



Saucon Valley Elementary School

2025-26 Math & ELA Data Action Plan



SVPANTHERS.ORG



Agenda

1. Setting the Stage
2. ELA Areas to Applaud
3. ELA Instructional Focus
4. ELA Instructional Plan of Action
5. Math Areas to Applaud
6. Math Instructional Focus
7. Math Instructional Plan of Action

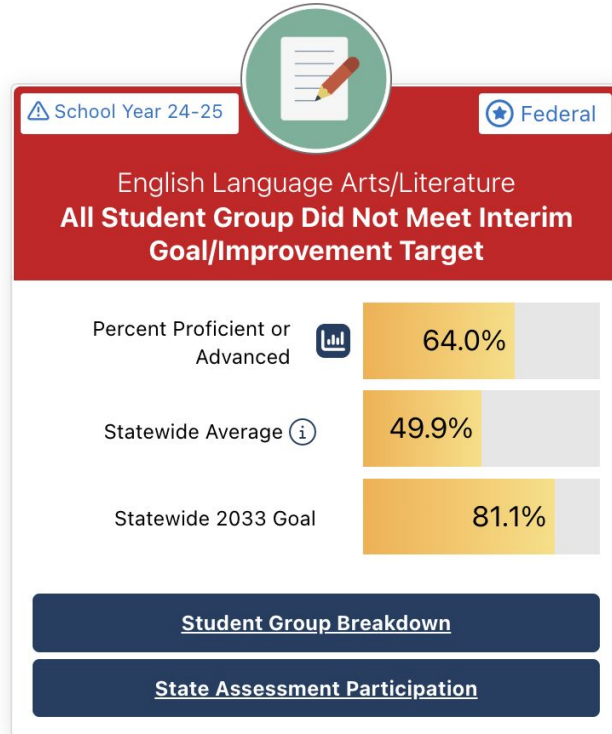
Setting the
Stage

	Operational	ELA	Math	Science/Social Studies
2022-23	Reviewed MTSS Process and inventoried Tiers of interventions	K-2: Expectation of EOY DIBELS > 80% Refocused Tier II Reading Supports to K-2 Began LETRS Training Cohorts	MIF PD provided - Found that two platforms being utilized 2018 and 2020 (still under contract for 2023-2024 for 2018 version in English)	Recognized that Science resources had not been updated/ utilized
2023-24	Trained staff on MTSS processes including progress monitoring and data review Grade Level Data Teams	K-2 Exceeded the EOY DIBELS > 80% Expanded LETRS Training Cohorts & Science Of Reading PD Implemented Lexia Tier I (Lexia Llamas)	Trialed IXL for Grades 3-4 for Intervention and Extension Reviewed Resources for Tier I and proposed upgrading all students to 2020 MIF	Mr. Kachmar worked with Grades 3-5 to train in STEELS and update FOSS resources
2024-25	Formalized Process with Ms. Brodhead. Developed Leadership Data Team	Year-long Review of of Reading Resources and & Proposal to School Board Progress Monitored Grades 3 & 4 in DIBELS	Extensive PD on CPA Instructional strategies with PaTTAN Implemented MIF 2020 Math LEAD & MATH PLCs	Mr. Kachmar worked with Grades K-2 to train in STEELS and update FOSS resources
2025-26	Continue Refining MTSS Process	Implementation of K-5 Arts & Letters Knowledge Building, 95% Foundational, Geodes Decodables	Math Specialist Continued Math LEAD & Math PLC's SpringMath implemented	Social Studies Implementation through Arts & Letters Reviewing SS Support Resources

Setting the Stage		Operational	ELA	Math	Science/ Social Studies
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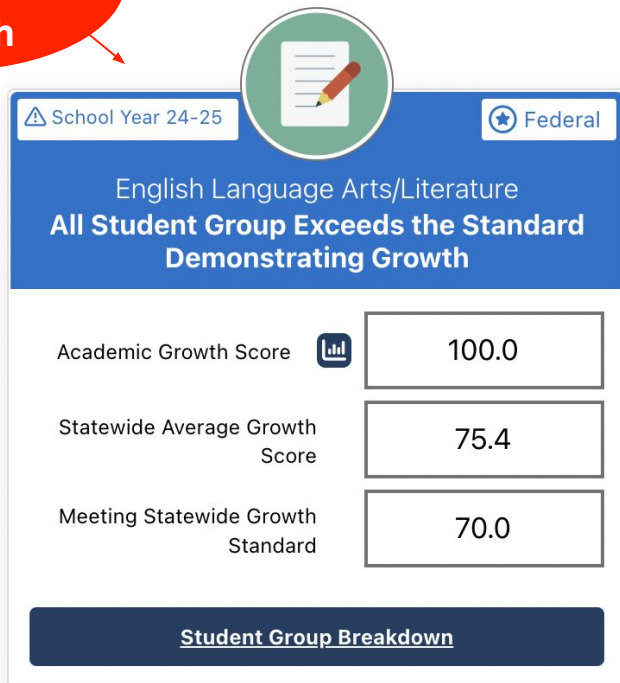
2024-25 SVES Future Ready Index

ELA and Math Achievement



ELA Areas to Applaud

Strong
Student
Growth



Strong
Foundational
Skills

DIBELS 2021- 2022

EOY Meeting Proficiency (or Higher)

K= 76% 1st= 74% 2nd= 71%

DIBELS 2022-2023

EOY Goal 80% Proficiency (or Higher)

K= 87% 1st= 82% 2nd= 76%

DIBELS 2023-2024

EOY Goal 80% Proficiency (or Higher)

K= 85% 1st= 88% 2nd= 82%

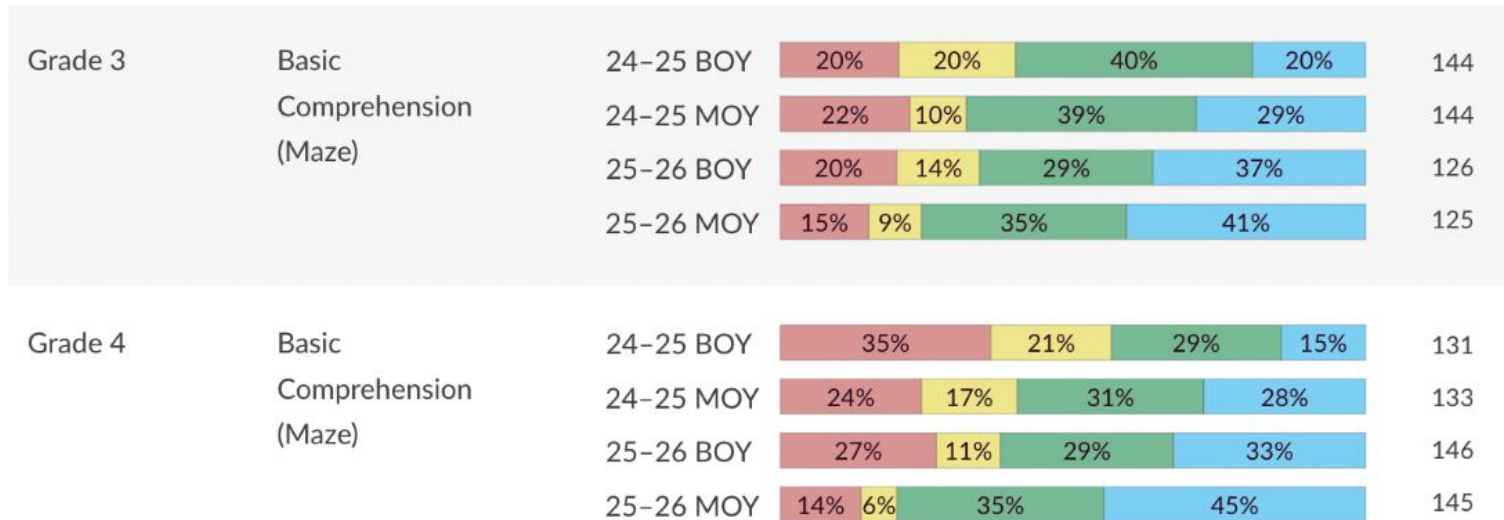
DIBELS 2024-2025

EOY Goal 80% Proficiency (or Higher)

K= 79% 1st= 81% 2nd= 82%

ELA Areas to Applaud

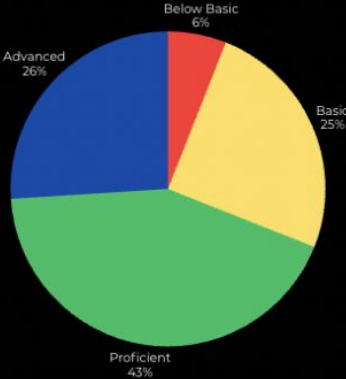
Improvement in
Reading
Comprehension



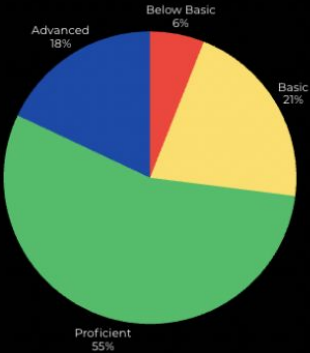
MOY MAP ELA Trends

2025
Beginning of Year

Grade 4



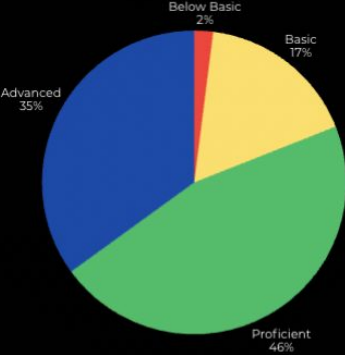
Grade 3



73% Proficiency

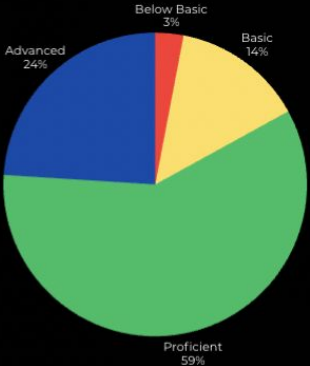
2026
Middle of Year

69% → 81%



81% Proficiency

73% → 83%



83% Proficiency

ELA Instructional Focus:

Turning Growth into Higher Achievement

What the Data Shows

 Strong student growth in reading

(PVAAS Growth Score = 100)

 MAP trends improving across grades



Instructional Focus

 Academic vocabulary development

 Informational text comprehension

 Writing about reading (Grades 3–4)

Focus: Strengthening deeper comprehension skills to increase overall reading proficiency.

ELA Instructional Focus

Upper Grade Literacy Priorities



As students move into Grades 3–4, reading expectations increase with greater emphasis on:

- Comprehension stamina
- Academic vocabulary
- Writing about reading

Targeted Student Support



- Hispanic students: 35.1% proficient
- Students with Disabilities: 32.7% proficient

Strategic Response:

Ensuring strong alignment between:

- Tier I instruction and Tier II/Tier III supports so interventions reinforce core literacy instruction.

ELA Instructional Plan of Action

Strengthening Tier I Literacy Instruction



- Continued implementation of **Arts & Letters knowledge-building curriculum (K-5)**
- Continued implementation of **95% Group foundational skills instruction (K-5)**
- Integration of **Geodes decodable texts** to strengthen reading fluency and comprehension (K-3)
- Continued use of **Lexia Core5 as a supplemental resource** to reinforce foundational literacy skills and support differentiated practice aligned to Tier I instruction

Instructional Consistency



- **PLC collaboration** focused on instructional planning and analysis of student work
- **ELA LEAD team** supporting instructional leadership and vertical alignment across grades
- **Administrative walkthroughs** aligned to Arts & Letters and 95% Group implementation
- **Building Capacity** through non-evaluative team learning walkthroughs

ELA Instructional Plan of Action

MTSS Supports & Targeted Interventions

- **Tier II and Tier III interventions aligned** with 95% Group resources to ensure consistency with Tier I instruction
- **Focused supports for identified student groups**, including students with disabilities, economically disadvantaged students, and multilingual learners
- **Refinement of I/E (Intervention/Extension)** time to better target individual student skill needs
- **Ongoing Tier II progress monitoring** to evaluate intervention effectiveness and adjust supports based on student response
- **BOY, MOY, and EOY DIBELS benchmark data** used to identify students needing additional support
- **Data review cycles through grade-level teams and the SVES data leadership** team to monitor progress and refine interventions

Math Areas to Applaud

**Strong Student
Achievement**

**2023-24
52% PSSA
Proficiency**



**2024-25
63.3% PSSA
Proficiency**

**Grade 4 PSSA
Proficiency
Improved**

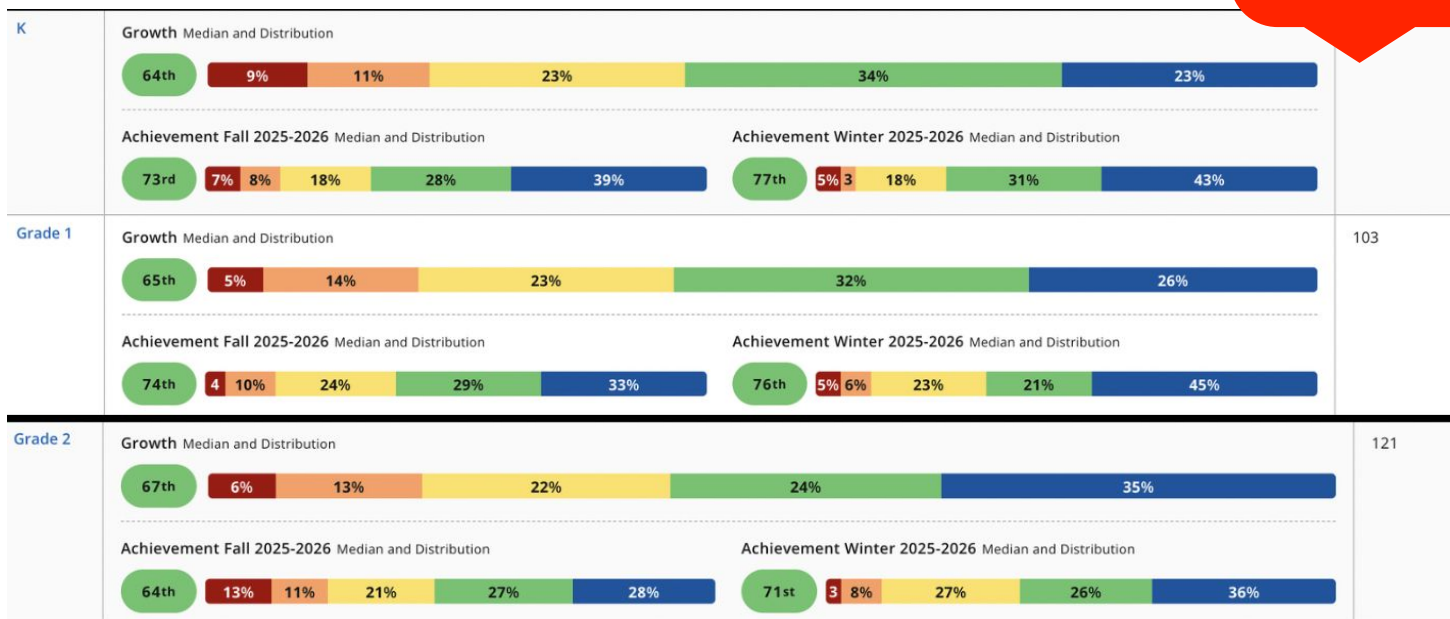
Mathematics							
Number Tested PL	Number Tested	Mean Scale Score	Below Basic %	Basic %	Proficient %	Advanced %	% At/Above Proficiency
147	147	1000	21.8	33.3	26.5	18.4	44.9
122	122	1030	13.9	24.6	41.0	20.5	61.5

Math Areas to Applaud

**Strong Early
Math
Foundations**

K-2 data shows strengthening
mathematical foundations

- number sense
- computation
- early problem solving



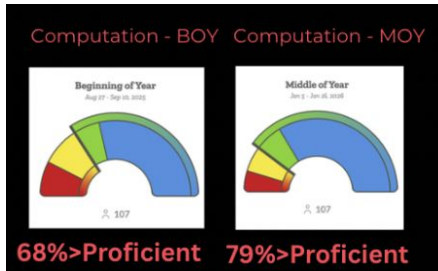
Math Areas to Applaud

Growing in
Computational
Fluency

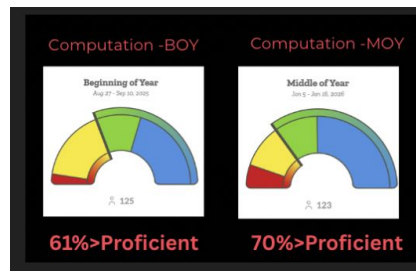
2025-26 BOY & MOY Acadience Data

Measures students' computational fluency and automaticity with math facts

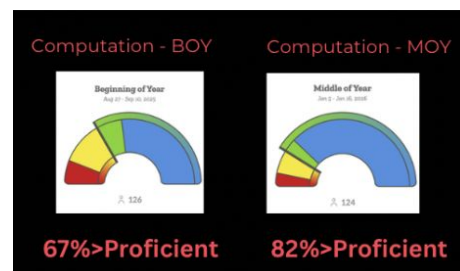
Grade 1



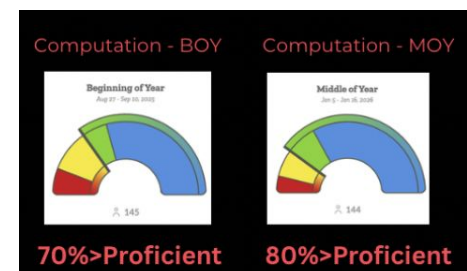
Grade 2



Grade 3

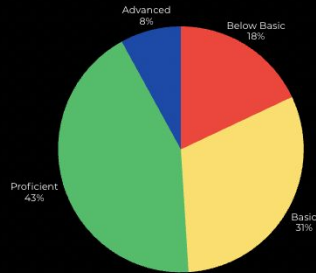


Grade 4



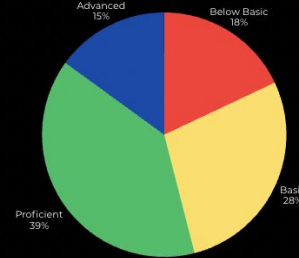
MOY MAP Math Trends

GRADE 2



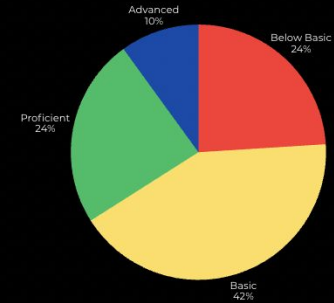
51% Proficiency

GRADE 3



54% Proficiency

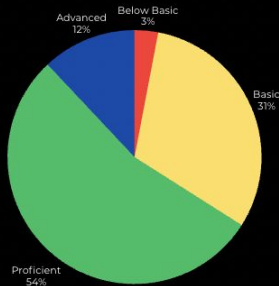
GRADE 4



34% Proficiency

Strong
Growth in
Grades 2-3 -
Strategic
Focus on
Grade 4
Problem
Solving

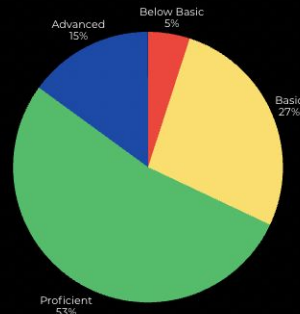
GRADE 2



66% Proficiency

51% → 66%

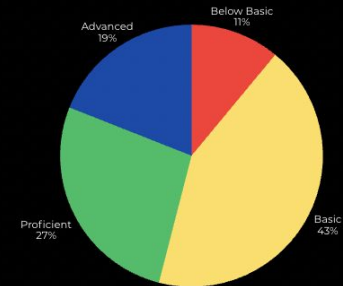
GRADE 3



68% Proficiency

54% → 68%

GRADE 4



46% Proficiency

34% → 46%

Math Instructional Focus

Strengthening Conceptual Reasoning & Application

While computation skills are improving, continued focus is needed on:

- Conceptual understanding of mathematical relationships
- Applying strategies to multi-step problems
- Flexible problem-solving approaches

Mathematical Communication & Problem Solving

Students benefit from opportunities to:

- Explain mathematical thinking
- Justify solutions
- Apply math in real-world contexts

Math Instructional Focus



Continued
Opportunity
for Growth

Performance gaps persist for:

- **Students with disabilities** (Although this group has trended upward.)
- **Economically disadvantaged students** (This group has also trended upward.)

Math Instructional Plan of Action

Strengthening Tier 1 Math Instruction



- Continued implementation of **Math in Focus 2020** to support conceptual understanding and problem solving
- Use of **CPA instructional strategies (Concrete → Pictorial → Abstract)** to develop deep mathematical reasoning
- Integration of **mathematical discourse and problem-solving routines** to strengthen conceptual understanding

Instructional Consistency



- **Math PLC collaboration** focused on analyzing student work and problem-solving strategies
- **Math LEAD team** supporting vertical alignment of instructional practices
- **Administrative walkthroughs** aligned to Math in Focus and CPA instructional practices
- **Non-evaluative team learning walkthroughs** to build instructional capacity

Math Instructional Plan of Action

MTSS Supports & Targeted Interventions

- **Targeted math interventions** during I/E (Intervention/Extension) time
- **SpringMath implementation** to strengthen fluency and automaticity
- **Math specialist support** for small group intervention
- **Ongoing progress monitoring and data review cycles** through grade-level teams and the leadership data team

Math Instructional Plan of Action

**Math
Instructional
Priorities Moving
Forward**

Continue Building

- ✓ Computational fluency
- ✓ Number sense in early grades

Strengthen

- ✓ Conceptual reasoning
- ✓ Multi-step problem solving
- ✓ Mathematical communication

SVES Instructional Commitment: *Moving Forward*

Building on Our Progress

- Strong student growth in reading
- Improving foundational math skills across grades
- Increased alignment of research-based Tier I instruction

Our Strategic Focus

- Strengthening deeper reading comprehension in Grades 3–4
- Expanding conceptual reasoning and problem solving in mathematics
- Ensuring strong alignment between Tier I instruction and targeted interventions

Our Commitment

Saucon Valley Elementary School remains committed to using data, collaboration, and research-based instruction to ensure every student grows as a reader, thinker, and problem solver.





Thank you!

Get in touch



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