

Middle Smithfield El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Middle Smithfield El Sch		120452003
Address 1		
5180 Milford Rd		
Address 2		
City	State	Zip Code
East Stroudsburg	PA	18302
Chief School Administrator		Chief School Administrator Email
Dr Margaret Vitale		margaret-vitale@esasd.net
Principal Name		
Kristen Long		
Principal Email		
kristen-long@esasd.net		
Principal Phone Number		Principal Extension
570-223-8082		14420
School Improvement Facilitator Name		School Improvement Facilitator Email
Angela Byrne		angela-byrne@esasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristen Long	Principal	Middle Smithfield Elementary	kristen-long@esasd.net
Angela Byrne	District Level Leaders	East Stroudsburg Area SD	angela-byrne@esasd.net
Jasmine Aue	Teacher	Middle Smithfield Elementary	jasmine-aue@esasd.net
Snoann Tobin	Teacher	Middle Smithfield Elementary	snoann-tobin@esasd.net
Patricia Chestnut	Teacher	Middle Smithfield Elementary	patricia-chestnut@esasd.net
Suzanne Ludwig	Education Specialist	East Stroudsburg Area SD	suzanne-ludwig@esasd.net
Pat Heeter	Education Specialist	Middle Smithfield Elementary	patricia-heeter@esasd.net
Tabitha Bradley	District Level Leaders	East Stroudsburg Area SD	tabitha-bradley@esasd.net
Michele Randall	Education Specialist	Middle Smithfield Elementary	michele-randall@esasd.net
Shannon Metzgar	Other	Middle Smithfield Elementary	shannon-metzgar@esasd.net
Billie Wickham	Teacher	Middle Smithfield Elementary	billie-wickham@esasd.net
Keleisha Phillips	Community Member	Middle Smithfield Elementary	keleishaphillip@gmail.com
Christi Lowrey	Parent	Middle Smithfield Elementary	christi.l.lowrey@gmail.com
Sara Mapes	Teacher	Middle Smithfield Elementary	sara-mapes@esasd.net
Miram Giove	Paraprofessional	Middle Smithfield Elementary	miram-giove@esasd.net
Lindsey Zimmerman	Education Specialist	Middle Smithfield Elementary	lindsey-zimmerman@esasd.net
Stephanie Clark	Education Specialist	East Stroudsburg Area SD	stephanie-clark@esasd.net
Jenna McElroy	Other	Middle Smithfield Elementary	jenna-mcelroy@esasd.net
Stacey Miller	Other	Middle Smithfield Elementary	stacey-miller@esasd.net
Mary Writer	Other	Middle Smithfield Elementary	mary-writer@esasd.net
Ann Marie Berardi	Paraprofessional	Middle Smithfield Elementary	ann-marie-berardi@esasd.net
Ann Marie Kizer	Paraprofessional	Middle Smithfield Elementary	ann-marie-kizer@esasd.net
Nancy Caiazzo	Other	Middle Smithfield Elementary	nancy-caiazzo@esasd.net
Danielle Coquet	Paraprofessional	Middle Smithfield Elementary	danielle-coquet@esasd.net
Susan Conforti	Paraprofessional	Middle Smithfield Elementary	susan-conforti@esasd.net

Vision for Learning

Vision for Learning

Middle Smithfield Elementary, using the talents, strengths and creativity of students, parents, and community will work to provide a positive character-based learning environment that respects the varied academic, cultural, social and emotional needs of its students.

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
ELA/Literature (Meeting Annual Academic Growth Expectations)	ELA (23-24 data):Exceeded growth standard for all student group Growth increased from 2022–23 for all except Black student group All Students: 92.0Black: 76.0White: 79.0Economically Disadvantaged: 94.0Students with Disabilities: 88.0Combined Ethnicity: 90.0
ELA (Proficient/Advanced on PA State Assessments)	PSSA ELA Proficient/Advanced – 2023-24Statewide Average: 53.9% Statewide 2033 Goal: 81.1% Our Score (All Students): 43.9%All student groups scored below the current statewide averageAll Students: 43.9%Black: 34.0%Hispanic: 50.0%White: 52.2%Two or More Races: 38.9%Economically Disadvantaged: 40.5%Students with Disabilities: 12.1%Combined Ethnicity: 38.6%
Mathematics/Algebra (Meeting Annual Academic Growth Expectations)	Math (23-24 data):Did not meet growth standard overallGrowth decreased from 2022–23 for all groupsAll Students: 61.0Black: 70.0White: 62.0Economically Disadvantaged: 64.0Students with Disabilities: 65.0Combined Ethnicity: 71.0
Math (Proficient/Advanced on PA State Assessments)	PSSA Math Proficient/Advanced – 2023-24Statewide Average: 40.2%Statewide 2033 Goal: 71.8%Our Score (All Students): 34.8%All student groups scored below the current statewide averageAll Students: 34.8%Black: 23.4%Hispanic: 33.3%White: 47.8%Two or More Races: 27.8%Economically Disadvantaged: 29.8%Students with Disabilities: 20.7%Combined Ethnicity: 26.3%
Science/Biology (Proficient/Advanced on PA State Assessments)	PSSA Science Proficient/Advanced – 2023-24Statewide Average: 59.2%Statewide 2033 Goal: 83.0%Our Score (All Students): 73.7%Percentage increased across all student groupsAll Students: 73.7%Black: 68.0%White: 77.4%Economically Disadvantaged: 78.2%Students with Disabilities: 56.0%Combined Ethnicity: 72.1%
Science/Biology (Meeting Annual Academic Growth Expectations-PVAAS)	Science (23-24 data):Met growth standard overallGrowth increased across all student groupsAll Students: 75.0Black: 75.0White: 73.0Economically Disadvantaged: 79.0Combined Ethnicity: 76.0

Challenges

Indicator	Comments/Notable Observations
ELA (Proficient/Advanced on PA State Assessments)	The All student group did not meet the statewide average, however, he all student group increased from 43.5% to 43.9%, while the statewide average decreased from the previous year.

Mathematics/Algebra (Meeting Annual Academic Growth Expectations-PVAAS)	All Students dropped from 96.0 in 2022–2023 to 61.0 in 2023–2024 (–35.0), representing a significant decline in math growth school-wide.
Math (Proficient/Advanced on PA State Assessments)	The All Student Group decreased from 38% in the 2022-2023 school year to 34.8% in the 2023-2024 school year. This is a decrease of 3.2%.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Hispanic students increased from 34.8% during the 2022-2023 school year to 50% during the 2023-2024 school year showing an increase of 15.2%. Students identified as two or more races increased from 33.3% during the 2022-2023 school year to 38.9% during the 2023-2024 school year showing an increase of 5.6%. Students with combined ethnicity increased from 35% during the 2022-2023 school year to 38.6% during the 2023-2024 school year showing an increase of 3.6%.
Indicator ELA Growth ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The All Student Group had an increase in growth from 70.0 in the 2022-2023 school year to 92.0 in the 2023-2024 school year. This was an increase of 22.0. The White Student Group had an increase in growth from 78.0 in the 2022-2023 school year to 79.0 in the 2023-2024 school year. This was an increase of 1.0. The Economically Disadvantaged Student Group increased from 70.0 in 2022–2023 to 94.0 in 2023–2024 (+24.0), demonstrating exceptional progress for a historically at-risk group. The Students with Disabilities Group increased from 73.0 to 88.0 (+15.0), showing significant improvement in academic growth for this subgroup. Combined Ethnicity improved from 64.0 to 90.0 (+26.0), indicating strong gains across a diverse group of students.
Indicator Math Proficiency ESSA Student Subgroups White	Comments/Notable Observations White students increased from 42.7% during the 2022-2023 school year to 47.8% during the 2023-2024 school year showing an increase of 5.1%.
Indicator Math Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity	Comments/Notable Observations Black students and the students in the combined ethnicity student group decreased in performance from the previous year, but still met/exceeded the interim target.
Indicator Science Growth ESSA Student Subgroups Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations The All Student Group increased from 62.0 during the 2022-2023 school year to 75.0 during the 2023-2024 school year showing an increase of 13.0. The Economically Disadvantaged student group increased from 63.0 during the 2022-2023 school year to 79.0 during the 2023-2024 school year showing an increase of 16.0. The Combined Ethnicity Student Group increased from 50.0 during the 2022-2023 school year to 76.0 during the 2023-2024 school year showing an increase of 26.0.

Challenges

Indicator ELA Proficiency ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Students with Disabilities decreased from 22.5% to 12.1% (–10.4%), highlighting a critical gap despite strong growth measures. The white student group decreased from 54.9% to 52.2% from the 22-23 to 23-24 school year. Students in the Economically Disadvantaged student group decreased from 44.4% to 40.5%.
Indicator Math Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Students with Disabilities	Comments/Notable Observations Students with Disabilities declined from 23.9% to 20.7% (–3.2%), remaining well below the statewide average. Black Students dropped from 30.8% to 23.4% (–7.4%), indicating widening achievement gaps. Combined Ethnicity decreased from 35.0% to 26.3% (–8.7%), showing a notable loss in overall math performance. All student group, hispanic student group, and 2 or more races student group also showed a decrease.
Indicator Math Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All groups, including black, white, economically disadvantaged, students with disabilities, and combined ethnicity decreased from the 2022–2023 to the 2023–2024 school year.

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.

PVAAS ELA Growth – Economically Disadvantaged increased from 70.0 in 2022–2023 to 94.0 in 2023–2024 (+24.0), demonstrating exceptional progress for a historically at-risk group. Students with Disabilities increased from 73.0 to 88.0 (+15.0), showing significant improvement in academic growth for this subgroup. Combined Ethnicity improved from 64.0 to 90.0 (+26.0), indicating strong gains across a diverse group of students.

Science Proficiency – Students with Disabilities rose from 27.3% to 56.0% (+28.7%), nearly doubling proficiency rates in one year. Economically Disadvantaged increased from 51.4% to 78.2% (+26.8%), surpassing both school-wide and statewide averages.

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 – Students with Disabilities decreased from 22.5% to 12.1% (–10.4%), highlighting a critical gap despite strong growth measures.

PVAAS Math Growth – All Students dropped from 96.0 in 2022–2023 to 61.0 in 2023–2024 (–35.0), representing a significant decline in math growth school-wide.

Math Proficiency – Students with Disabilities declined from 23.9% to 20.7% (–3.2%), remaining well below the statewide average. Black Students dropped from 30.8% to 23.4% (–7.4%), indicating widening achievement gaps. Combined Ethnicity decreased from 35.0% to 26.3% (–8.7%), showing a notable loss in overall math performance.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
emetric	ELA: Grade 4 had the lowest proficiency (47.1%), Grades 3 and 5 performed better (57.5% and 52.0%). Grade 3 achieved 57.5% proficiency, outperforming the district average by 15 points.
emetric	In ELA, Grade 5 exceeded state averages in almost all categories, especially Vocabulary and Text-Dependent Analysis.
eMetric	ELA: Hispanic students (50.0%) outperformed the school average; Students with Disabilities (0% Advanced, 7% Proficient) are far below the school average.
eMetric	ELA proficiency is 45.6%, below the state average (53.0%) but slightly higher than the district average (47.7%).
eMetric	ELA proficiency has been relatively flat, ranging from 45.6% to 47.1% over the past three years.
Acadience	From BOY to EOY 2024, Acadience composite scores show notable gains in several grades. Kindergarten increased from 47% to 71% at or above benchmark, a 24-point gain, though still below the previous year's 62% BOY starting point. First grade rose from 29% to 52%, recovering from a low start but still trailing the prior year's BOY performance of 54%. Second grade remained relatively flat, moving from 59% to 60%, which is below the previous year's BOY level of 65%. Third grade declined from 70% to 64%, indicating a drop over the year. Fourth grade showed a slight increase from 51% to 53%, while fifth grade had a strong gain from 36% to 54%. Strengths include substantial growth in Kindergarten, first, and fifth grades, suggesting effective instructional interventions in those areas. Challenges remain in sustaining or accelerating growth in grades two, three, and four, as well as in recovering to or exceeding previous year performance levels in K–2, where starting points were higher in 2023.

English Language Arts Summary

Strengths

Acadience: Strengths include substantial growth in Kindergarten, first, and fifth grades, suggesting effective instructional interventions in those areas.
PSSA: Grade 3 achieved 57.5% proficiency, outperforming the district average by 15 points. Grade 5 outperformed the state in Vocabulary Acquisition and Text-Dependent Analysis. Low percentage of Below Basic in ELA (15%) compared to state average (13%).

Challenges

Students with Disabilities (7% Proficient, 0% Advanced) show significant gaps. English Learners at 33% Proficient and 0% Advanced.
Acadience: Challenges remain in sustaining or accelerating growth in grades two, three, and four, as well as in recovering to or exceeding previous year performance levels in K–2, where starting points were higher in 2023.
ELA proficiency has been relatively flat, ranging from 45.6% to 47.1% over the past three years. Overall proficiency remains below state average by 7.4 points.
Grade 4 had lowest proficiency (47.1%) among ELA grade levels.

Mathematics

Data	Comments/Notable Observations
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emetric	Math: Grade 4 showed the lowest proficiency (24.3%), Grade 3 had the highest (37.3%).
emetric	Math: White students (47.8%) and Asian students (50.0%) are above the school average; Students with Disabilities (12% combined Proficient/Advanced) are well below average.
emetric	Math proficiency dropped slightly from 38.4% in 2023 to 33.9% in 2024.
eMetric	Math proficiency is 33.9%, below the state average (40.4%) but above the district average (29.0%).
emetric	In Math, strengths appear in Grade 5 “Numbers and Operations” categories, but Geometry and Measurement/Data lag in earlier grades.
IXL	Overall Growth – School-wide percentage of students on or above grade level increased by 12% (43% BOY to 55% EOY). Exceptional Second Grade Gains – Grade 2 saw a 21% increase in students on or above grade level (68% to 89%), the largest improvement among all grades.Average Growth Target Exceeded – All grades surpassed the 100-point monthly growth target, with Grade 2 and Grade 4 leading at +13 points/month.High Individual Growth – 55.1% of students achieved =100 points growth, and an additional 30.6% scored within the 50–90 point range, indicating steady progress for most students.Positive Instructional Impact – Growth trends suggest that targeted small group instruction, coaching support, and consistent IXL usage contributed positively to student outcomes.

Mathematics Summary

Strengths

Math IXL: Exceptional Second Grade Gains – Grade 2 saw a 21% increase in students on or above grade level (68% to 89%), the largest improvement among all grades. High Individual Growth – 55.1% of students achieved =100 points growth, and an additional 30.6% scored within the 50–90 point range, indicating steady progress for most students.
Math: Grade 3 proficiency (37.3%) exceeded the district average by 8.3 points.
Math: Grade 5 shows strong performance in Numbers and Operations – Fractions and Base Ten, exceeding both district and state.
Math IXL: Overall Growth – School-wide percentage of students on or above grade level increased by 12% (43% BOY to 55% EOY). Average Growth Target Exceeded – All grades surpassed the 100-point monthly growth target, with Grade 2 and Grade 4 leading at +13 points/month.

Challenges

Overall proficiency lags state by 6.5 points.
Students with Disabilities (12% combined Proficient/Advanced) far below peers. Black/African American students (22%) and Multi-Racial students (23%) underperform.
Grade 4 proficiency (24.3%) is notably lower than Grades 3 and 5.
Math IXL: Goal Attainment Gap – School fell short of the 80% target for students meeting =100 points growth, with 44.9% not reaching the benchmark.Concentration of Mid-Level Growth – A significant portion (30.6%) of students remain in the 50–90 point growth range, representing a key opportunity group for intervention.Low/Negative Growth Cases – 28 students scored below 50 points growth, including 8 with negative growth, requiring targeted review and support.Transfer to Standardized Testing – Despite strong IXL usage and diagnostic growth, the gains were not fully reflected in PSSA Math results, suggesting a disconnect between digital practice and applied problem-solving skills.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
eMetric	Science proficiency is 77.1%, significantly above both the district (66.4%) and state (65.8%) averages. Science proficiency improved from 71.7% in 2023 to 77.1% in 2024

eMetric	Science: Economically Disadvantaged (82.0%) exceeded the school average; Students with Disabilities (63.2%) lag behind peers.
eMetric	Science reporting categories show the largest gap in “Nature of Science” compared to state averages.

Science, Technology, and Engineering Education Summary

Strengths

Science: Overall proficiency of 77.1% well above district and state averages.
Science: Economically Disadvantaged students (82.0%) exceeded school-wide results.
Science: Grade 4 outperformed state averages in Biological and Earth/Space Sciences.

Challenges

Science - Students with Disabilities (63.2%) trail school average by nearly 14 points.
Science- Slight gap in “Nature of Science” category compared to district and state.
Science: English Learners scored 0% Advanced.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready	97% met career standards benchmark, exceeding 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.

97% met career standards benchmark, exceeding the state average of 91.4%.

Attendance: Attendance for the 2024-2025 school year was 93.98%, increasing from the 2023-2024 school year rate of 93.18%. The lowest attendance rate for the 2024-2025 school year was 5th Grade at 92.41%.

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.

Discipline: Middle Smithfield had 513 reported infractions during the 24-25 school year, which matched the previous year's reporting. 5th Grade demonstrated the highest number of infractions, doubling the number of infractions reported in the next highest reporting grade level.

Discipline: Inappropriate conduct and classroom disruption occurred the most frequently as infractions during the 2024-2025 school year. 3 expulsions occurred during the school year due to look-alike weapons.

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
Future Ready PA Index	There is a disparity between students with disabilities and other student groups.
Future Ready PA Index- ELA	While ELA growth increased for this group 73.0 to 88.0, there was a notable decrease in proficiency (decreasing from 22.5% to 12.1%).
Future Ready PA Index- Math	Math growth decreased for this group 79.0 to 65.0, and there was a decrease in proficiency (decreasing from 23.9% to 20.7%).

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index- ELA	This group showed a significant increase in growth, however, there was a decrease in proficiency rates for this group from the previous school year (44.4% to 40.5%). This group underperformed the all student group, which scored 43.9%.
Future Ready PA Index- Math	This group showed a significant decrease in growth (92.0 to 64.0), and a decrease in proficiency rates from the previous school year (35.5% to 29.8%). This group underperformed the all student group, which scored 34.8%.
Future Ready PA Index- Science	This group exceeded the all student group in growth and proficiency.

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	ELA- There was an increase in proficiency rates for this group of students as compared to previous years, however, the underperformed the all student group.Math- There was a decrease in proficiency rates for this group of students as compared to the previous year.
Hispanic	

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.

Hispanic, 2 or more races, and combined ethnicities student groups increased their rate of proficiency in ELA for the 2023-2024 as compared to the 2022-2023 school year.

All student groups increased their rate of proficiency in Science for the 2023-2024 as compared to the 2022-2023 school year.

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.

There is a disparity between special education group and the all student group and other sub groups in Math, ELA and Science.

Students with disabilities and economically disadvantaged student groups decreased their proficiency rates in ELA from the 2022-2023 school year to the 2023-2024 school year.

Black, Hispanic, 2 or more races, economically disadvantaged, students with disabilities, and combined ethnicities student groups decreased their rate of proficiency in Math for 2023-2024 as compared to the 2022-2023 school year.

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	Emerging

Provide Student-Centered Support Systems

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

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	Emerging

Summary

Strengths

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

Implement a multi-tiered system of supports for academics and behavior
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Use multiple professional learning designs to support the learning needs of staff
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

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

Continuously monitor implementation of the school improvement plan and adjust as needed
Implement evidence-based strategies to engage families to support learning.
Collectively shape the vision for continuous improvement of teaching and learning.
Monitor and evaluate the impact of professional learning on staff practices and student 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 Proficiency – Students with Disabilities rose from 27.3% to 56.0% (+28.7%), nearly doubling proficiency rates in one year. Economically Disadvantaged increased from 51.4% to 78.2% (+26.8%), surpassing both school-wide and statewide averages.	False
PVAAS ELA Growth – Economically Disadvantaged increased from 70.0 in 2022–2023 to 94.0 in 2023–2024 (+24.0), demonstrating exceptional progress for a historically at-risk group. Students with Disabilities increased from 73.0 to 88.0 (+15.0), showing significant improvement in academic growth for this subgroup. Combined Ethnicity improved from 64.0 to 90.0 (+26.0), indicating strong gains across a diverse group of students.	True
Acadience: Strengths include substantial growth in Kindergarten, first, and fifth grades, suggesting effective instructional interventions in those areas.	True
PSSA: Grade 3 achieved 57.5% proficiency, outperforming the district average by 15 points. Grade 5 outperformed the state in Vocabulary Acquisition and Text-Dependent Analysis. Low percentage of Below Basic in ELA (15%) compared to state average (13%).	False
Science: Overall proficiency of 77.1% well above district and state averages.	False
Math IXL: Exceptional Second Grade Gains – Grade 2 saw a 21% increase in students on or above grade level (68% to 89%), the largest improvement among all grades. High Individual Growth – 55.1% of students achieved =100 points growth, and an additional 30.6% scored within the 50–90 point range, indicating steady progress for most students.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True
Math: Grade 3 proficiency (37.3%) exceeded the district average by 8.3 points.	False
Math: Grade 5 shows strong performance in Numbers and Operations – Fractions and Base Ten, exceeding both district and state.	False
Math IXL: Overall Growth – School-wide percentage of students on or above grade level increased by 12% (43% BOY to 55% EOY). Average Growth Target Exceeded – All grades surpassed the 100-point monthly growth target, with Grade 2 and Grade 4 leading at +13 points/month.	True
97% met career standards benchmark, exceeding the state average of 91.4%.	False
Implement a multi-tiered system of supports for academics and behavior	True
Science: Economically Disadvantaged students (82.0%) exceeded school-wide results.	False
Attendance: Attendance for the 2024-2025 school year was 93.98%, increasing from the 2023-2024 school year rate of 93.18%. The lowest attendance rate for the 2024-2025 school year was 5th Grade at 92.41%.	True
Hispanic, 2 or more races, and combined ethnicities student groups increased their rate of proficiency in ELA for the 2023-2024 as compared to the 2022-2023 school year.	False

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Use multiple professional learning designs to support the learning needs of staff	True
Science: Grade 4 outperformed state averages in Biological and Earth/Space Sciences.	False
All student groups increased their rate of proficiency in Science for the 2023-2024 as compared to the 2022-2023 school year.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

Challenges

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

Strength	Check for Consideration in Plan
ELA Proficiency – Students with Disabilities decreased from 22.5% to 12.1% (–10.4%), highlighting a critical gap despite strong growth measures.	True
PVAAS Math Growth – All Students dropped from 96.0 in 2022–2023 to 61.0 in 2023–2024 (–35.0), representing a significant decline in math growth school-wide.	True
Math Proficiency – Students with Disabilities declined from 23.9% to 20.7% (–3.2%), remaining well below the statewide average. Black Students dropped from 30.8% to 23.4% (–7.4%), indicating widening achievement gaps. Combined Ethnicity decreased from 35.0% to 26.3% (–8.7%), showing a notable loss in overall math performance.	True
Overall proficiency lags state by 6.5 points.	False
Students with Disabilities (12% combined Proficient/Advanced) far below peers. Black/African American students (22%) and Multi-Racial students (23%) underperform.	False
Students with Disabilities (7% Proficient, 0% Advanced) show significant gaps. English Learners at 33% Proficient and 0% Advanced.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Discipline: Inappropriate conduct and classroom disruption occurred the most frequently as infractions during the 2024-2025 school year. 3 expulsions occurred during the school year due to look-alike weapons.	True
Continuously monitor implementation of the school improvement plan and adjust as needed	False
There is a disparity between special education group and the all student group and other sub groups in Math, ELA and Science.	False
Grade 4 had lowest proficiency (47.1%) among ELA grade levels.	False
Grade 4 proficiency (24.3%) is notably lower than Grades 3 and 5.	False
Students with disabilities and economically disadvantaged student groups decreased their proficiency rates in ELA from the 2022-2023 school year to the 2023-2024 school year.	False
Black, Hispanic, 2 or more races, economically disadvantaged, students with disabilities, and combined ethnicities student groups decreased their rate of proficiency in Math for 2023-2024 as compared to the 2022-2023 school year.	False

ELA proficiency has been relatively flat, ranging from 45.6% to 47.1% over the past three years. Overall proficiency remains below state average by 7.4 points.	False
Discipline: Middle Smithfield had 513 reported infractions during the 24-25 school year, which matched the previous year's reporting. 5th Grade demonstrated the highest number of infractions, doubling the number of infractions reported in the next highest reporting grade level.	True
Acadience: Challenges remain in sustaining or accelerating growth in grades two, three, and four, as well as in recovering to or exceeding previous year performance levels in K–2, where starting points were higher in 2023.	True
Math IXL: Goal Attainment Gap – School fell short of the 80% target for students meeting =100 points growth, with 44.9% not reaching the benchmark. Concentration of Mid-Level Growth – A significant portion (30.6%) of students remain in the 50–90 point growth range, representing a key opportunity group for intervention. Low/Negative Growth Cases – 28 students scored below 50 points growth, including 8 with negative growth, requiring targeted review and support. Transfer to Standardized Testing – Despite strong IXL usage and diagnostic growth, the gains were not fully reflected in PSSA Math results, suggesting a disconnect between digital practice and applied problem-solving skills.	False
Science - Students with Disabilities (63.2%) trail school average by nearly 14 points.	False
Implement evidence-based strategies to engage families to support learning.	True
Collectively shape the vision for continuous improvement of teaching and learning.	False
Science- Slight gap in “Nature of Science” category compared to district and state.	False
Science: English Learners scored 0% Advanced.	False

Most Notable Observations/Patterns

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

The steering committee noted school culture (SWPBIS and discipline), Math, ELA, and community engagement as the primary areas of focus.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Proficiency – Students with Disabilities decreased from 22.5% to 12.1% (–10.4%), highlighting a critical gap despite strong growth measures.	The district implemented a new ELA resource for K-5 students. Anticipated continued growth through implementation of these resources, as well as continued PD for teachers. MTSS and Reading will implement intervention strategies to promote student success and growth at the student's ability levels.	False
PVAAS Math Growth – All Students dropped from 96.0 in 2022–2023 to 61.0 in 2023–2024 (–35.0), representing a significant decline in math growth school-wide.	Analyze Math data from IXL to monitor usage and student growth. This program will continue to supplement the math resource, Reveal, which started implementation during the 24-25 school year.	True
Math Proficiency – Students with Disabilities declined from 23.9% to 20.7% (–3.2%), remaining well below the statewide average. Black Students dropped from 30.8% to 23.4% (–7.4%), indicating widening achievement gaps. Combined Ethnicity decreased from 35.0% to 26.3% (–8.7%), showing a notable loss in overall math performance.	Analyze Math data from IXL to monitor usage and student growth. This program will continue to supplement the math resource, Reveal, which started implementation during the 24-25 school year.	False
Discipline: Inappropriate conduct and classroom disruption occurred the most frequently as infractions during the 2024-2025 school year. 3 expulsions occurred during the school year due to look-alike weapons.	Analyze the current SWPBS practices to promote a positive school environment. Utilize school counselors and MTSS to support students in need of interventions to overcome their behavioral challenges.	True
Discipline: Middle Smithfield had 513 reported infractions during the 24-25 school year, which matched the previous year's reporting. 5th Grade demonstrated the highest number of infractions, doubling the number of infractions reported in the next highest reporting grade level.	Implemented rewards for perfect attendance each marking period and created a bulletin board in main hallway to highlight attendance patterns and promote importance of attending school.	False
Implement evidence-based strategies to engage families to support learning.	Need to analyze the most efficient and practical methods of communicating with families. Anticipated parent workshops to improve student performance.	True
Acadience: Challenges remain in sustaining or accelerating growth in grades two, three, and four, as well as in recovering to or exceeding previous year performance levels in K–2, where starting points were higher in 2023.	Continued use of district implemented ELA resource for K-5 students. Anticipated continued growth through implementation of these resources, as well as continued PD for teachers. MTSS and Reading will implement intervention strategies to promote student success and growth at the student's ability levels.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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Acadience: Strengths include substantial growth in Kindergarten, first, and fifth grades, suggesting effective instructional interventions in those areas.	Reflect on what worked well and continue to implement tiered supports in grades K-5. Continue to utilize reading specialists and district coaches to support best practices to meet all students' needs.
PVAAS ELA Growth – Economically Disadvantaged increased from 70.0 in 2022–2023 to 94.0 in 2023–2024 (+24.0), demonstrating exceptional progress for a historically at-risk group. Students with Disabilities increased from 73.0 to 88.0 (+15.0), showing significant improvement in academic growth for this subgroup. Combined Ethnicity improved from 64.0 to 90.0 (+26.0), indicating strong gains across a diverse group of students.	Reflect on what worked well and continue to implement the new reading programs in grades K-5. Continue to utilize reading specialists and district coaches to support best practices to meet all students' needs.
Attendance: Attendance for the 2024-2025 school year was 93.98%, increasing from the 2023-2024 school year rate of 93.18%. The lowest attendance rate for the 2024-2025 school year was 5th Grade at 92.41%.	Build in opportunities for parent partnerships when attendance is of concern.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Continue to support teachers through professional development utilizing district coaches and reading specialists
Use multiple professional learning designs to support the learning needs of staff	Continue to support teachers through professional development utilizing district coaches and reading specialists
Math IXL: Exceptional Second Grade Gains – Grade 2 saw a 21% increase in students on or above grade level (68% to 89%), the largest improvement among all grades. High Individual Growth – 55.1% of students achieved =100 points growth, and an additional 30.6% scored within the 50–90 point range, indicating steady progress for most students.	Continue leveraging IXL as a tool to support student growth. Build in opportunities to analyze data and use this information to provide targeted instruction and design learning groups.
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	SWPBS will include monthly incentives in addition to what has been in place. We added positive office referrals last year and included students of the month in the monthly reward. Also displayed pictures of all students on a bulletin board in the main hallway.
Math IXL: Overall Growth – School-wide percentage of students on or above grade level increased by 12% (43% BOY to 55% EOY). Average Growth Target Exceeded – All grades surpassed the 100-point monthly growth target, with Grade 2 and Grade 4 leading at +13 points/month.	Continue leveraging IXL as a tool to support student growth. Build in opportunities to analyze data and use this information to provide targeted instruction and design learning groups.
Implement a multi-tiered system of supports for academics and behavior	Expanding MTSS supports and reflect on what worked. Provide additional training for staff providing interventions to students.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Reteaching expectations to students during quarterly SWPBIS events that had 2 or more incidents during each Marking Period.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Middle Smithfield Elementary will strengthen mathematics achievement by implementing a consistent, data-driven WIN (What I Need) block in Grades 1–5, supported by PLC collaboration and targeted instruction, to ensure that the majority of students demonstrate ongoing proficiency growth in math skills.
	Middle Smithfield Elementary will foster a positive, respectful, and inclusive school environment by expanding student leadership, strengthening classroom community, and promoting consistent behavioral expectations, resulting in improved student-to-student respect and a stronger sense of belonging.

	Middle Smithfield Elementary will establish and sustain consistent systems for family and community engagement by implementing monthly communication, regular events, and partnerships with the PTO and community organizations to strengthen the home-school connection.
	Middle Smithfield Elementary will accelerate literacy achievement by ensuring that all students meet or exceed their Acadience Pathway of Progress goals through targeted instruction, data-driven decision-making, and collaborative PLC structures that connect assessment results to classroom practice.

Goal Setting

Priority: Middle Smithfield Elementary will strengthen mathematics achievement by implementing a consistent, data-driven WIN (What I Need) block in Grades 1–5, supported by PLC collaboration and targeted instruction, to ensure that the majority of students demonstrate ongoing proficiency growth in math skills.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2026, Middle Smithfield Elementary will implement a structured Mathematics WIN (What I Need) block in Grades 1–5 with fidelity, using PLCs to analyze student data and adjust instruction, so that at least 70% of students demonstrate proficiency in two or more targeted math skills per week (as measured by IXL skill completion reports, IXL benchmark assessments, and curriculum-based assessments). Fidelity of implementation will be monitored through quarterly walkthroughs, PLC notes, and student growth data.			
Measurable Goal Nickname (35 Character Max)			
Math WIN Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
WIN block implemented daily in all grades 1–5 following the Math WIN Implementation Guide. PLCs for math meet monthly to review IXL, benchmark, and curriculum-based assessment data. Self-contained classrooms implement WIN math groups. Student participation in the weekly goal of 2 areas of proficiency per week tracked on the building bulletin board. All students participate in the Arena once per cycle by the end of the 1st marking period. At least 40% of students meet the weekly proficiency target (2+ skills).	Determine need for cross-grouping across homerooms and implement where appropriate. WIN group adjustments documented in PLC notes and implemented within 5 school days of decision. Teachers integrate IXL assignments directly aligned to small-group instruction. At least 50% of students meet the weekly proficiency target (2+ skills).	Consistent WIN fidelity verified through walkthrough data (=90% of observed classrooms). PLCs analyze skill gap trends across grades and plan re-teaching or enrichment accordingly. At least 60% of students meet the weekly proficiency target (2+ skills).	WIN structures sustained with documented evidence of group adjustments, targeted assignments, and small-group instruction. Student growth reflected in EOY IXL benchmark assessments and curriculum-based assessments. At least 70% of students meet the weekly proficiency target (2+ skills).

Priority: Middle Smithfield Elementary will establish and sustain consistent systems for family and community engagement by implementing monthly communication, regular events, and partnerships with the PTO and community organizations to strengthen the home–school connection.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
By May 2026, Middle Smithfield Elementary will implement consistent, structured family and community engagement practices that include monthly MSE Buzz newsletters, regular parent involvement events, and collaborative partnerships with the PTO and community organizations. Families will also be engaged as active partners in the MTSS process through ongoing communication, progress updates, and opportunities to contribute to data-based decision-making that supports student success. Implementation will be evidenced by a yearlong calendar of family and community events, consistent monthly communication, and documented opportunities for families to participate in MTSS meetings, share input on school initiatives, and engage in decision-making processes that strengthen the overall culture of care and continuous improvement at MSE.			
Measurable Goal Nickname (35 Character Max)			
Community Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

<p>Host a Principal’s Corner Meet & Greet (Town Hall style) to hear from families about challenges and ideas for engagement.Host Parent Resource Fair at Open House, inviting community agencies and partners.Distribute a short Google Form survey for parents to share suggestions and identify interests.Launch monthly MSE Buzz Newsletter highlighting upcoming activities, events, MTSS supports, and important school information.Begin Student of the Month assemblies with parent invitations.Discuss MTSS process during Title I Parent Night/Open House</p>	<p>Collaborate with teachers to identify a classroom parent for each grade level to help coordinate volunteers and communicate event needs.Continue monthly MSE Buzz Newsletter.Host Special Education Family Night, including student profile creation to share with staff.Partner with PTO to coordinate volunteer opportunities and ensure consistent outreach across grade levels.Family MTSS Check-Ins (virtual or in-person) for targeted families to review intervention progress and discuss home supports that reinforce school-based strategies.</p>	<p>Host a Community Night event (fun, family-centered activity) in collaboration with the PTO.Continue Student of the Month assemblies with parent attendance.Hold monthly Parent Principal Council meetings to address parent concerns and share updates.Plan and promote Parent Resource Fair and upcoming Title I events.</p>	<p>Continue monthly MSE Buzz Newsletter, assemblies, and Parent Principal Council meetings.Maintain a documented record of all engagement activities, including agendas, sign-ins, and event summaries, to guide 2026–2027 planning.Publicize Summer Learning Opportunities (STEM, Robotics, Quick Start Early Literacy/Math, etc.) for students and families to maintain engagement through enrichment. Collect feedback by survey at the end of the program.</p>
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Priority: Middle Smithfield Elementary will foster a positive, respectful, and inclusive school environment by expanding student leadership, strengthening classroom community, and promoting consistent behavioral expectations, resulting in improved student-to-student respect and a stronger sense of belonging.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By May 2026, Middle Smithfield Elementary will strengthen school climate and culture by increasing students’ sense of belonging and improving peer-to-peer respect, as measured by a 10% improvement in student survey items related to student-to-student respect and a 10% decrease in total behavioral referrals from the 2024–2025 baseline. This will be achieved through student leadership opportunities, classroom community-building strategies, counselor-led guidance lessons, Calm Classroom implementation, consistent re-teaching of school-wide expectations, and staff representation on the district Restorative Practices Committee.			
Measurable Goal Nickname (35 Character Max)			
Culture of Care			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teach school-wide expectations with concrete examples during the first two weeks of school.Teachers create classroom ground rules with student input.Implement reflection worksheets for students needing to restore behavior in order to attend school-wide events.Continue counselor-led step-by-step guidance lessons.Implement Calm Classrooms in daily routines.Launch Student Leadership Council and Principal Council.Identify and send building representatives to participate in the district Restorative Practices Committee.Recognize positive	Increase frequency of SEL lessons (minimum twice per month) using classroom-based strategies. Continue counselor-led guidance lessons and Calm Classroom implementation.Continue reflection worksheets for students needing behavioral restoration to participate in events.Maintain student leadership opportunities, monthly assemblies, and participation in the district Restorative Practices Committee.	Re-teach school-wide expectations and facilitate whole-class reflection sessions.Continue restorative practices, Calm Classroom implementation, counselor-led lessons, and monthly assemblies.Building representatives share updates from the district Restorative Practices Committee with staff and students when appropriate.Student Leadership Council and Principal Council meet to discuss school culture and make recommendations for upcoming months.	Continue re-teaching expectations and restorative practices as needed.Classrooms reflect together on successes and areas for improvement to inform next year’s climate strategies.Student Leadership Council presents end-of-year recommendations to administration.Participate in the district-administered end-of-year climate survey.Target: 10% improvement in student-to-student respect survey results from EOY 2024–2025 and overall decrease in discipline referrals from 2024–2025.

behavior through Bee Bucks, Student of the Month, and classroom incentives.			
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Priority: Middle Smithfield Elementary will accelerate literacy achievement by ensuring that all students meet or exceed their Acadience Pathway of Progress goals through targeted instruction, data-driven decision-making, and collaborative PLC structures that connect assessment results to classroom practice.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2026, at least 80% of Middle Smithfield Elementary students will demonstrate meeting or exceeding their Acadience Reading Composite Score (RCS) Pathway of Progress goals, as measured by beginning-, middle-, and end-of-year benchmark assessments. Progress will be supported through monthly ELA PLCs in partnership with the MTSS specialist and reading specialists, focused on data analysis, targeted instruction, and flexible grouping to accelerate student growth.			
Measurable Goal Nickname (35 Character Max)			
Acadience Pathways of Progress			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer beginning-of-year Acadience benchmark assessments for all students. Teachers review individual Pathway of Progress goals and adjust as needed based on previous year's data. Provide start-of-year training on LinkIt! to support data analysis and instructional planning. Hold monthly ELA PLCs with grade level teams, MTSS specialist and reading specialists to review student data, target instruction, and adjust groups.	Review progress monitoring Acadience scores for students being monitored and update Pathway of Progress goals as needed. Continue monthly ELA PLCs with a focus on individual and grade-level trends, instructional adjustments, and small-group refinements. Incorporate Heggerty, multisyllabic routines, phonics screeners, and Superkids benchmarks into PLC discussions and instructional planning. Administer middle-of-year Acadience benchmark assessments for all students.	Update Pathway of Progress goals for all students based on MOY results. PLCs analyze student growth data in LinkIt! to identify global trends, target intervention, and reconfigure small groups as needed.	Administer end-of-year Acadience benchmark assessments. Review final data to determine if 80% or more of students demonstrated meeting or exceeding their Pathway of Progress goals. PLCs reflect on growth trends, intervention strategies, and successes to inform planning for the next school year.

Action Plan

Measurable Goals

Math WIN Implementation	Community Engagement
Culture of Care	Acadience Pathways of Progress

Action Plan For: Training

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will implement a structured Mathematics WIN (What I Need) block in Grades 1–5 with fidelity, using PLCs to analyze student data and adjust instruction, so that at least 70% of students demonstrate proficiency in two or more targeted math skills per week (as measured by IXL skill completion reports, IXL benchmark assessments, and curriculum-based assessments). Fidelity of implementation will be monitored through quarterly walkthroughs, PLC notes, and student growth data.
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Action Step		Anticipated Start/Completion Date	
Train staff on the Math WIN Implementation Guide and expectations, as well as the use of LinkIt! for data-driven instructional planning to strengthen differentiation and student achievement in mathematics.		2025-08-19	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators, Instructional Coaches, and LinkIt! Trainers	Implementation guide, PD materials, WIN schedule, LinkIt! guides, Title I math coachLinkIt! professional development sessions Math WIN Implementation Guide (district-created document)PLC materials and collaboration time for data analysis and planningAgendas, sign-in sheets, and walkthrough forms for documentationSubstitute coverage or extended PLC time for PD sessions	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All K–5 teachers trained in Math WIN structure, expectations, and data analysis protocolsConsistent use of LinkIt! for data analysis and instructional adjustmentsEvidence of structured, skill-based WIN implementation across all grade levelsImproved teacher confidence and consistency in differentiating math instruction	People Responsible: Building Administrators, Instructional Coaches, and LinkIt! TrainersFrequency: Training sessions: August (initial) and January (refresher)Walkthroughs: Quarterly, beginning in SeptemberPLC data reviews: Biweekly (two times per month)Method: Attendance tracked through PD agendas and sign-in sheetsFidelity of WIN implementation monitored through classroom walkthrough data and feedback formsEvidence of data-driven instruction verified through PLC notes, LinkIt! reports, and progress monitoring documentation

Action Plan For: Consistent Implementation

<p>Measurable Goals:</p> <ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will strengthen school climate and culture by increasing students’ sense of belonging and improving peer-to-peer respect, as measured by a 10% improvement in student survey items related to student-to-student respect and a 10% decrease in total behavioral referrals from the 2024–2025 baseline.
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This will be achieved through student leadership opportunities, classroom community-building strategies, counselor-led guidance lessons, Calm Classroom implementation, consistent re-teaching of school-wide expectations, and staff representation on the district Restorative Practices Committee.

- By May 2026, Middle Smithfield Elementary will implement a structured Mathematics WIN (What I Need) block in Grades 1–5 with fidelity, using PLCs to analyze student data and adjust instruction, so that at least 70% of students demonstrate proficiency in two or more targeted math skills per week (as measured by IXL skill completion reports, IXL benchmark assessments, and curriculum-based assessments). Fidelity of implementation will be monitored through quarterly walkthroughs, PLC notes, and student growth data.
- By May 2026, at least 80% of Middle Smithfield Elementary students will demonstrate meeting or exceeding their Acadience Reading Composite Score (RCS) Pathway of Progress goals, as measured by beginning-, middle-, and end-of-year benchmark assessments. Progress will be supported through monthly ELA PLCs in partnership with the MTSS specialist and reading specialists, focused on data analysis, targeted instruction, and flexible grouping to accelerate student growth.

Action Step		Anticipated Start/Completion Date	
Implement a daily Mathematics and ELA WIN (What I Need) block in Grades K–5, focused on providing targeted intervention and enrichment opportunities based on student data from LinkIt!, IXL, Acadience, and curriculum-based assessments.		2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators, MTSS Specialist, and Instructional Coaches	WIN block schedule and instructional framework, Title I math coach Intervention and enrichment resources LinkIt!, Acadience, and IXL data access Substitutes or extended time for data meetings or WIN planning Walkthrough tools and data collection forms	No	
Action Step		Anticipated Start/Completion Date	
Implement the Calm Classroom program to promote emotional regulation, focus, and a culture of care within the school community.		2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselors and Building Administrators	Calm Classroom curriculum and digital resources Professional development for staff (training videos and refresher sessions) Visual supports or calm-down corner materials	No	
Action Step		Anticipated Start/Completion Date	
Implement counselor-led guidance lessons in all classrooms to strengthen social-emotional learning (SEL), promote peer respect, and foster a positive school culture aligned with the MSE “Culture of Care” initiative.		2025-09-22	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
School Counselors and Building Administrators	SEL lesson plans and materials Counselor-created resources Visual supports, books, and multimedia tools for SEL themes Guidance lesson schedule Behavior and SEL progress monitoring tools (e.g., SWPBIS data, survey results)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Fully implemented daily WIN block in Grades K–5 with consistent structure and clear instructional purpose Targeted small-group instruction aligned to student skill data Observable evidence of differentiation and engagement during WIN blocks Increased student proficiency in foundational math skills, as reflected in IXL and curriculum-based assessments Consistent use of Calm Classroom practices across all grade levels and classrooms Improved student self-regulation and focus during instructional time Observable integration of mindfulness strategies within classroom routines Improved schoolwide climate and reduction in behavioral referrals related to regulation or peer conflict All classrooms receive consistent counselor-led SEL lessons each month Students demonstrate improved self-awareness, peer respect, and problem-solving skills Reduction in peer conflict and behavior referrals tied to interpersonal issues Observable integration of SEL language and strategies within classroom routines Increased student perception of belonging and respect on annual climate surveys</p>	<p>People Responsible: Building Administrators, Title I Instructional Coaches & reading staff, School Counselors Frequency: Classroom walkthroughs: Quarterly Data review meetings: Bimonthly PLCs Progress monitoring: Ongoing using LinkIt! and IXL Ongoing Counselor Lessons Climate Survey- EOY Monthly review of behavior and SEL data Method: Observation data collected through walkthrough forms PLC notes documenting data analysis and instructional adjustments Review of student progress monitoring data and growth reports Counselor lesson logs and monthly schedules Analysis of behavior data for trends and reduction in peer-to-peer incidents Review of survey data showing improvement in student belonging and respect</p>

Action Plan For: PLC Implementation

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will implement a structured Mathematics WIN (What I Need) block in Grades 1–5 with fidelity, using PLCs to analyze student data and adjust instruction, so that at least 70% of students demonstrate proficiency in two or more targeted math skills per week (as measured by IXL skill completion reports, IXL benchmark assessments, and curriculum-based assessments). Fidelity of implementation will be monitored through quarterly walkthroughs, PLC notes, and student growth data. By May 2026, at least 80% of Middle Smithfield Elementary students will demonstrate meeting or exceeding their Acadience Reading Composite Score (RCS) Pathway of Progress goals, as measured by beginning-, middle-, and end-of-year benchmark assessments. Progress will be supported through monthly ELA PLCs in partnership with the MTSS specialist and reading specialists, focused on data analysis, targeted instruction, and flexible grouping to accelerate student growth.

Action Step	Anticipated Start/Completion Date	
<p>Hold monthly Math and ELA Professional Learning Community (PLC) meetings to collaboratively analyze student data from IXL, IXL Benchmarks, Acadience, and curriculum-based assessments. Use findings to adjust instruction, refine grouping, and identify supports and interventions needed to improve student proficiency in reading and math.</p>	2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
<p>Building Administrators and Instructional Coaches</p>	<p>IXL platform access, Title I staff & resources Acadience progress monitoring data and reports Curriculum-based assessment data and pacing guides PLC agendas, notes, and data analysis templates Substitute coverage for extended PLC time Professional development resources on data-driven instruction and differentiation</p>	<p>No</p>

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Regular, structured PLC meetings focused on actionable data use Consistent documentation of data analysis and instructional adjustments Improved alignment between data trends and instructional practices Increased collaboration and shared accountability for student achievement Observable growth in student performance across IXL benchmarks, curriculum assessments, and Acadience measures</p>	<p>People Responsible: Building Administrators and Instructional Coaches Frequency: PLC meetings: Twice monthly (Math and ELA, alternating by week or scheduled rotation) Progress monitoring: Ongoing Data review checkpoints: BOY, MOY, and EOY summaries of trends and adjustments Method: Review of PLC agendas, sign-in sheets, and data analysis notes Monitoring of instructional adjustments through lesson plans and walkthroughs Documentation of student growth trends in IXL benchmarks, curriculum-based assessments, and Acadience reports</p>

Action Plan For: Data Tracking

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will implement a structured Mathematics WIN (What I Need) block in Grades 1–5 with fidelity, using PLCs to analyze student data and adjust instruction, so that at least 70% of students demonstrate proficiency in two or more targeted math skills per week (as measured by IXL skill completion reports, IXL benchmark assessments, and curriculum-based assessments). Fidelity of implementation will be monitored through quarterly walkthroughs, PLC notes, and student growth data.

Action Step	Anticipated Start/Completion Date	
<p>Track student math proficiency (students achieving 2 or more targeted skills per week) through IXL data reports and classroom progress monitoring. Post cumulative homeroom progress on a building-wide Math WIN data board to celebrate growth and maintain collective accountability.</p>	2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Building Administrators and Instructional Coaches	IXL skill tracking reports and data dashboards Math WIN tracking templates and homeroom goal charts Materials for bulletin board display PLC meeting time for data collection and review Recognition materials for class and individual growth	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
<p>Consistent tracking of student progress toward 2+ skills per week in IXL Public display of grade-level and classroom data to motivate engagement and ownership Increased staff and student awareness of math achievement goals Strengthened accountability for instructional impact during WIN blocks Observable culture of goal setting, celebration, and progress monitoring</p>	<p>People Responsible: Building Administrators Frequency: Data collection: Weekly (via IXL reports) Building data board updates: Weekly Review of trends and progress: Data meetings & PLCs Method: Analysis of IXL reports to calculate percentage of students meeting weekly goals Review of posted progress and class goal documentation Discussion of data trends and next instructional steps during PLCs and staff meetings</p>

Action Plan For: Teaching/Reteaching

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will strengthen school climate and culture by increasing students' sense of belonging and improving peer-to-peer respect, as measured by a 10% improvement in student survey items related to student-to-student respect and a 10% decrease in total behavioral referrals from the 2024–2025 baseline.

This will be achieved through student leadership opportunities, classroom community-building strategies, counselor-led guidance lessons, Calm Classroom implementation, consistent re-teaching of school-wide expectations, and staff representation on the district Restorative Practices Committee.

Action Step		Anticipated Start/Completion Date	
Explicitly teach and re-teach school-wide expectations through structured SWPBIS lessons, using the MSE Behavior Matrix and lesson plans that model positive behaviors across all settings (classroom, hallway, cafeteria, playground, bus). Integrate examples, visuals, and student-led demonstrations to reinforce the school’s “Ways to Bee” — Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn.		2025-08-25	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators and SWPBIS Team	MSE Behavior Matrix and SWPBIS lesson plans Classroom visuals, posters, and signage reinforcing expectations Re-teaching lessons on the same schedule as quarterly events Data from behavior referrals for identifying re-teaching needs Incentive systems and Bee Bucks rewards for positive reinforcement	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
All staff deliver initial and ongoing lessons aligned with the MSE Behavior Matrix Students demonstrate understanding of expectations through improved conduct and peer interactions Consistent behavioral language and expectations across all settings Strengthened culture of care and belonging Observable reduction in behavior referrals, particularly for disrespect and noncompliance	People Responsible: Building Administrators, School Counselors, and SWPBIS Team Frequency: Initial teaching at the start of the school year and following extended breaks Monthly review of behavior trends and targeted reteaching as needed Monthly data review to analyze referral patterns and celebrate progress Method: Review of lesson implementation through walkthrough observations and staff feedback Analysis of SWPBIS behavior data to identify trends and re-teaching needs Monitoring of student recognition data and reinforcement systems SWPBIS audit for tiered recognition

Action Plan For: Stakeholder Input

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will strengthen school climate and culture by increasing students’ sense of belonging and improving peer-to-peer respect, as measured by a 10% improvement in student survey items related to student-to-student respect and a 10% decrease in total behavioral referrals from the 2024–2025 baseline. This will be achieved through student leadership opportunities, classroom community-building strategies, counselor-led guidance lessons, Calm Classroom implementation, consistent re-teaching of school-wide expectations, and staff representation on the district Restorative Practices Committee. By May 2026, Middle Smithfield Elementary will implement consistent, structured family and community engagement practices that include monthly MSE Buzz newsletters, regular parent involvement events, and collaborative partnerships with the PTO and community organizations. Families will also be engaged as active partners in the MTSS process through ongoing communication, progress updates, and opportunities to contribute to data-based decision-making that supports student success. Implementation will be evidenced by a yearlong calendar of family and community events, consistent monthly communication, and documented opportunities for families to participate in MTSS meetings, share input on school initiatives, and engage in decision-making processes that strengthen the overall culture of care and continuous improvement at MSE.

Action Step	Anticipated Start/Completion Date
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Establish and sustain structures that promote student, staff, and family voice through a Student Leadership Council, Principal Council, and ongoing family engagement activities. These initiatives will strengthen communication, shared decision-making, and collaboration aligned with the MSE “Culture of Care” and Title I Parent and Family Engagement (PFE) goals.		2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Administrators, Title I Teachers, MTSS Specialist	Council meeting agendas, notes, and assembly scripts, Title I staff & resources Title I Parent and Family Engagement (PFE) resources and communication materials Event supplies, printing, and translation supports Recognition and incentive items for student leaders Meeting space and digital communication tools (flyers, newsletters, surveys)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Regularly scheduled meetings for both Student Leadership and Principal Councils Increased family participation in school events and feedback opportunities Documented collaboration among students, staff, and families to improve school culture and learning experiences Strengthened sense of belonging and shared responsibility across the MSE community Evidence of stakeholder voice in planning school activities and decision-making	People Responsible: Building Administrators, Title I Teachers, MTSS Specialist, and PTO Officers Frequency: Student Leadership Council: Monthly Principal Council: Monthly Family Engagement Activities: Quarterly or as scheduled on the yearly calendar Title I/PFE review: Ongoing Method: Review of council agendas, minutes, and attendance logs Documentation of family engagement activities, flyers, and sign-in sheets Surveys and feedback forms from students, families, and staff Reflection on outcomes shared through newsletters and council updates

Action Plan For: Family Engagement in MTSS

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, Middle Smithfield Elementary will implement consistent, structured family and community engagement practices that include monthly MSE Buzz newsletters, regular parent involvement events, and collaborative partnerships with the PTO and community organizations. Families will also be engaged as active partners in the MTSS process through ongoing communication, progress updates, and opportunities to contribute to data-based decision-making that supports student success. Implementation will be evidenced by a yearlong calendar of family and community events, consistent monthly communication, and documented opportunities for families to participate in MTSS meetings, share input on school initiatives, and engage in decision-making processes that strengthen the overall culture of care and continuous improvement at MSE.

Action Step	Anticipated Start/Completion Date	
Ensure consistent and transparent communication with families by notifying them when their child begins tiered supports, providing clear explanations of the MTSS process, and sharing progress updates based on data collection every four to six weeks. This ongoing communication will foster collaboration, build understanding, and support student growth.	2025-10-01	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Building Administrators and MTSS Specialist	Title I Reading staff, materials, and resources MTSS family communication templates and parent letters Progress monitoring tools (Acadience, IXL, LinkIt!) Data tracking spreadsheets and family meeting notes Translation services and communication platforms	No	
Action Step		Anticipated Start/Completion Date	
Implement summer programming for students and families to support STEM learning and early literacy/math skills through enrichment initiatives such as STEM camps, robotics programs, and Quick Start sessions. The goal is to extend learning beyond the school year and strengthen foundational skills through engaging, hands-on experiences.		2026-07-01	2026-08-14
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Summer Program Coordinator	Title I staff and program supplies (STEM kits, robotics materials, literacy/math resources) Facilities Program flyers, registration forms, and family communication materials Student attendance and participation tracking tools Incentives and recognition materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Families receive timely and consistent notification when MTSS supports begin Progress updates shared with families every 4–6 weeks based on data collection Improved family understanding of MTSS tiers, interventions, and supports Strengthened collaboration and shared accountability between home and school Summer programs offered in STEM, robotics, and early literacy/math enrichment Increased student engagement and academic readiness for the upcoming year Family participation in learning sessions and take-home extensions Documented attendance and feedback to inform continuous improvement	People Responsible: Building Administrators, MTSS Specialist, and Summer Program Coordinators Frequency: Every 4–6 weeks (aligned with progress monitoring cycles) Summer Program- July-August 2026 Method: Review of MTSS family communication logs and sample parent letters Verification of progress update records during MTSS meetings Collection of family feedback through periodic check-ins or surveys Review of attendance records and participation data Analysis of student learning outcomes and enrichment participation Parent surveys conducted at the conclusion of the summer programs to assess satisfaction, learning impact, and recommendations for future sessions

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"> • Training • Consistent Implementation • PLC Implementation • Data Tracking • Teaching/Reteaching 	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	161527
Instruction	<ul style="list-style-type: none"> • Training • Consistent Implementation • PLC Implementation • Data Tracking • Teaching/Reteaching 	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	104201
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Data Tracking 	Printing of Supplemental resources	480
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Data Tracking 	Supplemental instructional resources	1834
Instruction	<ul style="list-style-type: none"> • Consistent Implementation 	Summer STEM program - salaries	16906
Instruction	<ul style="list-style-type: none"> • Consistent Implementation 	Summer STEM program - benefits	4496
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Teaching/Reteaching 	Before & after school programs	8000
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Teaching/Reteaching • Stakeholder Input 	Quick Start to Kindergarten 2-week summer program - salaries	3387
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Teaching/Reteaching • Stakeholder Input 	Quick Start to Kindergarten 2-week summer program - benefits	926
Instruction	<ul style="list-style-type: none"> • Consistent Implementation • Teaching/Reteaching • Stakeholder Input 	Quick Start to Kindergarten 2-week summer program - supplies	575
Other Expenditures	<ul style="list-style-type: none"> • Consistent Implementation • PLC Implementation • Data Tracking • Teaching/Reteaching • Stakeholder Input 	Conferences - fees	475

Other Expenditures	<ul style="list-style-type: none"> • Consistent Implementation • PLC Implementation • Data Tracking • Teaching/Reteaching • Stakeholder Input 	Conferences - travel	1000
Other Expenditures	<ul style="list-style-type: none"> • Stakeholder Input 	Parent & Family engagement - parent education/workshops - salaries	1960
Other Expenditures	<ul style="list-style-type: none"> • Stakeholder Input 	Parent & Family engagement - parent education/workshops - benefits	522
Other Expenditures	<ul style="list-style-type: none"> • Stakeholder Input 	Parent/family engagement contracted services	848
Other Expenditures	<ul style="list-style-type: none"> • Stakeholder Input 	Parent/family engagement - printing, postage & parent conference travel	189
Other Expenditures	<ul style="list-style-type: none"> • Stakeholder Input 	Parent/family engagement supplies (books, materials, refreshments, etc.)	9064
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Consistent Implementation 	Summer STEM program - instructional salaries	11460
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Consistent Implementation 	Summer STEM program - instructional benefits	2962
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> • Consistent Implementation 	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	7280
Total Expenditures			338092

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Training	Train staff on the Math WIN Implementation Guide and expectations, as well as the use of LinkIt! for data-driven instructional planning to strengthen differentiation and student achievement in mathematics.

LinkIt! Training

Action Step		
<ul style="list-style-type: none"> Train staff on the Math WIN Implementation Guide and expectations, as well as the use of LinkIt! for data-driven instructional planning to strengthen differentiation and student achievement in mathematics. 		
Audience		
Teachers		
Topics to be Included		
Math WIN expectations and LinkIt! training		
Evidence of Learning		
Creation of dashboards and utilization of dashboards throughout the school year during PLCs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Math Coach	2025-08-19	2025-09-30

Learning Format

Type of Activities	Frequency
Inservice day	1 x for 2 hours
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Kristen Long	2025-11-10
School Improvement Facilitator Signature	Date