climbing success we had from 2021 to 2024.	False
Mathematics Proficient or Advanced. We saw a huge increase in performance in grade 3 math on the 2025 PSSA. We hope our 24-25 FRCPP data reflects the increasing trend. We need to continue our efforts on improving Tier 1 instruction.	True
Having a dedicated team of reading specialists, ESL teachers, Special Education teachers, instructional coaches, and administrators to plan, implement a MTSS, and respond to the data analysis is responding to our biggest reading challenges. Our enrollment continues to grow faster than our staffing.	False
Implementing an intervention program in mathematics. This intervention tool gives all teachers data that can impact their teaching in mathematics. This prescribed program allows the teachers to meet the needs of all children. We will continue this process for all Grade 3 students. We have also added 2 math interventionists to this building to pull out small groups using data from both CDT and Successmaker. The defined 30-min math intervention at the end of the day will start earlier in the school year for 25-26.	True
Having dedicated time to science every day and a strong STEM curriculum are the two biggest contributors to the successes we are seeing in science, technology, and engineering.	False
No Career Measures for this building	False
Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice. The district has committed financially to monitor student learning through platforms for intervention, employing reading specialists and instructional coaches.	False
	False
EL Growth and Attainment - well above the statewide average.	False
We apply a school-wide Title I plan for the Muhlenberg Elementary School so all children receive any and all Title I funding.	False

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
English Language Art Percent Proficient or Advanced. Students with Disabilities. The pressing matter is the rapidly growing number of Special Education students. We are implementing push-in support in regular education classrooms in reading.	False
Mathematics/Algebra 1. Percent Proficient or Advanced. Students with Disabilities. The pressing matter is the rapidly growing number of Special Education students. We are implementing push-in support in regular education classrooms in math.	True
The biggest challenge to our analysis of all students improving mathematically is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more interventionists to work with every child showing the need in mathematics. Adding more specialists that can provide push-in support in math core will increase in the 25-26 SY.	True
The challenge in the area of science for this building is having no state assessment in Grade 3 and there is a strong need to focus on growth in literacy and mathematics. Training in phenomenon teaching and STEELS for teachers will greatly impact student growth in science. We will continue to train our teachers in STEELS at all grade levels.	False
No Career Measures for this building	False
The biggest challenge to our analysis of all students reading on grade level is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more reading specialists, ESL teachers, and SpEd teachers to work with every child showing the need.	False
	False
Continuously monitor the implementation of the school improvement plan and adjust as needed. This is emerging as we are challenged with A-TSI designations in our district. We need to consistently monitor the student groups that are trending down and address their needs accordingly.	False
Implement a multi-tiered system of supports for academics and behavior. We need to monitor and improve upon the strategies for our student with disabilities sub-group. One out of every three students in the Muhlenberg School District have been with us less than 24 months. We need to identify the needs of our "move-in" students early and get them the supports they need and deserve.	True
Growth in Reading and Math were significantly lower as measured by PSSA for our students with disabilities. Improving the overall growth of our students with disabilities in these areas this would have a huge impact in achieving the Mission and Vision.	False
As we enter year 2 of a new math program, we have uncovered the need for more math interventions in this building. Using a schoolwide approach to intervention, all subgroups would get the support that they need as we aim for the future-ready targets. We will focus our math interventionist to work with grade 3, however we share her with the 4 to 6 building. We need more interventionists.	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 most notable observation at Muhlenberg Elementary school is how far behind our Student with Disabilities group is than the other student groups in math and reading. This aligns to our challenge of implementing a multi-tiered system and the need to monitor and improve our reading and math instruction to all our children. If we want all children to be able to read on grade level when entering 3rd grade, we have to support ALL our children. Our student breakdown in English Arts shows that Hispanic students and Students with Disabilities is trending down, all other subgroups are trending up. All students will be benchmarked and progress monitored this year using mClass and Boost Reading. Students not identified as ELL and/or IEP will be in the appropriate tier group with reading specialists focused on Tier 3 and the Classroom Teacher in Tiers 1 and 2. In a schoolwide setting all students, regardless of ethnicity or socioeconomic status are given what they need based on data. Our professional development this year will be on Tier 1 instruction to continue to close the achievement gap.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Mathematics/Algebra 1. Percent Proficient or Advanced. Students with Disabilities. The pressing matter is the rapidly growing number of Special Education students. We are implementing push-in support in regular education classrooms in math.	We need to provide more push-in support for all our children with disabilities. We will be implementing a new K-6 math program.	True
The biggest challenge to our analysis of all students improving mathematically is to ensure all student groups have equitable access to instruction, interventions, and support. This requires improved resources to close the achievement gap and more interventionists to work with every child showing the need in mathematics. Adding more specialists that can provide push-in support in math core will increase in the 25-26 SY.	We will be implementing a new K-6 math program. We are hoping to use benchmarking and progress monitoring tools provided by the program to gear our instruction. We are hoping the program provides consistency across grade levels.	False
Implement a multi-tiered system of supports for academics and behavior. We need to monitor and improve upon the strategies for our student with disabilities sub-group. One out of every three students in the Muhlenberg School District have been with us less than 24 months. We need to identify the needs of our "move-in" students early and get them the supports they need and deserve.	We will continue to monitor our MTSS. We need to continue to grow and make sure all students needs are being met.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Mathematics Proficient or Advanced. We saw a huge increase in performance in grade 3 math on the 2025 PSSA. We hope our 24-25 FRCPP data reflects the increasing trend. We need to continue our efforts on improving Tier 1 instruction.	The district has recently realigned the office of Curriculum and Instruction. There is now a Director dedicated to elementary
Provide frequent, timely, and systematic feedback and support on instructional practices. The administrative team is in classrooms each and every week, providing feedback and support to the teachers. We do not use a differentiated supervision plan, but rather observe and give feedback through informal and formal observations and walk-throughs.	The district has placed an instructional coach in each building to support staff and maintain instructional consistency.
Implementing an intervention program in mathematics. This intervention tool gives all teachers data that can impact their teaching in mathematics. This prescribed program allows the teachers to meet the needs of all children. We will continue this process for all Grade 3 students. We have also added 2 math interventionists to this building to pull out small groups using data from both CDT and Successmaker. The defined 30-min math intervention at the end of the day will start earlier in the school year for 25-26.	Continue to tweak how one math interventionist can provide support to this building., along with our intermediate building

Priority Challenges

Analyzing Priority Challenges	Priority Statements
-------------------------------	---------------------

	<p>Benchmarks and indicators based on large-scale assessments can be used to measure academic success and identify if and when disadvantaged students are successful. We are responsible to foster a love of learning and provide meaningful instruction to improve student outcomes for all.</p>
	<p>Implementing MTSS as a framework will meet the needs of all students by ensuring that our school optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. Sharing this data with our families is paramount to the success of a collaborative effort of support for our children.</p>

Goal Setting

Priority: Implementing MTSS as a framework will meet the needs of all students by ensuring that our school optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. Sharing this data with our families is paramount to the success of a collaborative effort of support for our children.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 PSSA Reading Improvement through Reading Intervention and Tier 1 Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35%	40%	45%	50%

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 PSSA Math Improvement through Math Intervention and Tier 1 Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35%	40%	45%	50%

Priority: Benchmarks and indicators based on large-scale assessments can be used to measure academic success and identify if and when disadvantaged students are successful. We are responsible to foster a love of learning and provide meaningful instruction to improve student outcomes for all.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
For students to improve proficiency in mathematics as measured by the Grade 3 Mathematics PSSA and meet the statewide average. CDT will be used to diagnose Tier 1 Instruction needs across the grade level. Firefly will be used to measure progress towards end-of-year goals.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 PSSA Mathematics Improvement in Tier 1 Instruction			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
35%	40%	45%	50%

Action Plan

Measurable Goals

Grade 3 PSSA Reading Improvement through Reading Intervention and Tier 1 Instruction	Grade 3 PSSA Mathematics Improvement in Tier 1 Instruction
Grade 3 PSSA Math Improvement through Math Intervention and Tier 1 Instruction	

Action Plan For: Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices

<p>Measurable Goals:</p> <ul style="list-style-type: none"> For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt. For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt. For students to improve proficiency in mathematics as measured by the Grade 3 Mathematics PSSA and meet the statewide average. CDT will be used to diagnose Tier 1 Instruction needs across the grade level. Firefly will be used to measure progress towards end-of-year goals.
--

Action Step		Anticipated Start/Completion Date	
Implement Standards-Aligned, High-Impact Tier 1 Instructional Routines		2025-08-27	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of C&I/Principal/Instructional Coach	PD Resources/Intervention resources such as Foundations/Reading Specialists/ESL Teachers/SpEd Teachers	Yes	
Action Step		Anticipated Start/Completion Date	
Strengthen Tier 1 Instruction Through Collaborative Data Review and Immediate Responding		2025-10-13	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of C&I/Principal/Instructional Coach	PD Resources/Intervention resources such as Foundations/Reading Specialists/ESL Teachers/SpEd Teachers	Yes	
Action Step		Anticipated Start/Completion Date	
Strengthen Tier 1 Intervention Through Targeted Skill Acceleration Cycles		2026-01-05	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Director of C&I/Principal/Instructional Coach	During January–May, Grade 3 teachers will implement 4–6 week “Acceleration Cycles” focused on essential Reading and Math power standards identified through mid-year data (ex. DIBELS, classroom assessments, computation checks). Teachers will embed pre-teaching of vocabulary, background knowledge, and prerequisite math skills directly into core lessons to ensure all students access grade-level content. Administrators and	Yes	

	instructional coaches will support this through co-planning and modeled lessons		
--	---	--	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As measured by the PSSA, math and reading grade 3 scores will improve by 5%. Every child will show growth from BOY to EOY.	DIBELS benchmarking will occur 3 times per year. Administered by reading specialists, ESL, SpEd, and Instructional Coaches. Open Ended Math Benchmarks will be given one per quarter by the classroom teacher and scored by the instructional coach. The process will be monitored by the principal and the director of C&I through observations and walkthroughs documented in Frontline.

Action Plan For: The “High-Impact Cycles” Instructional Coaching Model

Measurable Goals:
<ul style="list-style-type: none"> For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt. For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt. For students to improve proficiency in mathematics as measured by the Grade 3 Mathematics PSSA and meet the statewide average. CDT will be used to diagnose Tier 1 Instruction needs across the grade level. Firefly will be used to measure progress towards end-of-year goals.

Action Step	Anticipated Start/Completion Date	
1. Use funding to support an Instructional Coach for this building2. Teachers and coach co-identify a measurable student-focused goal3. Use the BDA Coaching Cycle to work with teachers to improve Tier 1 Instruction	2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal and Director of C&I	PD Resources, Observations and Walkthroughs	Yes
Action Step	Anticipated Start/Completion Date	
1. Use funding to support adding a Reading Specialist 2. Create more Intervention Groups based on Tier 3 needs	2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal and Director of C&I	Fundations	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As measured by the PSSA, math and reading grade 3 scores will improve by 5%. Every child will show growth from BOY to EOY.	DIBELS benchmarking will occur 3 times per year. Administered by reading specialists, ESL, SpEd, and Instructional Coaches. Open Ended Math Benchmarks will be given one per quarter by the classroom teacher and scored by the instructional coach. The process will be monitored by the principal and the director of C&I through observations and walkthroughs documented in Frontline.

Action Plan For: Family Academic Partnership Cycles (FAPC)

Measurable Goals:

- For students to improve reading on grade level as measured by the Grade 3 Reading PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.
- For students to improve math on grade level as measured by the Grade 3 Math PSSA and meet the statewide average. CDT will be used to diagnose needs, while Firefly will complement it as a progress monitor tool. Also monitored will be a quarterly constructive-response prompt.
- For students to improve proficiency in mathematics as measured by the Grade 3 Mathematics PSSA and meet the statewide average. CDT will be used to diagnose Tier 1 Instruction needs across the grade level. Firefly will be used to measure progress towards end-of-year goals.

Action Step		Anticipated Start/Completion Date	
1. Host yearly family learning nights in readign and math 2. Contract with a local author to be in residence for a week 3. Include a family night during the author visit 4. Back to School Night: implement reading and math take home toolkits in both English and Spanish 5. Share Intervention Data with families during conference week		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administration/Director of C&I/Teacher Leaders	Author books for parents to read at home with students, books as prizes, family night activities and meals	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase parent participation, improved home-based learning support,strengthening school-home alignment	Sign in sheets for family nights, at least three per year.

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">Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	MEC Salaries and Supplies	550549
Other Expenditures	<ul style="list-style-type: none">Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Instructional Coach	48425
Other Expenditures	<ul style="list-style-type: none">Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Parent and Family Engagement includes Author in Residence	12801
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none">Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Transferred from II and IV for MEC expenses of Instructional Coach (Title II) and a Reading Specialist (Title IV - Well Rounded)	64232
Total Expenditures			676007

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Implement Standards-Aligned, High-Impact Tier 1 Instructional Routines
Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Strengthen Tier 1 Instruction Through Collaborative Data Review and Immediate Responding
Grade 3 Reading & Math Success Plan Through High-Quality Tier 1 Practices	Strengthen Tier 1 Intervention Through Targeted Skill Acceleration Cycles
The “High-Impact Cycles” Instructional Coaching Model	1. Use funding to support an Instructional Coach for this building 2. Teachers and coach co-identify a measurable student-focused goal 3. Use the BDA Coaching Cycle to work with teachers to improve Tier 1 Instruction

Crack the Code: Using Data to Power Practice

Audience		
All teachers Grade 3		
Topics to be Included		
How to analyze data through edInsight to drill down to anchors		
Evidence of Learning		
Teachers will produce a data protocol on students assigned to them for 25-26 SY		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ginny Hornberger/ Principal	2025-08-20	2026-05-29

Learning Format

Type of Activities	Frequency
Inservice day	Intro to 3-part series on inservice day
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
• PDE BOARD AFFRIMATION STATEMENT SCHOOL PLANS 25-26 SY MEC & COLE.pdf

Chief School Administrator	Date
Building Principal Signature	Date
Virginia Hornberger	2025-12-10
School Improvement Facilitator Signature	Date
Cathy Shappell	2025-12-08