

Bushkill El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Bushkill El Sch		120452003
Address 1		
131 North School Dr		
Address 2		
City	State	Zip Code
Dingmans Ferry	PA	18328
Chief School Administrator		Chief School Administrator Email
Dr Margaret Vitale		margaret-vitale@esasd.net
Principal Name		
Matthew Sadowsky		
Principal Email		
matthew-sadowsky@esasd.net		
Principal Phone Number		Principal Extension
570-588-4400		11420
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Andrew Snyder		Andrew-Snyder@esasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Sadowsky	Principal	Bushkill Elementary School	matthew-sadowsky@esasd.net
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Vision for Learning

Vision for Learning

The mission of Bushkill Elementary School, a culturally diverse, rapidly growing, united community, is dedicated to creating a sound foundation in shaping each student to become a positive, respectful, well-rounded citizen on a lifelong journey of success. We will own our data and be responsive to all students' individual academic, behavioral, and emotional needs. We will match academic and behavioral interventions to meet students' individual needs.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 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
College and Career Readiness	Based on 2023--2024 Future Ready Index, 100% percent of our 5th graders met the requirement. This is compared to the 91.4% state average which is a positive difference of 86%.
Science Achievement	During the 2023-2024 testing window, 83.1% of our students passed the Science PSSA. This is compared to the state average of 59.2%.This is a positive difference of 23.9%.Our combined ethnicity group actually scored 84.6% which is higher than our all school group.
ELA Growth	During the 2023-2024 testing window, the Academic Growth Score was 87% in ELA. This is compared to the state average of 75.4% and the standard of 70%. This is a positive difference of 11.6%. This was most notable with our white population who had a 98% growth rate. Students with disabilities and our economically disadvantaged students also scored a higher growth rate.
Science Growth	100% of our students met the expected growth on the Science PSSA. This is compared to 74.4% of the state.
ELA Achievement	Our white students scored 48.5%, which is higher than our whole school students which is 41.7%
Math Achievement	Our all School Group is 37.2%. Both our white students (38.2%) and our students who are 2 or more races (38%) scored higher than all student group.

Challenges

Indicator	Comments/Notable Observations
ELA Achievement	Based on 2023-2024 Future Ready Index, 41.7% of our students meet proficiency on the ELA PSSA, compared to the state average of 53.9%. We were 12.2% below the state average. To note, the follow sub-groups scored below the 41.7% of our all student group. Black: 40%2 or more races: 32%Economically disadvantaged: 37.5%Students with disabilities: 13.8%Combined Ethnicity: 37%
Math Achievement	Based on 2023-2024 Future Ready Index, 37.2% of our students meet proficiency on the Math PSSA, compared to the state average of 40.2%. We were 3% below the state average.
Math Growth	During the 2023-2024 testing window, the Academic Growth Score was 66% in Math. This is compared to the state average of 74.9% This is a negative difference of 8.9%.

Science Achievement	While our all student group is 83.1%, our white students (78.9%) and our economically disadvantaged students (81.8%) scored lower than the all student group and should be closely watched.
ELA Growth	While 87% of our students grew, students of 2 or more races, along with combined ethnicity students did not demonstrate that level of growth as both sub groups were in the 70%.
Science Growth	While our all student group had a growth rate of 37.3%, our economically disadvantaged students and our combined ethnicity groups had a lower rate.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ELA Growth (Future Ready) ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations During the 2023-24 testing window, 87% of our students met the growth expectation. Our Economically disadvantaged (94.0%) and our Students with disabilities (94.0%) both grew at a higher percentage than our entire student group. our white students did very well, with 98% demonstrating growth.
Indicator Math Achievement (Future Ready) ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations 38.2% of our students who identify as multiracial had a higher percentage of students who passed the math PSSA compared to our entire student group. This is also quite a growth when in 2022, only 22.2% of our multiracial students met proficiency on the Math PSSA.
Indicator ELA Achievement (Future Ready) ESSA Student Subgroups Hawaiian Native/Pacific Islander, White, Economically Disadvantaged	Comments/Notable Observations 41.7% of our school population scored advanced or proficient on the ELA PSSA, however, 44.1% of our 4th grade students scored advanced or proficient. Most notably, 75% of our American Indian 4th graders scored advanced or proficient. In 3rd grade grade, only 48.4% of our students were advanced or proficient, but 70.8% of our white students in 3rd grade met proficiency. In addition, over 50% of our ED students in grade 3 also out performed their non-economically disadvantaged peers.

Challenges

Indicator ELA Proficiency (Future Ready) ESSA Student Subgroups African-American/Black, Multi-Racial (not Hispanic), Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations As a school, only 41.7% of our students scored at least proficiency. Students with disabilities met proficiency at a much lower rate of 13.8%. Most concerning was 5th grade where only 31.6% met proficiency. Most notably, only 25% of our students in 5th grade who are black met proficiency. In 4th grade, our multi-racial students met proficiency at a much lower rate 23.5% to 44.1% of their peers.
Indicator Math Proficiency (Future Ready) ESSA Student Subgroups African-American/Black, Students with Disabilities	Comments/Notable Observations In 3rd grade, our black students met proficiency at a much lower rate than their peers (36.4% to 45.3%). Only 37.2% of our students met proficiency on the math PSSA, however in 5th grade, only 12% met proficiency and 0% of the 5th graders who are black. As a school, only 12.1% of our students with disabilities met proficiency on the math PSSA.
Indicator	Comments/Notable Observations

Math Proficiency (Future Ready) ESSA Student Subgroups African-American/Black	Only 25.8% of students who are black met with proficiency on the PSSA's in ELA. This is slightly below the "ALL Student Group of 30.2%."
Indicator ELA Achievement (Future Ready) ESSA Student Subgroups African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The subgroups selected were below our all school group. Most notably, our students with disabilities only had a 13.8% proficiency rate. This was most notable in 4th and 5th grade where we had a 0% proficiency rate. It is important to continue to monitor our black, 2 or more races, and economically disadvantaged students to ensure they are not falling behind their peers.
Indicator ELA Growth (Future Ready) ESSA Student Subgroups Combined Ethnicity, Multi-Racial (not Hispanic)	Comments/Notable Observations Two sub groups of students did not come close to the 87% growth of our all student group. These subgroups included, combined ethnicity, as well as students who are 2 or more races.

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.

ELA growth across all student groups, especially students with disabilities and are economically disadvantaged.

Science Achievement and growth

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.

ELA Proficiency

Math Proficiency

Special Education Population

Our black population scored below the "All School" population in both ELA and Math, although this was more noticeable in math.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience (Needs)	As a school, only 14% of students receiving special education services ended the year on-level according to Acadience. Only 43% of our kindergarten students were on-level at the end of the year. This is compared to 59% of students at the District level and only 4% higher than the fall. In addition, only 41% made their expected growth for the year.
Acadience (Strengths)	In the spring of 2024, 69% of our students was reading on level according to Acadience. This improved to 70% in the spring of 2025. Most notably, our current 2nd and 3rd graders demonstrated growth compared to the previous year. The cohort of students who went from 1st grade to 2nd grade, demonstrated a 5% increase of students who ended the year on-level. The cohort of students who went from 2nd grade to 3rd grade demonstrated a 9% increase of students who ended the year on-level. Additionally, when the year started, only 40% of our first graders were considered on-level. That was raised by 19% to 59% of students at the end of the year. There was also a 10% increase (48% to 58%) of 5th grader who were not on level in the fall and ended the year on-level in the spring. As far as Pathways of Progress, which indicated expected growth, in first grade, 63% of students met their expected growth and in 2nd grade, 78% did.
NWEA (ELA Needs)	In grade 4, less students ended the year on level than at the beginning of the year, dropping from 63% to 54% of our students.

English Language Arts Summary

Strengths

In 5th grade, only 48% of our students started the year on-level. This improved to 58% by the end of the year.
59% of our second graders are currently ready on level as they prepare to enter 3rd grade. At the same time, 78% of them made their expected growth from fall to spring.
In the winter, 38% of our first graders were reading accurately. This improved to 63% in the spring.

Challenges

Only 63% of our kids met their Accuracy benchmark during the EOY.
Only 43% of our kindergarten students were on-level at the end of the year.
Only 62% of our students met their expected growth during the year.

Mathematics

Data	Comments/Notable Observations
IXL (Need)	Only 40% of our 5th grade students were on, or above, expected level on their end of year assessment and only 45% made their expected growth from BOY to EOY. At the beginning of the year, 62% of 4th grade students was at, or above, their expected level. At the end of the year, only 46% were. That is a decrease of 16% of our students.
IXL (Strength)	A larger percentage of students demonstrated expected achievement on their spring IXL assessment compared to last year. Most notably, 83% of our second graders met proficiency compared to only 60% last year.

Mathematics Summary

Strengths

70% of our students are on-level for numbers and operations according to IXL.
83% of our 2nd graders and 64% of our 3rd graders are on-level according to IXL.

Challenges

Only 54% of our 5th graders are on-level with skills associated with numbers and operations. As a school, 54% of all 2-5 grade students met expected growth on the EOY IXL Snapshot. 39% of 5th grade students scored met expected growth on the EOY IXL Snapshot.
Less than 50% of our 4th and 5th graders are on-level according to IXL.
Only 58% of our students are meeting their expected math level according to IXL.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
E Metric Strength	During the 24/25 assessment window, 83% of 4th graders met proficiency.

Science, Technology, and Engineering Education Summary

Strengths

During the 23/24 assessment window, 83.0% of our 4th graders passed the Science PSSA.

Challenges

No concerns with science

Related Academics

Career Readiness

Data	Comments/Notable Observations
met career standards benchmark (100%)	This is well above the state average of 91.4%

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.

All student group exceeds the state average for percent career standards benchmark.

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.

None observed.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
EMetric	In all grade levels, our EL kids scores at a higher proficiency/advanced rate than their grade level peers in math and 3rd and 4th grade ELA.
Future Ready	We do not have scored (not enough students) in Future Ready.

Students with Disabilities

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

Data	Comments/Notable Observations
Looking at Future Ready, 13.8% of our students with disabilities scored proficiency in ELA.	This is much lower than our all student group of 41.7%. Their growth, however, was 91% which is higher than the 87% of our all student group.
Looking at Future Ready, 12.1% of our students with disabilities scored proficiency in Math.	This is much lower than our all student group of 37.2%. Their growth, however, was 79% which is higher than the 66% of our all student group.
Future Ready	We did not have enough students in this subgroup take the assessment in science.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Looking at Future Ready, 37.8% of our students with disabilities scored proficiency in ELA.	This is slightly below all student group of 41.7%. The positive is that 91% of these students demonstrated growth which is 4% higher than the all student group.
Looking at Future Ready, 33% of our students with disabilities scored proficiency in Math. 64% demonstrated growth.	This is slightly below all student group of 37.4%. of these students demonstrated growth which is 4% lower than the all student group.
In Science, these students had a proficiency rate of 81.8%. The growth rate is 93%.	This is very close to our all student group of 83.1%. The growth rate is slightly below the all student group of 100%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	One area of students who did worse than their peers consistency is our black population. In 3rd grade ELA and Math, our black students met proficiency at a negative percentage of 12% and 8.9%. In 4th grade math, our black students met proficiency at 45% compared to 50.8% of the grade level. 0% of our black students in

	5th grade passed the math PSSA. Our black students seemed to do worse in all areas of testing. This includes both growth and achievement.
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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.

Our white students seem to be out performing their peers across all grade levels and subjects.
Students who are economically disadvantaged are out performing their peers at almost all grade levels.
Our EL students in grades 3 and 4 (entering 4th and 5th) out performed their peers in ELA and Math.

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.

Students with disabilities are meeting proficiency at a much lower rate than the all student group in ELA and Math
While our economically disability students scored proficiency worse than their peers, however, there growth seemed to outpace their peer. This was very evident in ELA.
Students who are classified as black are meeting proficiency at a slightly lower rate than the all student in ELA and Math.

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	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

Continuously monitor implementation of the school improvement plan and adjust as needed

Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Identify professional learning needs through analysis of a variety of data

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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Implement evidence-based strategies to engage families to support learning

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
Science Achievement and growth	True
ELA growth across all student groups, especially students with disabilities and are economically disadvantaged.	True
In 5th grade, only 48% of our students started the year on-level. This improved to 58% by the end of the year.	False
59% of our second graders are currently ready on level as they prepare to enter 3rd grade. At the same time, 78% of them made their expected growth from fall to spring.	True
During the 23/24 assessment window, 83.0% of our 4th graders passed the Science PSSA.	True
70% of our students are on-level for numbers and operations according to IXL.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	True
All student group exceeds the state average for percent career standards benchmark.	False
Our white students seem to be out performing their peers across all grade levels and subjects.	True
Continuously monitor implementation of the school improvement plan and adjust as needed	True
Implement a multi-tiered system of supports for academics and behavior	True
83% of our 2nd graders and 64% of our 3rd graders are on-level according to IXL.	True
Identify professional learning needs through analysis of a variety of data	False
In the winter, 38% of our first graders were reading accurately. This improved to 63% in the spring.	True
Students who are economically disadvantaged are out performing their peers at almost all grade levels.	False
Our EL students in grades 3 and 4 (entering 4th and 5th) out performed their peers in ELA and Math.	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
Special Education Population	True
Our black population scored below the "All School" population in both ELA and Math, although this was more noticeable in math.	False
Our black population scored below the "All School" population in both ELA and Math, although this was more noticeable in math.	False
ELA Proficiency	True
Math Proficiency	True

Only 54% of our 5th graders are on-level with skills associated with numbers and operations. As a school, 54% of all 2-5 grade students met expected growth on the EOY IXL Snapshot. 39% of 5th grade students scored met expected growth on the EOY IXL Snapshot.	True
Less than 50% of our 4th and 5th graders are on-level according to IXL.	True
Students who are classified as black are meeting proficiency at a slightly lower rate than the all student in ELA and Math.	False
Only 43% of our kindergarten students were on-level at the end of the year.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
None observed.	False
Students with disabilities are meeting proficiency at a much lower rate than the all student group in ELA and Math	True
Only 63% of our kids met their Accuracy benchmark during the EOY.	True
No concerns with science	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement evidence-based strategies to engage families to support learning	True
Only 62% of our students met their expected growth during the year.	False
Only 58% of our students are meeting their expected math level according to IXL.	False
While our economically disability students scored proficiency worse than their peers, however, there growth seemed to outpace their peer. This was very evident in ELA.	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.

Trying to get our students caught up while continuing to move forward.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Special Education Population		False
ELA Proficiency	Students classified as having an Individual Education Plan (IEP) Students seem to be struggling with accuracy. Accuracy concerns are based on students being whole word readers in the younger grades and not learning the phonics skills to decode unknown words. When students do not read accurately, they demonstrate comprehension concerns which is limiting their proficiency level.	True
Math Proficiency	Students not meeting the benchmark in "Numbers and Operations," indicates they have a below average "number sense." Without number sense, students struggle to complete the multi-step problems which limits our math proficiency levels.	True
Only 54% of our 5th graders are on-level with skills associated with numbers and operations. As a school, 54% of all 2-5 grade students met expected growth on the EOY IXL Snapshot. 39% of 5th grade students scored met expected growth on the EOY IXL Snapshot.		False
Less than 50% of our 4th and 5th graders are on-level according to IXL.		False
Implement evidence-based strategies to engage families to support learning	We struggle to get parents to participate in family engagement activities. This is due to what we are offering and when we are offering it.	True
Only 63% of our kids met their Accuracy benchmark during the EOY.		False
Students with disabilities are meeting proficiency at a much lower rate than the all student group in ELA and Math	Students classified as having an Individual Education Plan (IEP) scored significantly below their grade level's overall average. Our thought is that our District relies too heavily on the pull-out instructional model and they do not spend enough time with their non-disabled peers.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
59% of our second graders are currently ready on level as they prepare to enter 3rd grade. At the same time, 78% of them made their expected growth from fall to spring.	We are putting significant material and personnel resources into our WIN time, and trying to hit the beginning reading skills in our primary grades to ensure success and close any potential gaps.
Our white students seem to be out performing their peers across all grade levels and subjects.	
During the 23/24 assessment window, 83.0% of our 4th graders passed the Science PSSA.	We utilized the state PSSA Science workbook as part of our science program.
Science Achievement and growth	We utilized the state PSSA Science workbook as part of our science program.

ELA growth across all student groups, especially students with disabilities and are economically disadvantaged.	We are putting significant material and personnel resources into our EI time, and trying to hit the beginning reading skills in our primary grades to ensure success and close any potential gaps.
70% of our students are on-level for numbers and operations according to IXL.	This was a focus on the plan last year and will be again.
Implement an evidence-based system of schoolwide positive behavior interventions and supports	When behaviors get in the way of learning, lost instructional time occurs. We try to be proactive with behaviors by utilizing a School Wide Team, School Wide PBIS plan and the SRSS Screener to put interventions in place before lost instructional time occurs. When we do have student behavioral concerns, we address it through SAP and MTSS/Student of Concern.
Continuously monitor implementation of the school improvement plan and adjust as needed	We are meeting every 6 weeks as grade levels to review data and make changes to WIN instructional Groups. The MTSS Leadership team meets weekly to review data and discuss students with teachers.
Implement a multi-tiered system of supports for academics and behavior	The MTSS Leadership team meets weekly to review data and discuss students with teachers.
83% of our 2nd graders and 64% of our 3rd graders are on-level according to IXL.	We implemented a Math WIN time to close gaps while not taking time from core instruction.
In the winter, 38% of our first graders were reading accurately. This improved to 63% in the spring.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. A focus of our Title I WIN time will be to increase student's accuracy which in turn will help students better comprehend.
	Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. We will focus on students demonstrating growth on number sense through direct practice and their instructional level on numbers and operations.
	To maximize family engagement, options on times and materials will need to be implemented for our families.

Goal Setting

Priority: To maximize family engagement, options on times and materials will need to be implemented for our families.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Smart Goal:S: Throughout the 2025-2026 school year, multiple relevant family engagement activities will be planned for caregivers where at least 75% of our family population invited participates in some manner. M: Surveys at the completion of each event will be reviewed to determine relevance to caregivers. A: Planning six events, one per grade level, can be achieved. R: Families have shared that they want to help their child at home but does not always know the best ways to make reading allowed meaningful, help them with "new math" and assist them with social emotional needs. T: Events will be planned throughout the 2025-2026 school year.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All grade levels will have preliminary planned an event for families that include PD.	All events planned for the second quarter would have been completed.	All events planned for the third quarter would have been completed.	All grade levels (K-6) will have completed an event. During each event, the Principal, along with other staff members will provide a 15-20 minute PD for families.

Priority: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. We will focus on students demonstrating growth on number sense through direct practice and their instructional level on numbers and operations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
SMART GoalS: At minimum, 80% of our 2-5 grade students will demonstrate at minimum expected accuracy on their spring Acadeince. M: Using Acadience, we expect at minimum, 80% of our students to demonstrate at minimum expected accuracy on their spring Acadeince. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. R: This goal will help all students deepen their understanding of crucial skills needed to decode and make meaning of text. T: We will determine success with this goal within a one year time frame with a middle of the year check in.			
Measurable Goal Nickname (35 Character Max)			
Fluency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All students will have been given the Acadience Assessment and a baseline for their accuracy score will recorded.	Interventions geared towards improved accuracy will be implemented and tracked.	Interventions geared towards improved accuracy will be implemented and tracked.	80% of students in grades 2-5 will have met their accuracy goal.

Priority: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school. A focus of our Title I WIN time will be to increase student's accuracy which in turn will help students better comprehend.

Outcome Category

Mathematics			
Measurable Goal Statement (Smart Goal)			
SMART Goal:S: Students will improve their mathematical number and operation abilities throughout the 2025-2026 school year with the assistance of their teachers, math coaches, math paraprofessionals and interventions put into practice by MTSS Team. This includes our special education and black studentsM: Using IXL, students will take the Real-time Diagnostic Assessment three times per the school year. 80% of 1-5 grade students will demonstrate expected growth by making at minimum 90 points of growth on their number and operation score. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. This will be completed during math WIN. R: This goal will help all students deepen their understanding of mathematical concepts allowing for successful abilities to solve more in-depth math problems both in school and in their daily lives. T: We will determine success with this goal within a one year time frame with a middle of the year check in.			
Measurable Goal Nickname (35 Character Max)			
Improved Math IXL Number and Operation Score			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All 1-5 grade students will have completed the IXL benchmark and a baseline score for numbers and operations will be recorded.	Interventions on numbers and operations will be completed and documented.	Interventions on numbers and operations will be completed and documented.	80% of our students will be on-level with numbers and operations on the EOY IXL Snapshot.

Action Plan

Measurable Goals

Family Engagement	
Fluency	Improved Math IXL Number and Operation Score

Action Plan For: Data Meetings

Measurable Goals:
<ul style="list-style-type: none"> SMART Goal:S: Students will improve their mathematical number and operation abilities throughout the 2025-2026 school year with the assistance of their teachers, math coaches, math paraprofessionals and interventions put into practice by MTSS Team. This includes our special education and black studentsM: Using IXL, students will take the Real-time Diagnostic Assessment three times per the school year. 80% of 1-5 grade students will demonstrate expected growth by making at minimum 90 points of growth on their number and operation score. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. This will be completed during math WIN. R: This goal will help all students deepen their understanding of mathematical concepts allowing for successful abilities to solve more in-depth math problems both in school and in their daily lives. T: We will determine success with this goal within a one year time frame with a middle of the year check in. SMART Goals: At minimum, 80% of our 2-5 grade students will demonstrate at minimum expected accuracy on their spring Acadeince. M: Using Acadieince, we expect at minimum, 80% of our students to demonstrate at minimum expected accuracy on their spring Acadeince. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. R: This goal will help all students deepen their understanding of crucial skills needed to decode and make meaning of text. T: We will determine success with this goal within a one year time frame with a middle of the year check in.

Action Step		Anticipated Start/Completion Date	
Data meetings and review of data. Each quarter, Mr. Sadowsky will meet with each grade level teacher to review data and effectiveness of interventions and review the data with a focus on Numbers and Operations as well as accuracy. Every 6 weeks, the grade level will work with the Title I staff, Principal and MTSS Coordinator to review grade level data and effectiveness of interventions. Every Week the MTSS Leadership team will meet to review data and flag students of concern. Once flagged students will be closely monitored and additional interventions will be provided.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky: Principal Diane Litts: MTSS Coordinator	Acadieince Data System, IXL Data System, Title I Purchased resources, Title I reading staff, instructional coaches	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
* Principal will meet with Title I and MTSS Staff weekly to review data and make recommendations for Child Study, movement of *Principal and Title I/MTSS staff will meet with each grade level every 6 weeks to review progress monitoring data and review any changes to materials and grouping for individual students. Principal will meet quarterly with individual teachers to review data and make any needed changes to Title I materials or grouping for individual students. Teacher's will implement math WIN, ELA WIN and 95% in grades 3-5.	Matt Sadowsky, Principal through Acadieince, IXL and observations. Data will be reviewed weekly and discussed with Title 1 Staff.

Action Plan For: Math WIN

Measurable Goals:	
<ul style="list-style-type: none"> SMART Goal:S: Students will improve their mathematical number and operation abilities throughout the 2025-2026 school year with the assistance of their teachers, math coaches, math paraprofessionals and interventions put into practice by MTSS Team. This includes our special education and black studentsM: Using IXL, students will take the Real-time Diagnostic Assessment three times per the school year. 80% of 1-5 grade students will demonstrate expected growth by making at minimum 90 points of growth on their number and operation score. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. This will be completed during math WIN. R: This goal will help all students deepen their understanding of mathematical concepts allowing for successful abilities to solve more in-depth math problems both in school and in their daily lives. T: We will determine success with this goal within a one year time frame with a middle of the year check in. 	

Action Step		Anticipated Start/Completion Date	
Math WIN will be implemented for the 25-26 school year. Data will be collected to measure effectiveness.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky, Principal Diane Litts, MTSS Coordinator	MTSS Staff/Resources, Title I staff, instructional coaches	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate at least 90 points of growth on their IXL Numbers and Operations from the fall to spring IXL Snapshot assessment.	Matt Sadowsky will monitor IXL data and share with staff monthly.

Action Plan For: After School Math Club

Measurable Goals:	
<ul style="list-style-type: none"> SMART Goal:S: Students will improve their mathematical number and operation abilities throughout the 2025-2026 school year with the assistance of their teachers, math coaches, math paraprofessionals and interventions put into practice by MTSS Team. This includes our special education and black studentsM: Using IXL, students will take the Real-time Diagnostic Assessment three times per the school year. 80% of 1-5 grade students will demonstrate expected growth by making at minimum 90 points of growth on their number and operation score. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. This will be completed during math WIN. R: This goal will help all students deepen their understanding of mathematical concepts allowing for successful abilities to solve more in-depth math problems both in school and in their daily lives. T: We will determine success with this goal within a one year time frame with a middle of the year check in. 	

Action Step		Anticipated Start/Completion Date	
Students who demonstrate a need in numbers and operations after the fall IXL Snapshot will be invited to an afterschool homework club ran by a Title I para.		2025-10-01	2026-04-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky, Principal Kelly Green, Title I para	Materials that support Numbers and Operations in grades 3-5. Materials can be purchased through Title I or building funds.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

Students who attend the club will demonstrate an increase number sense.	Matt Sadowsky, Principal Diane Litts, MTSS Coordinator. IXL updates weekly as students work in the arena. For students who attend this program, weekly monitoring of growth in numbers and operations in IXL will occur.
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Action Plan For: 95%

Measurable Goals:
<ul style="list-style-type: none"> SMART Goals: At minimum, 80% of our 2-5 grade students will demonstrate at minimum expected accuracy on their spring Acadience. M: Using Acadience, we expect at minimum, 80% of our students to demonstrate at minimum expected accuracy on their spring Acadience. A: We will look for growth throughout the school year and provide interventions when typical growth is not being achieved. R: This goal will help all students deepen their understanding of crucial skills needed to decode and make meaning of text. T: We will determine success with this goal within a one year time frame with a middle of the year check in.

Action Step		Anticipated Start/Completion Date	
Grades 3-5 will incorporate 10-15 minutes of 95% phonics and phonemic awareness daily into their core ELA block by implementing the Multi-Sensory Routine.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky, Principal Title I Reading Specialists	95% phonics materials (Multi-Sensory Routine). Title I reading staff, instructional coaches, resources.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As students in grades 3-5 start to close their phonological gaps, their fluency will improve.	Matt Sadowsky. Title I reading staff will review Acadience data monthly.

Action Plan For: Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> Smart Goal:S: Throughout the 2025-2026 school year, multiple relevant family engagement activities will be planned for caregivers where at least 75% of our family population invited participates in some manner. M: Surveys at the completion of each event will be reviewed to determine relevance to caregivers. A: Planning six events, one per grade level, can be achieved. R: Families have shared that they want to help their child at home but does not always know the best ways to make reading allowed meaningful, help them with "new math" and assist them with social emotional needs. T: Events will be planned throughout the 2025-2026 school year.

Action Step		Anticipated Start/Completion Date	
Each grade level will plan an event that will include a 20 minute surprise PD for family that will be delivered by Principal, School Counselors, MTSS, and Title I Reading Staff. This will ensure all families receive important information regarding how to help their child both as a learner and emotionally as well as ensure we are meeting our family engagement requirements through Title I.		2025-08-25	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky, Principal Title I Reading Staff	Title I reading Staff, Title I PFE supplies & resources	No	
Action Step		Anticipated Start/Completion Date	
Summer Programing (STEM, robotics, Quick Start, etc.)		2026-07-01	2026-08-14

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Matt Sadowsky	Summer Staff/Materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Meaningful Family Engagement events will be planned based on family and student needs. Staff will be hired and materials purchased for our summer programming. Communication throughout the program will be sent to families throughout the program. Parents will be invited to attend a program on the last day.	At the conclusion of every event, a survey will be sent to determine the expected outcome of the event was achieved. This will be reviewed by both the Principal, Family Engagement Committee and Title I staff.

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"> Data Meetings Math WIN 95% Family Engagement 	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	172371
Instruction	<ul style="list-style-type: none"> Data Meetings Math WIN 95% Family Engagement 	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	103863
Instruction	<ul style="list-style-type: none"> Math WIN 95% 	Printing of Supplemental resources	450
Instruction	<ul style="list-style-type: none"> Data Meetings 95% 	Supplemental instructional resources	1720
Instruction	<ul style="list-style-type: none"> Math WIN 95% 	Summer STEM program - salaries	13674
Instruction	<ul style="list-style-type: none"> Math WIN 95% 	Summer STEM program - benefits	3588
Instruction	<ul style="list-style-type: none"> Math WIN After School Math Club 95% 	Before & after school programs	7500
Instruction	<ul style="list-style-type: none"> Data Meetings Family Engagement 	Quick Start to Kindergarten 2-week summer program - salaries	3387
Instruction	<ul style="list-style-type: none"> Data Meetings Family Engagement 	Quick Start to Kindergarten 2-week summer program - benefits	926
Instruction	<ul style="list-style-type: none"> Data Meetings Family Engagement 	Quick Start to Kindergarten 2-week summer program - supplies	575
Other Expenditures	<ul style="list-style-type: none"> Data Meetings Math WIN After School Math Club 95% Family Engagement 	Conferences - fees	475
Other Expenditures	<ul style="list-style-type: none"> Data Meetings 	Conferences - travel	1000

	<ul style="list-style-type: none"> • Math WIN • After School Math Club • 95% • Family Engagement 		
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement 	Parent & Family engagement - parent education/workshops - salaries	1905
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement 	Parent & Family engagement - parent education/workshops - benefits	506
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement 	Parent/family engagement contracted services	795
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement 	Parent/family engagement - printing, postage & parent conference travel	177
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement 	Parent/family engagement supplies (books, materials, refreshments, etc.)	8559
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Data Meetings • Math WIN • 95% • Family Engagement 	Summer STEM program - instructional salaries	10025
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Data Meetings • Math WIN • 95% • Family Engagement 	Summer STEM program - instructional benefits	2656
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Data Meetings • Math WIN • 95% • Family Engagement 	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	6825
Total Expenditures			340977

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math WIN	Math WIN will be implemented for the 25-26 school year. Data will be collected to measure effectiveness.
95%	Grades 3-5 will incorporate 10-15 minutes of 95% phonics and phonemic awareness daily into their core ELA block by implementing the Multi-Sensory Routine.

95%

Action Step		
<ul style="list-style-type: none"> Grades 3-5 will incorporate 10-15 minutes of 95% phonics and phonemic awareness daily into their core ELA block by implementing the Multi-Sensory Routine. 		
Audience		
All 3-5 classroom teachers, Title I Reading Specialists		
Topics to be Included		
Implementation of the 95% materials into core ELA block.		
Evidence of Learning		
Successful implementation as seen through admin observation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
95% Company	2025-08-20	2025-08-21

Learning Format

Type of Activities	Frequency
Workshop(s)	1X and possible on-going training by IU as needed.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Math WIN

Action Step		
<ul style="list-style-type: none"> Math WIN will be implemented for the 25-26 school year. Data will be collected to measure effectiveness. 		
Audience		
K-5 Classroom Teachers		
Topics to be Included		
What does Math WIN look like. Goal Setting Standards of numbers and operations.		
Evidence of Learning		
Successful implementation of Math WIN, which in turn will help meet our goal of 90 points of growth per child on IXL.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Sadowsky, Principal	2025-08-19	2026-05-29

Learning Format

Type of Activities	Frequency
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Professional Learning Community (PLC)	2X per month
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

Chief School Administrator	Date
Building Principal Signature	Date
Matthew Sadowsky	2025-10-29
School Improvement Facilitator Signature	Date