

Resica El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Resica El Sch		120452003
Address 1		
1 Gravel Ridge 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		
Dr. Gail Kulick		
Principal Email		
gail-kulick@esasd.net		
Principal Phone Number		Principal Extension
570-223-6911		15420
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Tabitha Bradley		tabitha-bradley@esasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Gail Kulick	Principal	Resica Elementary	gail-kulick@esasd.net
Lisa Mignosi	Paraprofessional	Resica Elementary	lisa-mignosi@esasd.net
Jenny Ostermiller	School Counselor	Resica Elementary	erin-volutza@esasd.net
Alicia Shaffer	Teacher - Regular Education	Resica Elementary	alicia-shaffer@esasd.net
Caren Senior	Teacher - Regular Education	Resica Elementary	caren-senior@esasd.net
Sarah Stein	Teacher - Special Education	Resica Elementary	sarah-stein@esasd.net
Jackie Doyle	Reading Specialist	Resica Elementary	jacqueline-doyle@esasd.net
Debbie Kulick	Community Representative	ESASD School Board of Directors	essddk2015@gmail.com
Stacie Ammerman	MTSS Coorinator	Resica Elementary	stacie-ammerman@esasd.net
Kylee Jensen	Parent	Resica Elementary	kydoublee@gmail.com
Tabitha Bradley	Director of Elementary Education	Central Admin.	tabitha-bradley@esasd.net
Edward Regina	Community/Business Rep	Regina Farms	info@reginafarms.com
Karen Forbes	Teacher	Resica Elementary	karen-forbes@esasd.net
Saige Embley	Teacher	Resica Elementary	saige-embley@esasd.net

Vision for Learning

Vision for Learning

Resica Elementary School creates and promotes a community of respectful, responsible, and success-oriented learners by developing the diverse intelligences of all students through the sciences, technology and the arts.

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
All student ELA growth	Although not meeting the growth target, all students continued to show growth in ELA, as identified on the Future Ready Index.
Math Growth	Based on the Future Ready Index, all students, as well as students in the subgroups of Black, Hispanic, White, Disabilities, and Combined Ethnicity, made growth from 2023-24; however, not the expected standard of growth.

Challenges

Indicator	Comments/Notable Observations
ELA Proficiency	No student groups achieved the expected proficiency level. Students in the All Student Group, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity decreased proficiency.
Math Proficiency	Based on the Future Ready Index, students in 2 or More Races and Economically Disadvantaged decreased in growth from 2023-24.
Math Proficiency	Based on the 2025 PSSA results, 58% of the 3rd-grade students scored basic or below.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator ELA ESSA Student Subgroups African-American/Black, White, Students with Disabilities	Comments/Notable Observations 41.9% of our students in the black subgroup met the expected level of growth, up from 2023-24.48.1% of our students in the white subgroup met the expected level of growth, up from 2023-24.28.9% of students with disabilities met the expected level of growth. Although still well below the expectation, it was an increased from 2023-24.
Indicator Math Proficiency ESSA Student Subgroups African-American/Black, Combined Ethnicity, Hispanic, White, Students with Disabilities	Comments/Notable Observations 48.8% of our students in the black subgroup made growth when compared to 2023-24.41.7% of our students in the Hispanic subgroup made growth when compared to 2023-24.
Indicator	Comments/Notable Observations

<p>Math Proficiency</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, Combined Ethnicity, Hispanic, White, Students with Disabilities</p>	<p>48.8% of our students in the black subgroup made growth when compared to 2023-24.41.7% of our students in the Hispanic subgroup made growth when compared to 2023-24.42.3% of our students in the White subgroup made growth when compared to 2023-24.22.2% of our students in the Students with Disabilities subgroup made growth when compared to 2023-24.41% of our students in the Combined Ethnicity made growth when compared to 2023-24.</p>
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Challenges

<p>Indicator</p> <p>Math Growth</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>48.8% of our students in the black subgroup made growth when compared to 2023-24.41.7% of our students in the Hispanic subgroup made growth when compared to 2023-24.</p>
<p>Indicator</p> <p>ELA Proficiency</p> <p>ESSA Student Subgroups</p> <p>African-American/Black, Combined Ethnicity, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p> <p>Based upon the Future Ready Index, there was a decrease in performance for students in the following subgroups: white, economically disadvantaged, and students with disabilities.66.0 students in the black subgroup met the expected level of growth.Students in the economically disadvantaged group fell from 79.0 in 2023-24 to 61.0 in 2024=25.Students with disabilities fell from 77.0 in 2023-24 to 64.0 in 2025-26.Students in the combined ethnicities subgroup fell from 79.0 in 2023-24 to 57.0 in 2024-26. 94.6% of students with IEPs scored Basic or Below Basic in math. Areas of deficit in 3rd and 4th grades are in Numbers and Operations, and Numbers in Base Ten, and in 5th grade, Numbers in Base Ten is an area of deficit.Based upon the Future Ready Index, there was a decrease in performance for students in the following subgroups: white, economically disadvantaged, and students with disabilities.</p>
<p>Indicator</p> <p>ESSA Student Subgroups</p> <p>White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations</p>

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.

Based on the Future Ready Index, all student groups met the standard for demonstration of growth in ELA.

Based on the Future Ready Index, although students in the black subgroup did not meet the expected standard of growth, they did increase in their growth.

Challenges

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

Based on the Future Ready Index, the subgroup of students with disabilities fell from 74.0 in 2023-24 to 66.0 in 2024-25.

Based on the Future Ready Index, students in the white subgroup fell from 86.0 in 2023-24 to 72.0 in 2024-25.

Based on the Future Ready Index, students in the economically disadvantaged subgroup fell from 87.0 in 2023-24 to 72.0 in 2024-25.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
eMetric/PVAAS	23.1% of 5th-grade students scored in the lowest achievement group (1.) Although this group met the growth standard, the average growth was -2.85. 88% of students with IEPs scored in the Below Basic/Basic level in ELA.
eMetric/PVAAS	46.2% of the 5th-grade students scored in the Low-Mid and Middle Achievement groups. Students in Groups 2 and 3 met the expected level of growth.
eMetric/PVAAS	20.5% of 5th-grade students fell in the Mid-High Achievement group. This group had Well-Above expected growth. Only 11% of 3rd-5th grade students scored at the Advanced level. 50% of our 3rd-5th grade students scored at the Proficient level which exceeds both the district and state percentages.

English Language Arts Summary

Strengths

Students in groups 1 - 3 met the expected level of achievement.
Students in group 4 well exceeded the expected level of growth.
14.5% of 3rd-grade students scored in the Advanced category.
23.5% of 4th-grade students scored in the Advanced category.

Challenges

Only 10.3% of students fell into the Highest Achieving group (5.)
23% of students with IEPs scored in the Below Basic range and 66% of students with IEPs scored in the Basic range.

Mathematics

Data	Comments/Notable Observations
eMetric/PVAAS	Students in achievement group 2 for special ed. (in math) exceeded the PA Standard for academic growth. 43.8% of 3rd-grade students achieved at the Proficient/Advanced level. Only 37.8% of 4th-grade students and 24.1% of 5th-grade students achieved in the Proficient/Advanced level.
eMetric/PVAAS	95.2% of students with IEPs are scoring basic or below basic in math. 34% of our students who are Economically Disadvantaged are scoring basic or below basic in math when compared to 27% of all students. Percentage of students scoring advanced in math decreased from 15.9% to 8.7% in math. Percentage of students scoring proficient in math decreased from 29% in 4th grade to 26.1% in 5th grade in math.

Mathematics Summary

Strengths

Math - 4th grade has evidence that they met or exceeded the standard for PA Academic Growth. 5th grade, for groups 2 and 3, have evidence that they met the standard for academic growth. 5th-grade achievement group 2 for special ed. (in math) exceeded the PA Standard for academic growth.

Challenges

95.2% of students with IEPs are scoring basic or below basic in math.

The percentage of students scoring proficient in math decreased from 32% in 3rd grade to 22% in 5th grade in math.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
eMetric	Scores were not reported in Emetric.
eMetric	Scores were not reported in Emetric.

Science, Technology, and Engineering Education Summary

Strengths

3rd and 4th grade students scored above 50% advanced/proficient in ELA.

Challenges

No science challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready	100%. Exceeded performance standard. Above state average.

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.

Career Standards Benchmark - 100%. Exceeded performance standard.
100% which is above state average.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

No challenges noted.
No challenges noted.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index	Insufficient Sample Size
Future Ready Index	Insufficient Sample Size

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index	ELA - students dropped from 74 to 68, achieving expected levels of growth.
Future Ready Index	Math - students dropped from 77 to 64, achieving expected levels of growth.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index	Only 29.1% of our Economically Disadvantaged students made growth in ELA.
Future Ready Index	Only 27.8% of our Economically Disadvantaged students made growth in math.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	ELA - 41.9% made growth from 2023-24.Math - 48.8% made growth from 2023-24.
Hispanic	ELA - 50% of students met the expected level of growth. This did not change from 2023-24.Math - 41.7% met the expected level of growth, which, although not significant, was an increase from 2023-24.
White	ELA - 48.1% made growth from 2023-24.Math - 42.3% made growth from 2023-24.
2 or More Races	ELA - 51.4% made growth from 2023-24.Math - 35.1% made growth, which was a decrease from 2023-24.

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.

MTSS is used to determine need for PTE.
Teachers will assign at least two individualized IXL skills per student each week, and students will engage in a minimum of 60 minutes per week of IXL practice during Homeroom WIN time to support differentiated instruction and close learning gaps.

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.

6.3% of students in the economically disadvantaged subgroup met the expected level of proficiency in math.
9.3% of students in the black subgroup met proficiency expectations in ELA.
8.3% of students in the Hispanic subgroup met proficiency expectations in ELA.
2.5% of students in the economically disadvantaged subgroup met proficiency in ELA
4.4% of students in the students with disabilities subgroup met proficiency in ELA.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
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	Exemplary
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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?

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

Continue using a multi-tiered system of support for reading, math, and behavior.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
All curriculum is aligned to PA state standards.

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
Continue strengthening our MTSS math component at the Tier 1 level.

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
Based on the Future Ready Index, all student groups met the standard for demonstration of growth in ELA.	True
Based on the Future Ready Index, although students in the black subgroup did not meet the expected standard of growth, they did increase in their growth.	True
Students in groups 1 - 3 met the expected level of achievement.	False
Students in group 4 well exceeded the expected level of growth.	False
14.5% of 3rd-grade students scored in the Advanced category.	False
3rd and 4th grade students scored above 50% advanced/proficient in ELA.	False
Math - 4th grade has evidence that they met or exceeded the standard for PA Academic Growth5th grade, for groups 2 and 3, have evidence that they met the standard for academic growth5th-grade achievement group 2 for special ed. (in math) exceeded the PA Standard for academic growth.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
All curriculum is aligned to PA state standards.	True
Career Standards Benchmark - 100%. Exceeded performance standard.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Continue using a multi-tiered system of support for reading, math, and behavior.	True
MTSS is used to determine need for PTE.	False
23.5% of 4th-grade students scored in the Advanced category.	False
Teachers will assign at least two individualized IXL skills per student each week, and students will engage in a minimum of 60 minutes per week of IXL practice during Homeroom WIN time to support differentiated instruction and close learning gaps.	False
100% which is above state average.	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
Based on the Future Ready Index, the subgroup of students with disabilities fell from 74.0 in 2023-24 to 66.0 in 2024-25.	True
Based on the Future Ready Index, students in the white subgroup fell from 86.0 in 2023-24 to 72.0 in 2024-25.	False
Based on the Future Ready Index, students in the economically disadvantaged subgroup fell from 87.0 in 2023-24 to 72.0 in 2024-25.	False
95.2% of students with IEPs are scoring basic or below basic in math.	True

The percentage of students scoring proficient in math decreased from 32% in 3rd grade to 22% in 5th grade in math.	True
No challenges noted.	False
Only 10.3% of students fell into the Highest Achieving group (5.)	False
No science challenges	False
6.3% of students in the economically disadvantaged subgroup met the expected level of proficiency in math.	False
Implement evidence-based strategies to engage families to support learning	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	False
Continue strengthening our MTSS math component at the Tier 1 level.	True
23% of students with IEPs scored in the Below Basic range and 66% of students with IEPs scored in the Basic range.	True
9.3% of students in the black subgroup met proficiency expectations in ELA.	False
8.3% of students in the Hispanic subgroup met proficiency expectations in ELA.	False
2.5% of students in the economically disadvantaged subgroup met proficiency in ELA	False
4.4% of students in the students with disabilities subgroup met proficiency in ELA.	False
No challenges noted.	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.

Our advanced students are not continuing to grow at an adequate rate of improvement in both ELA and math. Growth in math continues to be an area of concern at all levels of proficiency. Our students with IEPs are making adequate growth in ELA, but not meeting the expected level of proficiency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Based on the Future Ready Index, the subgroup of students with disabilities fell from 74.0 in 2023-24 to 66.0 in 2024-25.	Need to review resources for core and interventions, utilizing data analysis to drive differentiation of instruction/interventions.	True
95.2% of students with IEPs are scoring basic or below basic in math.	Need to identify specific areas of deficit in the Numbers and Operations and strengthen these areas. Strengthen the core and core interventions.	True
The percentage of students scoring proficient in math decreased from 32% in 3rd grade to 22% in 5th grade in math.	Need to review resources for core and interventions, utilizing data analysis to drive differentiation of instruction/interventions.	True
Continue strengthening our MTSS math component at the Tier 1 level.		False
23% of students with IEPs scored in the Below Basic range and 66% of students with IEPs scored in the Basic range.	Need to review resources for core and interventions, utilizing data analysis to drive differentiation of instruction/interventions.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Based on the Future Ready Index, all student groups met the standard for demonstration of growth in ELA.	Analyze data to determine what worked and consistently replicate it across grades, when feasible.
Based on the Future Ready Index, although students in the black subgroup did not meet the expected standard of growth, they did increase in their growth.	Analyze data to determine what worked and consistently replicate it across grades, when feasible.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
All curriculum is aligned to PA state standards.	
Math - 4th grade has evidence that they met or exceeded the standard for PA Academic Growth5th grade, for groups 2 and 3, have evidence that they met the standard for academic growth5th-grade achievement group 2 for special ed. (in math) exceeded the PA Standard for academic growth.	
Continue using a multi-tiered system of support for reading, math, and behavior.	Begin strengthening Tier 1 math interventions.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Ensure that a system within the school fully ensures consistent implementation of a standards-aligned curriculum framework across all classrooms for all students.Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
	Ensure that small group instruction is occurring with the spiraling of skills.
	Ensure that a system of evaluation is in place to identify fundamental areas of deficit in the area of math. Increase Instruction in these areas during small group instruction.

	Increase skill instruction of identified reading deficits to increase intervention time, intensity, and frequency.
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Goal Setting

Priority: Ensure that small group instruction is occurring with the spiraling of skills.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Teachers will assign at least 2 individualized IXL skills per student each week (as identified by IXL-recommended skills), and students will engage in a minimum of 60 minutes per week of IXL practice during Homeroom WIN time to support differentiated instruction and close learning gaps.			
Measurable Goal Nickname (35 Character Max)			
Math WIN			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify priority skill needs of students based on IXL Snapshot Diagnosis.	Analyze student progress in each student's arena to determine growth in areas of deficit	Analyze mid year Snapshot to evaluate growth on areas of deficit	Conduct Walkthroughs and provide feedback by the end of the Walkthrough focusing on Student Engagement. Share final results with the staff at the May Faculty Meeting.

Priority: Ensure that a system of evaluation is in place to identify fundamental areas of deficit in the area of math. Increase Instruction in these areas during small group instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By May 2026, school administration and instructional leaders will conduct math instructional rounds for 100% of non-tenured teachers, with each teacher participating in at least one instructional round focused on effective math instructional practices aligned to district curriculum and standards.			
Measurable Goal Nickname (35 Character Max)			
Core Strategies			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Work with teachers to develop a look for template focusing on student engagement in small group math.	Conduct walkthroughs with teachers from varying grade levels and review findings, strengths and needs.	Conduct walkthroughs with teachers from varying grade levels and review findings,	Review process used and discuss practices to be implemented based on findings.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By May 2026, the school will provide at least 3 training opportunities and take-home resources to parents and caregivers to support student learning at home, with a focus on reinforcing academic skills and positive learning habits.			
Measurable Goal Nickname (35 Character Max)			
Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide Title 1 training for parents.	Work with the PTO to establish trainings to be presented at PTO Meetings.	Present trainings at PTO meetings.	Survey parents for feedback on trainings provided.

Priority: Increase skill instruction of identified reading deficits to increase intervention time, intensity, and frequency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By May 2026, the school will reduce the percentage of students receiving Tier 3 ELA interventions by at least 15% through targeted, evidence-based instruction and systematic progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
Tier 3 ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Identify the percentage of students receiving Tier 3 interventions and create Tier 3 ELA WIN groups.	Review progress monitoring data of students receiving Tier 3 supports.	Conduct mid-year benchmarks and analyze the progress of our students who were receiving Tier 3 interventions.	Review effectiveness of our Tier 3 interventions.

Priority: Ensure that a system within the school fully ensures consistent implementation of a standards-aligned curriculum framework across all classrooms for all students. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
100% of classroom teachers will receive quarterly walkthroughs focused on student engagement 100% of walkthroughs will include documented feedback provided during or on the day of the walkthrough			
Measurable Goal Nickname (35 Character Max)			
Classroom Walkthroughs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Develop a walkthrough schedule and share the walkthrough tool with all teachers	Conduct walkthroughs and provide teacher feedback.	Conduct walkthroughs and provide teacher feedback.	Conduct walkthroughs and provide teacher feedback

Action Plan

Measurable Goals

Family Engagment	Tier 3 ELA
Math WIN	Core Strategies
Classroom Walkthroughs	

Action Plan For: IXL

Measurable Goals:

Action Step		Anticipated Start/Completion Date	
After taking the IXL Snapshot assessment, students will spend a minimum of 15 minutes daily working in their arena on the areas identified as deficits.		2025-09-15	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Classroom teachers	IXL Title I Instructional Coach Before/After School program	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate continued growth in areas of deficit.	IXL Snapshot/ 3 times per year by principal & MTSS specialist

Action Plan For: Family Engagement

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, the school will provide at least 3 training opportunities and take-home resources to parents and caregivers to support student learning at home, with a focus on reinforcing academic skills and positive learning habits.

Action Step		Anticipated Start/Completion Date	
Provide Title I Parent training sessions and a family event to promote reading. Also provide Summer programming to support continued student & family engagement in learning		2025-09-04	2026-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jackie Doyle - Reading Specialist Carolyn Metaxas - Reading Specialist	Books Reading Games Title I Reading staff, materials & resources Summer program staff & resources Before/After School Program ISP Conference Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	No	

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

Parents will better understand how to work with their child at home. Students will demonstrate increased interest in reading.	Title I Reading staff & principal will review Sign-in sheets and surveys for each event. Summer program parent surveys will be conducted following the programs.
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Action Plan For: Student Engagement In the Classroom

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, school administration and instructional leaders will conduct math instructional rounds for 100% of non-tenured teachers, with each teacher participating in at least one instructional round focused on effective math instructional practices aligned to district curriculum and standards.

Action Step		Anticipated Start/Completion Date	
Walkthroughs will be conducted, using the Look For tool to monitor evidence of increased student engagement within the classroom.		2025-10-01	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gail Kulick - Principal	"Look For" tool	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student participation in class led to improved student performance in math.	Monthly walkthroughs by principal: Feedback to teachers

Action Plan For: Core Strategies

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, school administration and instructional leaders will conduct math instructional rounds for 100% of non-tenured teachers, with each teacher participating in at least one instructional round focused on effective math instructional practices aligned to district curriculum and standards.

Action Step		Anticipated Start/Completion Date	
Walkthroughs will be conducted, using the Look For tool to monitor evidence of increased student engagement within the classroom.		2025-10-01	2026-05-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gail Kulick - Principal	Look For" tool	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decreased percentage of students receiving Tier 2 and 3 supports in reading and math	MTSS & data teams will review every 4-6 weeks: Acadience Benchmark NWEA IXL Snapshot

Action Plan For: Tier 3 ELA

Measurable Goals:
<ul style="list-style-type: none"> By May 2026, the school will reduce the percentage of students receiving Tier 3 ELA interventions by at least 15% through targeted, evidence-based instruction and systematic progress monitoring.

Action Step	Anticipated Start/Completion Date
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Meet weekly with the MTSS team to evaluate the progress of students receiving Tier 3 supports in ELA.		2025-10-03	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gail Kulick - Principal Stacie Ammerman - MTSS Specialist	Acadience Progress Monitoring Title I Reading Staff, Instructional coaches, & resources	No	
Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
Decreased percentage of students receiving Tier 3 supports.		Acadience Benchmark results reviewed 3x per year by principal, MTSS specialist & data teams	

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"> IXL Family Engagement Tier 3 ELA 	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	139082
Instruction	<ul style="list-style-type: none"> IXL Family Engagement Tier 3 ELA 	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	84064
Instruction	<ul style="list-style-type: none"> Tier 3 ELA 	Printing of Supplemental resources	450
Instruction	<ul style="list-style-type: none"> Tier 3 ELA 	Supplemental instructional resources	1719
Instruction	<ul style="list-style-type: none"> Family Engagement Student Engagement In the Classroom 	Summer STEM program - salaries	11956
Instruction	<ul style="list-style-type: none"> Family Engagement Student Engagement In the Classroom 	Summer STEM program - benefits	3195
Instruction	<ul style="list-style-type: none"> IXL Family Engagement 	Before & after school programs	7500
Instruction	<ul style="list-style-type: none"> Family Engagement 	Quick Start to Kindergarten 2-week summer program - salaries	3386
Instruction	<ul style="list-style-type: none"> Family Engagement 	Quick Start to Kindergarten 2-week summer program - benefits	926
Instruction	<ul style="list-style-type: none"> Family Engagement 	Quick Start to Kindergarten 2-week summer program - supplies	575
Other Expenditures	<ul style="list-style-type: none"> Family Engagement 	Conferences - fees	475
Other Expenditures	<ul style="list-style-type: none"> Family Engagement 	Conferences - travel	1000
Other Expenditures	<ul style="list-style-type: none"> Family Engagement 	Parent & Family engagement - parent education/workshops - salaries	1905

Other Expenditures	• Family Engagement	Parent & Family engagement - parent education/workshops - benefits	506
Other Expenditures	• Family Engagement	Parent/family engagement contracted services	795
Other Expenditures	• Family Engagement	Parent/family engagement - printing, postage & parent conference travel	177
Other Expenditures	• Family Engagement	Parent/family engagement supplies (books, materials, refreshments, etc.)	8557
Title II.A and Title IV.A Transfer Funds	• Family Engagement	Summer STEM program - instructional salaries	8115
Title II.A and Title IV.A Transfer Funds	• Family Engagement	Summer STEM program - instructional benefits	2213
Title II.A and Title IV.A Transfer Funds	• Family Engagement	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	6825
Total Expenditures			283421

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL	After taking the IXL Snapshot assessment, students will spend a minimum of 15 minutes daily working in their arena on the areas identified as deficits.

IXL Training

Action Step		
• After taking the IXL Snapshot assessment, students will spend a minimum of 15 minutes daily working in their arena on the areas identified as deficits.		
Audience		
Classroom teachers		
Topics to be Included		
IXL Data Reports and Link It		
Evidence of Learning		
Use of data with students and during Student of Concern meetings.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Gail KulickStephanie Clark	2025-08-21	2025-01-10

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	1 time per month
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
Gail Kulick	2026-01-07
School Improvement Facilitator Signature	Date