

East Stroudsburg El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
East Stroudsburg El Sch		120452003
Address 1		
93 Independence Rd		
Address 2		
City	State	Zip Code
East Stroudsburg	PA	18301
Chief School Administrator		Chief School Administrator Email
Dr Margaret Vitale		margaret-vitale@esasd.net
Principal Name		
Kristina Smoke		
Principal Email		
kristina-smoke@esasd.net		
Principal Phone Number		Principal Extension
570-421-1905		12420
School Improvement Facilitator Name		School Improvement Facilitator Email
Tabitha Bradley		tabitha-bradley@esasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Angela Byrne	Coordinator of Federal Programs	East Stroudsburg Area SD	angela-byrne@esasd.net
Jonathan Osmun	Guidance Counselor	East Stroudsburg Elementary School	jonathan-osmun@esasd.net
Tina Falbo	Literacy Instructional Coach	East Stroudsburg Area SD	tina-falbo@esasd.net
Taylor Forgione	Math Instructional Coach	East Stroudsburg Area SD	taylor-forgione@esasd.net
Mary Capulish	MTSS Coordinator	East Stroudsburg Elementary School	mary-capulish@esasd.net
Rachel Becker	Reading Specialist	East Stroudsburg Elementary School	rachel-becker@esasd.net
Tabitha Bradley	District Level Leaders	East Stroudsburg Area SD	tabitha-bradley@esasd.net
Andronikki Andrews	Teacher	East Stroudsburg Elementary School	andronikki--andrews@esasd.net
Lois Casella	Teacher	East Stroudsburg Elementary School	lois-casella@esasd.net
Samantha Mauro	Teacher	East Stroudsburg Elementary School	samantha-mauro@esasd.net
Nicole Miller	Teacher	East Stroudsburg Elementary School	nicole-miller@esasd.net
Rebecca O'Donnell	Teacher	East Stroudsburg Elementary School	rebecca-odonnell@esasd.net
Vidalia Belfiore	Teacher	East Stroudsburg Elementary School	vidalia-belfiore@esasd.net
Raymond Uy	Education Specialist	East Stroudsburg Elementary School	raymond-uy@esasd.net
Hillary Starinieri	Education Specialist	East Stroudsburg Elementary School	hillary-starinieri@esasd.net
Brett Bealer	Education Specialist	East Stroudsburg Elementary School	brett-bealer@esasd.net
Kristina Smoke	Principal	East Stroudsburg Elementary School	kristina-smoke@esasd.net
Jennifer Sadura	Parent	East Stroudsburg Elementary School	ladybuggirl710@gmail.com
Melissa Glavich	Parent	East Stroudsburg Elementary School	melissafelter@yahoo.com
Maria (Natalia) Ruiz	Community Member	East Stroudsburg Elementary School	natytsin@hotmail.com
Cristy Myers	Other	East Stroudsburg Elementary School	cristy-myers@esasd.net
Gwendolyn Schoenmakers	Paraprofessional	East Stroudsburg Elementary School	gwendolyn-schoenmakers@esasd.net
Amanda Yost	Education Specialist	East Stroudsburg Elementary School	amanda-yost@esasd.net
Holly Pongratz	Education Specialist	East Stroudsburg Elementary School	holly-pongratz@esasd.net

Vision for Learning

Vision for Learning

East Stroudsburg Elementary School is a diverse school community that is dedicated to creating a learning environment where all students maximize their potential. We will achieve this goal by developing and implementing high-quality, standards-driven instruction. In addition, civic, social, and technological skills will be cultivated in a nurturing environment to meet the challenges of our changing world.

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
PSSA Science Proficiency (all students)	All student group score (Grades 3,4,5) for 24-25 SY of 90.5 % of students scoring either proficient or advanced is above the statewide average of 59.2% (source: School Year 23-24 Future Ready PA Index).
PSSA ELA Proficiency (all students)	All student group score (Grades 3,4,5) for 24-25 SY of 59% of students scoring either proficient or advanced is above the statewide average of 53.9% (source: School Year 23-24 Future Ready PA Index).
PSSA Math Proficiency (all students)	All student group score (Grades 3,4,5) for 24-25 SY of 48.8% of students scoring either proficient or advanced is above the statewide average of 40.2% (source: School Year 23-24 Future Ready PA Index).
PSSA All Student Attendance (Grades 3, 4, 5)	All student group score attendance percentage for 24-25 SY of 94% of student attendance is above the statewide average of 78.1% (source: School Year 23-24 Future Ready PA Index)

Challenges

Indicator	Comments/Notable Observations
PSSA ELA Proficiency (all student)	All student group score (Grades 3,4,5) for 24-25 SY of 59% of students scoring either proficient or advanced is below the statewide goal of 81% (source: School Year 23-24 Future Ready PA Index).
PSSA Math Proficiency (all student)	All student group score (Grades 3,4,5) for 24-25 SY of 48.8% of students scoring either proficient or advanced is below the statewide 2030 goal of 71.8% (source: School Year 23-24 Future Ready PA Index)

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
PSSA ELA Proficiency (all students, grade 3) ESSA Student Subgroups	All student score for Grade 3 for the 24-25 SY, 75% of third grade students scored proficient or advanced which is above the statewide average of 53.9% (source: School Year 23-24 Future Ready PA Index).

African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
Indicator PSSA ELA Proficiency (economically disadvantaged, grade 3) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged student score for Grade 3 for the 24-25 SY, 69.5% of third grade students scored proficient or advanced which is above the statewide average of 53.9% (source: School Year 23-24 Future Ready PA Index).
Indicator PSSA Math Proficiency (all students, grade 4) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student score for Grade 4 for the 24-25 SY, 49.5% of fourth grade students scored proficient or advanced which is above the statewide average of 40.2% (source: School Year 23-24 Future Ready PA Index).
Indicator Math PVAAS Growth (Grade 5, Students with IEPs) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Grade 5 students with IEPs achieved a "meeting expectations" indicator notating a -6.4 growth measure with a 0.74 growth index (standard error 11.4).
Indicator Math PVAAS Growth (Grade 4, Two or More Races) ESSA Student Subgroups Multi-Racial (not Hispanic)	Comments/Notable Observations Grade 4 students who identify as two or more races achieved a "meeting expectations" indicator notating a -13 growth measure with a 0.93 growth index (standard error 14).

Challenges

Indicator PSSA ELA Proficiency (Grade 5, All Students) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations All student score for Grade 5 for the 24-25 SY, 45.1% of fifth grade students scored proficient or advanced which is below the statewide goal of 81.1% (source: School Year 23-24 Future Ready PA Index).
Indicator PSSA Math Proficiency (Grade 3, Students with IEPs) ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with IEPs for Grade 3 for the 24-25 SY, 24% of third grade students scored proficient or advanced which is below the statewide average of 40.2% (source: School Year 23-24 Future Ready PA Index).
Indicator Math PVAAS Growth (Grade 4, All Students) ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Grade 4 students achieved at a "well below" indicator score notating a -27.4 growth measure and a -4.55 growth index.
Indicator ELA PVAAS Growth (Grade 5, Economically Disadvantaged) ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Grade 5 students achieved at a "below" indicator score notating a -12.8 growth measure and a --2.0 growth index.

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.

All student score for Grade 3 for the 24-25 SY, 75% of third grade students scored proficient or advanced which is above the statewide average of 53.9% (source: School Year 23-24 Future Ready PA Index).
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All student score for Grade 4 for the 24-25 SY, 49.5% of fourth grade students scored proficient or advanced which is above the statewide average of 40.2% (source: School Year 23-24 Future Ready PA Index).

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.

All student score for Grade 5 for the 24-25 SY, 45.1% of fifth grade students scored proficient or advanced which is below the statewide goal of 81.1% (source: School Year 23-24 Future Ready PA Index).

Grade 4 students achieved at a "well below" indicator score notating a -27.4 growth measure and a -4.55 growth index.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience EOY Data 24-25	Reading Composite Scores Kindergarten: 65% Prof/Adv Grade 1: 64% Prof/Adv Grade 2: 70% Prof/Adv Grade 3: 65% Prof/Adv Grade 4: 75% Prof/Adv Grade 5: 74% Prof/Adv
SuperKIDS EOY Data 24-25 (Decoding)	Kindergarten- 65% (On-Level/Above Level) Grade 1- 93% (On-Level/Above Level) Grade 2- 100% (On-Level/Above Level)
SuperKIDS EOY Data 24-25 (Comprehension)	Kindergarten- 17% (On-Level/Above Level) Grade 1- 73% (On-Level/Above Level) Grade 2- 71% (On-Level/Above Level)
NWEA EOY 24-25	Grade 3: 66% Prof/Adv Grade 4: 66% Prof/Adv Grade 5: 57% Prof/Adv

English Language Arts Summary

Strengths

SuperKIDS EOY Data 24-25 (Decoding)- Grade 1 (93%) and Grade 2 (100%) students are decoding at a high level of proficiency
Acadience EOY Data 24-25- Increase in reading composite scores from previous year within grade level cohorts in four out of five levels First - Second: 10% Second - Third: 10% Third - Fourth: 7% Fourth - Fifth 5%

Challenges

Acadience EOY Data 24-25- Decrease in reading composite scores from previous year within grade level cohorts in the Kindergarten to First grade cohort Kindergarten- First: -3%
Grade 4- Discrepancy between Acadience score (75%) and NWEA score (66%) Grade 5- Discrepancy between Acadience score (74%) and NWEA score (57%)

Mathematics

Data	Comments/Notable Observations
IXL 24-25 EOY Scores (Grades 3,4,5)	Percentage of students Proficient/Advanced Grade 2- 75% Grade 3- 65% Grade 4- 56% Grade 5- 33%
IXL 24-25 EOY Scores in Numbers and Operations Base 10	ESE % at, or above grade level expectation Grade 2- 73% Grade 3- 72% Grade 4- 66% Grade 5- 51%

Mathematics Summary

Strengths

IXL EOY Scores- Two grade levels exceeded the IXL state performance average of 40% from Future Ready PA Index 23-24 data. Grade 3- 65% (exceeded by 25%) Grade 4- 56% (exceeded by 16%)

Challenges

IXL EOY Scores fall below the state 2033 goal of 72% from Future Ready PA Index Grade 3- 65% (missed by 7%) Grade 4- 56% (missed by 39%) Grade 5- 33% (missed by 33%)
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Performance Scores 24-25	Grade 5 Switch in the 24-25 school year

Science, Technology, and Engineering Education Summary

Strengths

PSSA Grade 4 Science Performance increase in proficiency each year 2021-2022- 82.3% 2022-2023- 82.5% 2023-2024- 90.6%
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PSSA Grade 4 Science Prof/Advanced is above the statewide average (90.6%) and above the 2033 goal (83%) from Future Ready PA Index
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Challenges

There are no current challenges present in the area of Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Career Standards Benchmark	All student groups exceeded performance standard with 100% reaching benchmark.

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.

Future Ready PA Career Standards Benchmark - All student groups exceeded performance standard with 100% reaching 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.

Future Ready PA Career Standards - no challenges

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
ELA PA Future Ready Index 24-25	12.7% of students in grades 3,4,5 with an IEP scored prof/advanced on ELA PSSA
MATH PA Future Ready Index 24-25	15.9% of students in grades 3,4,5, with an IEP scored prof/advanced on Math PSSA
ELA PVAAS Growth (Grades 4, 5)	Grade 4 students with IEPs achieved a "well below" indicator notating a -30.3 growth measure with a -3.42 growth index (standard error 8.8). Grade 5 students with IEPs achieved a "below" indicator notating a -18.8 growth measure with a -1.91 growth index (standard error 9.8).
Math PVAAS Growth (Grades 4, 5)	Grade 4 students with IEPs achieved a "well below" indicator notating a -30.4 growth measure with a -2.82 growth index (standard error 10.7). Grade 5 students with IEPs achieved a "meets" indicator notating a -4.3 growth measure with a -0.37 growth index (standard error 11.4).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PA Future Ready Index 24-25	54.8% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on ELA PSSA
MATH PA Future Ready Index 24-25	42.3% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on Math PSSA
ELA PVAAS Growth (Grades 4, 5)	Grade 4 students considered economically disadvantaged achieved a "well below" indicator notating a -15.7 growth measure with a -2.18 growth index (standard error 7.2). Grade 5 students considered economically disadvantaged achieved a "below" indicator notating a -12.8 growth measure with a -2.0 growth index (standard error 6.4).
Math PVAAS Growth (Grades 4, 5)	Grade 4 students considered economically disadvantaged achieved a "well below" indicator notating a -35.1 growth measure with a -4.09 growth index (standard error 8.6). Grade 5 students considered economically disadvantaged achieved a "well below" indicator notating a -27.9 growth measure with a -3.9 growth index (standard error 7.1).

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	71.8% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on ELA PSSA.
2 or More Races	56.4% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on MATH PSSA.
2 or More Races	PVAAS GROWTH-ELA Grade 4 students considered multi-ethnic achieved a "meets" indicator notating a -2.4 growth measure with a -0.21 growth index (standard error 11.3). ELA Grade 5 students considered multi-ethnic achieved a "meets" indicator notating a 0.5 growth measure with a 0.05 growth index (standard error 9.9).
2 or More Races	PVAAS GROWTH-Math Grade 4 students considered multi-ethnic achieved a "meets" indicator notating a -13.0 growth measure with a -0.93 growth index (standard error 14). Math Grade 5 students considered multi-ethnic achieved a "below" indicator notating a -16.1 growth measure with a -1.39 growth index (standard error 11.6).
White	62.1% of students in grades 3,4,5 considered white (non-hispanic) scored prof/advanced on ELA PSSA.
White	50.4% of students in grades 3,4,5 considered white (non-hispanic) scored prof/advanced on Math PSSA.
White	PVAAS GROWTH-ELA Grade 4 students considered white (non-hispanic) achieved a "below" indicator notating a -13.1 growth measure with a -1.96 growth index (standard error 6.7). ELA Grade 5 students considered white (non-hispanic) achieved a "well below" indicator notating a -17.8 growth measure with a -2.6 growth index (standard error 6.9).
White	PVAAS GROWTH-Math Grade 4 students considered white (non-hispanic) achieved a "well below" indicator notating a -19.9 growth measure with a -2.5 growth index (standard error 8.0). Math Grade 5 students considered white (non-hispanic) achieved a "well below" indicator notating a -28.6 growth measure with a -3.72 growth index (standard error 7.7).
Black	53.4% of students in grades 3,4,5 considered black or african american (non hispanic) scored prof/advanced on ELA PSSA.
Black	39.7% of students in grades 3,4,5 considered black or african american (non hispanic) scored prof/advanced on Math PSSA.
Black	PVAAS GROWTH-ELA Grade 4 students considered black or african american (non hispanic) achieved a "meets" indicator notating a -7.4 growth measure with a -0.68 growth index (standard error 10.8). ELA Grade 5 students considered black or african american (non hispanic) achieved a "well below" indicator notating a -17.7 growth measure with a -2.17 growth index (standard error 8.1).
Black	PVAAS GROWTH-Math Grade 4 students considered black or african american (non hispanic) achieved a "well below" indicator notating a -41.3 growth measure with a -3.1 growth index (standard error 13.3). Math Grade 5 students considered black or african american (non hispanic) achieved a "well below" indicator notating a -30.4growth measure with a -3.29 growth index (standard error 9.2).

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.

71.8% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on ELA PSSA (significantly above the statewide average of 53.9%) and 56.4% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on MATH PSSA (significantly above the statewide average of 40.2%)
54.8% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on ELA PSSA (just above the statewide average of 53.9%) and 42.3% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on Math PSSA (just above the statewide average of 40.2%)
All student group score attendance percentage for 24-25 SY of 94% of student attendance is above the statewide average of 78.1% (source: School Year 23-24 Future Ready PA Index)

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.

12.7% of students in grades 3,4,5 with an IEP scored prof/advanced on ELA PSSA (significantly under the statewide average of 53.9%) and 15.9% of students in grades 3,4,5, with an IEP scored prof/advanced on Math PSSA (significantly under the statewide average of 40.2%.)
ELA PVAAS GROWTH-Grade 4 students considered economically disadvantaged achieved a "well below" indicator notating a -15.7 growth measure with a -2.18 growth index (standard error 7.2). Currently, 70.0% of students in PA are meeting the statewide growth standard. ELA PVAAS GROWTH- Grade 5 students considered economically disadvantaged achieved a "below" indicator notating a -12.8 growth measure with a -2.0 growth index (standard error 6.4). Currently, 70.0% of students in PA are meeting the statewide growth standard.

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	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	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	Exemplary
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	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?

Fidelity of practice with multi-tiered system of supports for academics and behavior
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Implement an evidence-based system of schoolwide positive behavior interventions and supports

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?

Implement evidence-based strategies to engage families to support learning

Collectively shape the vision for continuous improvement of teaching and learning

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

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
All student score for Grade 3 for the 24-25 SY, 75% of third grade students scored proficient or advanced which is above the statewide average of 53.9% (source: School Year 23-24 Future Ready PA Index).	False
All student score for Grade 4 for the 24-25 SY, 49.5% of fourth grade students scored proficient or advanced which is above the statewide average of 40.2% (source: School Year 23-24 Future Ready PA Index).	False
SuperKIDS EOY Data 24-25 (Decoding)- Grade 1 (93%) and Grade 2 (100%) students are decoding at a high level of proficiency	False
Acadience EOY Data 24-25- Increase in reading composite scores from previous year within grade level cohorts in four out of five levels First - Second: 10%Second - Third: 10%Third - Fourth: 7%Fourth - Fifth 5%	False
71.8% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on ELA PSSA (significantly above the statewide average of 53.9%) and 56.4% of students in grades 3,4,5 considered multi-ethnic scored prof/advanced on MATH PSSA (significantly above the statewide average of 40.2%)	False
PSSA Grade 4 Science Performance increase in proficiency each year2021-2022- 82.3%2022-2023- 82.5%2023-2024- 90.6%	False
All student group score attendance percentage for 24-25 SY of 94% of student attendance is above the statewide average of 78.1% (source: School Year 23-24 Future Ready PA Index)	False
IXL EOY Scores- Two grade levels exceeded the state performance average of 40% from Future Ready PA Index 23-24 data.Grade 3- 65% (exceeded by 25%)Grade 4- 56% (exceeded by 16%)	True
Future Ready PA Career Standards Benchmark - All student groups exceeded performance standard with 100% reaching benchmark.	False
Fidelity of practice with multi-tiered system of supports for academics and behavior	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
54.8% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on ELA PSSA (just above the statewide average of 53.9%) and 42.3% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on Math PSSA (just above the statewide average of 40.2%)	True
PSSA Grade 4 Science Prof/Advanced is above the statewide average (90.6%) and above the 2033 goal (83%) from Future Ready PA Index	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
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All student score for Grade 5 for the 24-25 SY, 45.1% of fifth grade students scored proficient or advanced which is below the statewide goal of 81.1% (source: School Year 23-24 Future Ready PA Index).	False
Grade 4 students achieved at a "well below" indicator score notating a -27.4 growth measure and a -4.55 growth index.	False
Acadience EOY Data 24-25- Decrease in reading composite scores from previous year within grade level cohorts in the Kindergarten to First grade cohortKindergarten- First: -3%	False
IXL EOY Scores fall below the state 2033 goal of 72% from Future Ready PA IndexGrade 3- 65% (missed by 7%)Grade 4- 56% (missed by 39%)Grade 5- 33% (missed by 33%)	False
Future Ready PA Career Standards - no challenges	False
Grade 4- Discrepancy between Acadience score (75%) and NWEA score (66%)Grade 5- Discrepancy between Acadience score (74%) and NWEA score (57%)	True
There are no current challenges present in the area of Science.	False
12.7% of students in grades 3,4,5 with an IEP scored prof/advanced on ELA PSSA (significantly under the statewide average of 53.9%) and 15.9% of students in grades 3,4,5, with an IEP scored prof/advanced on Math PSSA (significantly under the statewide average of 40.2%.)	False
ELA PVAAS GROWTH-Grade 4 students considered economically disadvantaged achieved a "well below" indicator notating a -15.7 growth measure with a -2.18 growth index (standard error 7.2). Currently, 70.0% of students in PA are meeting the statewide growth standard. ELA PVAAS GROWTH- Grade 5 students considered economically disadvantaged achieved a "below" indicator notating a -12.8 growth measure with a -2.0 growth index (standard error 6.4). Currently, 70.0% of students in PA are meeting the statewide growth standard.	False
	True
	False
Collectively shape the vision for continuous improvement of teaching and learning	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Implement evidence-based strategies to engage families to support learning	True

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.

Students achievement in ELA and MATH need to be a primary consideration. Student behavior needs to be a focus area.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based		False
Grade 4- Discrepancy between Acadience score (75%) and NWEA score (66%) Grade 5- Discrepancy between Acadience score (74%) and NWEA score (57%)		True
		True
Implement evidence-based strategies to engage families to support learning		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
54.8% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on ELA PSSA (just above the statewide average of 53.9%) and 42.3% of students in grades 3,4,5 considered economically disadvantaged scored prof/advanced on Math PSSA (just above the statewide average of 40.2%)	
IXL EOY Scores- Two grade levels exceeded the state performance average of 40% from Future Ready PA Index 23-24 data. Grade 3- 65% (exceeded by 25%) Grade 4- 56% (exceeded by 16%)	
Fidelity of practice with multi-tiered system of supports for academics and behavior	Strategic use of MTSS meetings. Accountability of documentation.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	ELA CORE instruction will focus on curriculum achievement gaps and ELA WIN (What I Need) instruction will align with achievement gaps present in individual student data.
	The MTSS team will engage families by fostering understanding of the MTSS process, collaborating with them in problem-solving based on data, and providing regular updates on student progress.

Goal Setting

Priority: ELA CORE instruction will focus on curriculum achievement gaps and ELA WIN (What I Need) instruction will align with achievement gaps present in individual student data.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Plan and implement a multisyllabic word routine with students in grades 3, 4, and 5 in order to promote automaticity and fluency on grade level passages. Small group instruction will encompass instruction in skill deficits present in core curriculum			
Measurable Goal Nickname (35 Character Max)			
Multisyllabic Word Routine			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Use BOY assessment data to create small groups for small group.	Review progress monitoring data to assure students are correctly placed and are filling in achievement gaps.	Review progress monitoring data to assure students are correctly placed and are filling in achievement gaps.	Review progress monitoring data to assure students are correctly placed and are filling in achievement gaps.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Plan and implement skill specific instruction during ELA WIN (What I Need) and small group CORE based on achievement gaps in individual student data sets (phonics, decoding, multisyllabic instruction, retell, maze, comprehension).			
Measurable Goal Nickname (35 Character Max)			
ELA WIN and Small Group CORE			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Use Acadience/NWEA BOY assessment data to create small groups for WIN and small group CORE.	Review Acadience/NWEA data to assure students are correctly placed and are filling in achievement gaps.	Review Acadience/NWEA data to assure students are correctly placed and are filling in achievement gaps.	Review Acadience/NWEA data to assure students are correctly placed and are filling in achievement gaps.

Priority: Math WIN will be implemented Grades 1-5 (Kindergarten in January) to address student achievement gaps.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will demonstrate growth in all areas of math with an emphasis on Numbers and Operations through the planning and implementation of Math WIN.			
Measurable Goal Nickname (35 Character Max)			
Math WIN			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Use IXL BOY assessment data to create small groups for WIN.	During PLC's, review progress monitoring data in IXL to assure students are correctly placed and are filling in achievement gaps.	During PLC's, review progress monitoring data in IXL to assure students are correctly placed and are filling in achievement gaps.	During PLC's, review progress monitoring data in IXL to assure students are correctly placed and are filling in achievement gaps.

Priority: The MTSS team will engage families by fostering understanding of the MTSS process, collaborating with them in problem-solving based on data, and providing regular updates on student progress.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
The ESE MTSS team will actively engage families in the MTSS process by building their understanding of its framework, partnering with them in data-informed problem-solving, and ensuring consistent communication about student progress.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement in MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
When students are admitted to the MTSS process, communicate with welcome letter and details for the referral.	MTSS team communicates with parents and guardians regarding progress. Inclusion of at home strategies for academic or behavior interventions for families.	MTSS team communicates with parents and guardians regarding progress. Inclusion of at home strategies for academic or behavior interventions for families.	MTSS team communicates with parents and guardians regarding progress. Inclusion of at home strategies for academic or behavior interventions for families.

Action Plan

Measurable Goals

Multisyllabic Word Routine	ELA WIN and Small Group CORE
Math WIN	Family Engagement in MTSS

Action Plan For: ELA Small Group CORE

Measurable Goals:
<ul style="list-style-type: none"> Plan and implement skill specific instruction during ELA WIN (What I Need) and small group CORE based on achievement gaps in individual student data sets (phonics, decoding, multisyllabic instruction, retell, maze, comprehension).

Action Step		Anticipated Start/Completion Date	
Utilizing data from the BOY and MOY NWEA assessments, teachers will work with administration and MTSS teacher to review skill deficits from CORE instruction and use them as objectives during small group instruction.		2025-09-22	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mary Capulish, MTSS Kristina Smoke, Principal	Acadience NWEA LinkIt! Title I reading staff, instructional coaches and resources additional support from before/after school programming	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Skill specific instruction for students experiencing achievement gaps in their grade level curriculum.	Grade level teams, MTSS, and administration will review during PLC's and building grade level meetings. PLC's occur once a month and building grade level meeting occur once per month. The method of meeting is face to face.

Action Plan For: Math WIN

Measurable Goals:
<ul style="list-style-type: none"> Students will demonstrate growth in all areas of math with an emphasis on Numbers and Operations through the planning and implementation of Math WIN.

Action Step		Anticipated Start/Completion Date	
Utilizing data from IXL assessments, teachers will work with administration and MTSS teacher to review skill deficits from CORE instruction and grade level expectations and use them as objectives during MATH WIN.		2025-10-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kristina Smoke, Principal Cristy Myers, Assistant Principal Mary Capulish, MTSS Grade level teachers	IXL Professional Learning Communities Title I staff (inc. instructional coaches) additional support from before/after school programming	No	

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

With the inclusion of MATH WIN time in the 25-26 schedule, we anticipate closing achievement gaps for students to create a secure foundation for growth.	Grade level teams, MTSS, and administration will review during PLC's and building grade level meetings. PLC's occur once a month and building grade level meeting occur once per month. The method of meeting is face to face.
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Action Plan For: Multisyllabic Routine

Measurable Goals:
<ul style="list-style-type: none"> Plan and implement a multisyllabic word routine with students in grades 3, 4, and 5 in order to promote automaticity and fluency on grade level passages. Small group instruction will encompass instruction in skill deficits present in core curriculum

Action Step		Anticipated Start/Completion Date	
Grades 3, 4, and 5 students will engage in the skill specific multisyllabic word routine daily to close gaps in instruction and increase reading proficiency.		2025-09-02	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom Teachers	Multisyllabic Routine Title I reading staff, instructional coaches & resources, additional support from before/after school programming	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
We anticipate an increase in student fluency by including a 10-15 minute multisyllabic routine for students in grades 3,4,5 resulting in a greater increase in student comprehension.	Classroom Teachers, building administration, and our MTSS teacher will meet and review progress during PLC's and building grade level meetings. PLC's occur once a month and building grade level meeting occur once per month. The method of meeting is face to face.

Action Plan For: Family Engagement in MTSS

Measurable Goals:
<ul style="list-style-type: none"> The ESE MTSS team will actively engage families in the MTSS process by building their understanding of its framework, partnering with them in data-informed problem-solving, and ensuring consistent communication about student progress.

Action Step		Anticipated Start/Completion Date	
The MTSS team will ensure consistent and transparent communication with families by notifying them when their child begins Tier 2 supports, providing clear explanations of the MTSS process, and sharing progress updates based on data collection every 4–6 weeks. This ongoing communication will foster collaboration, build understanding, and support student growth.		2025-10-01	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mary Capulish Kristina Smoke Cristy Myers Classroom Teachers	Title I Reading Staff & materials/resources additional support from before/after school programming	No	
Action Step		Anticipated Start/Completion Date	

Summer programing for students and families to support STEM learning and early literacy/math skills (STEM, robotics, Quick Start, etc.)		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Summer program coordinator	Title I/IV staff & supplies	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the school year, families will have a clear understanding of the MTSS process, including how interventions at Tier 2 support their child's academic and behavioral growth. Parents will be able to interpret progress updates shared every 4-6 weeks, recognize their child's areas of growth and continued need, and actively participate in collaborative problem-solving conversations with the school team. Parents will be able to support continued learning over the summer months.	MTSS teacher, classroom teachers, and building administrators will meet every 4-6 weeks dependent upon student need. These meetings are face to face meetings. Parent surveys will be conducted at the conclusion of summer programs.

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"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	191512
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	127232
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Printing of Supplemental resources	690
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Supplemental instructional resources	2637
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Summer STEM program - salaries	22441
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Summer STEM program - benefits	6022
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Before & after school programs	11500
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Quick Start to Kindergarten 2-week summer program - salaries	3387
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Quick Start to Kindergarten 2-week summer program - benefits	928
Instruction	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Quick Start to Kindergarten 2-week summer program - supplies	575
Other Expenditures	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine 	Conferences - fees	475
Other Expenditures	<ul style="list-style-type: none"> • ELA Small Group CORE 	Conferences - travel	1000

	<ul style="list-style-type: none"> • Math WIN • Multisyllabic Routine 		
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement in MTSS 	Parent & Family engagement - parent education/workshops - salaries	2345
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement in MTSS 	Parent & Family engagement - parent education/workshops - benefits	625
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement in MTSS 	Parent/family engagement contracted services	1219
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement in MTSS 	Parent/family engagement - printing, postage & parent conference travel	271
Other Expenditures	<ul style="list-style-type: none"> • Family Engagement in MTSS 	Parent/family engagement supplies (books, materials, refreshments, etc.)	12599
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine • Family Engagement in MTSS 	Summer STEM program - instructional salaries	14640
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine • Family Engagement in MTSS 	Summer STEM program - instructional benefits	3779
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • ELA Small Group CORE • Math WIN • Multisyllabic Routine • Family Engagement in MTSS 	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	10465
Total Expenditures			414342

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multisyllabic Routine	Grades 3, 4, and 5 students will engage in the skill specific multisyllabic word routine daily to close gaps in instruction and increase reading proficiency.

Multisyllabic Routine

Action Step		
<ul style="list-style-type: none"> Grades 3, 4, and 5 students will engage in the skill specific multisyllabic word routine daily to close gaps in instruction and increase reading proficiency. 		
Audience		
Grades 3,4,5 teachers		
Topics to be Included		
A review of steps		
Evidence of Learning		
Implementation of 10-15 minutes per day of multisyllabic routine		
Lead Person/Position	Anticipated Start	Anticipated Completion
Reading Coach, Eleni AngelopolousKristina Smoke, Building Principal95% Trainers	2025-08-20	2025-08-20

Learning Format

Type of Activities	Frequency
Inservice day	1x
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kristina Smoke	2025-11-11
School Improvement Facilitator Signature	Date