

Smithfield El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Smithfield El Sch		120452003
Address 1		
245 River Rd		
Address 2		
City	State	Zip Code
East Stroudsburg	PA	18301
Chief School Administrator		Chief School Administrator Email
Dr Margaret Vitale		margaret-vitale@esasd.net
Principal Name		
Eric Kerstetter		
Principal Email		
eric-kerstetter@esasd.net		
Principal Phone Number		Principal Extension
570-421-2841		16420
School Improvement Facilitator Name		School Improvement Facilitator Email
Andrew Snyder		Andrew-snyder@esasd.net

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Angela Byrne	Coordinator of Federal Programs	East Stroudsburg Area SD	angela-byrne@esasd.net
Stacey Brescancine	Reading Specialist	Smithfield Elementary	stacey-brescancine@esasd.net
Margaret Wagner	MTSS Coordinator	Smithfield Elementary	margaret-wagner@esasd.net
Lauren Rovi	School Counselor	Smithfield Elementary	lauren-rovi@esasd.net
Vicki Heitzman	Teacher - Regular Education	Smithfield Elementary	vicki-heitzman@esasd.net
Zachary Martin	Teacher - Regular Education	Smithfield Elementary	zachary-martin@esasd.net
Nicole DeLuca	Teacher - Special Education	Smithfield Elementary	nicole-deluca@esasd.net
Tina Falbo	Literacy Instructional Coach	East Stroudsburg Area SD	tina-falbo@esasd.net
Jacqueline Labar	Teacher - Regular Education	Smithfield Elementary	jacqueline-labar@esasd.net
Scott Moskovitz	Parent	Smithfield Elementary	scott-moskovitz@esasd.net
Jennifer Agolino	Education Specialist	Smithfield Elementary	jennifer-agolino@esasd.net
Eric Kerstetter	Principal	Smithfield Elementary	eric-kerstetter@esasd.net
Marianne Cannell	Community Member	Smithfield Elementary	
Laura Osmun	Other	Smithfield Elementary	
Ashley Dreisbach	Teacher	Smithfield Elementary	

Vision for Learning

Vision for Learning

The Smithfield Elementary learning community builds responsible citizens and instills respect for self and others in a safe learning environment.

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 Proficiency & Growth	The All Student Group increased from the previous year to 57.0%. The growth score of 95% was higher than the statewide growth standard of 75.4%. The score of 95% is higher than the previous year of 78%.
Math Proficiency & Growth	The All Student Group increased from the previous year to 53.6%. The All Student Group was above the statewide average of 40.2%.The growth score of 59.0% was lower than the previous year of 71.0%. The score of 59% was lower than the statewide average growth score of 74.9%.
Science Proficiency & Growth	The All Student Group of 91.1% was above the statewide average of 59.2%. The all student group met the standard by demonstrating growth in science from 71.0% to 79.0%

Challenges

Indicator	Comments/Notable Observations
ELA	The All Student Group ELA score of 57% is below the state goal of 81.1% by 2033.
Math	The All Student Group increased from the previous year to 53.6%. The All Student Group was above the statewide average of 40.2%.The growth score of 59.0% was lower than the previous year of 71.0%. The score of 59% was lower than the statewide average growth score of 74.9%.
Social and Emotional Learning	Insufficient social and emotional learning strategies implemented with fidelity during core ELA and Math instruction.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
ELA Proficiency & Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	The Two or More Races subgroup are at 64% which is an increase in performance from the previous year. The Economically Disadvantaged subgroup are at 52.6% which is an increase in performance from the previous year which was 47%.The black subgroup grew from 52% to 86%. The economically disadvantaged group grew from 76% to 90%.The students with disabilities grew from an IS to a 76%.

<p>Indicator Math Proficiency & Growth ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The White subgroup are at 61.5% proficiency which is an increase in performance from the previous year at 57.9%. Economically disadvantaged group increase in proficiency 40.8% which is an increase from the year before at 40.2%. The students with disabilities subgroup increased in growth from IS to 71%.</p>
<p>Indicator Science Proficiency & Growth ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The White subgroup and the Economically Disadvantage subgroup exceeded the statewide average on PA State Assessments for Science with 88.5% and 85.7%. The all student group increased in growth from 71% to 79%. The white group increased in growth from 79% to 82%. The economically disadvantaged group increased in growth from 71% to 72%. The combined ethnicity group increased in growth from 64% to 74%.</p>

Challenges

<p>Indicator ELA Proficiency & Growth ESSA Student Subgroups African-American/Black, Economically Disadvantaged</p>	<p>Comments/Notable Observations The black sub group and the economically disadvantage group did not meet the statewide average of Proficient or Advanced on the PA State Assessment for ELA which is 53.9%. The groups had 51.4% and 52.6%. The white subgroup did not grow the score dropped from 89% to 88%.</p>
<p>Indicator Math Proficiency & Growth ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations The Students with Disabilities subgroup did not meet the statewide average of Proficient or Advanced on the PA State Assessment for Math at 40.2%. We had 22.0% The black subgroup decreased from 74% to 58%. The white subgroup decreased from 75% to 67%. The economically disadvantaged group decreased 75% to 74%. The combined ethnicity group decreased 72% to 63%.</p>
<p>Indicator Science Proficiency & Growth ESSA Student Subgroups White</p>	<p>Comments/Notable Observations The white group dropped from the previous year from 95.5% to 88.5%. The LEA does not have any growth challenges to note.</p>
<p>Indicator Social and Emotional Learning ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Insufficient social and emotional learning strategies implemented with fidelity during core ELA and Math instruction.</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.

The All Student Group increased from the previous year in math to 57.0%. The growth score of 95% was higher than the statewide growth standard of 75.4%.
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The All Student Group increased from the previous year in ELA to 53.6%. The All Student Group was above the statewide average of 40.2%.

The All Student Group of 91.1% was above the statewide average of 59.2%. The all student group met the standard by demonstrating growth in science from 71.0% to 79.0%
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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.

The All Student Group ELA score of 57% is below the state goal of 81.1% by 2033.
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The All Student Group did not meet the standard for demonstrating growth in math. Growth score of 59% is below the state growth standard score of 74.9%.
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Insufficient social and emotional learning strategies implemented with fidelity during core ELA and Math instruction.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA PSSA 2025	3rd grade 63.6% proficient and advanced 4th grade 55.4% proficient and advanced 5th grade 52.9% proficient and advanced
PSSA School Summary Report	Smithfield's ELA score was 57.0% Proficient/Advanced. Percentage of students proficient and advanced on 2024 PSSA did exceed the Statewide Average of 53.9%.
Acadience	2024-2025 Composite Score- Achievement EOY/Growth BOY to EOY: KG: There was a 4% increase in the number of students at or above the benchmark. 42% to 46% 1st grade: There was an 6% increase in number of students at or above Benchmark. from 56% TO 62%. 2nd grade: There was a 8% increase of students at or above Benchmark. From 57% to 65%. 3rd grade: There was a 8% decrease in the number of students at or above the benchmark. From 71% to 63%. 4th grade: There was a 10% increase in the number of students who were at or above the benchmark. From 67% to 77%. 5th grade: There was a 2% increase in the number of students who were at or above the benchmark. From 48% to 50%.

English Language Arts Summary

Strengths

ELA PSSA: The All Student Growth at 95% is higher than the statewide growth standard of 75.4%.
Acadience scores from Fall 2024 to Spring 2025 Composite Scores for Kindergarten had a 4% increase; 1st Grade had a 6% increase; 2nd grade had a 8% increase, 4th grade had a 10% increase, 5th grade had a 2% increase from the Beginning of the Year to the End of the Year Benchmark.

Challenges

ELA PSSA: The All Student Group was 57% which was below the statewide goal for 2023 of 81.1%.
Acadience scores from Fall 2024 to Spring 2025 Composite Scores for 3rd grade had 8% decrease the grade level benchmark.

Mathematics

Data	Comments/Notable Observations
IXL	For the 2024-2025 BOY to EOY assessment 2nd grade had 45% increase from 43% to 88%; 3rd Grade had a 13% increase from 66% to 79%; 4th grade had a 9% increase from 64% to 73%; 5th grade had a 11% increase from 39% to 50%.
PSSA Math 2024	3rd grade 68.2% proficient and advanced 4th grade 60.7% proficient and advanced 5th grade 33.3% proficient and advanced
PSSA School Summary Report	Smithfield's Mathematics score was 53.6% Proficient/Advanced. Percentage of students proficient and advanced on 2024 PSSA did exceed the Statewide Average of 40.2%

Mathematics Summary

Strengths

For the 2024-2025 BOY to EOY IXL assessment 2nd grade had 45% increase and 3rd Grade had a 13% increase, 4th grade had a 9% increase, and 5th grade had a 11% increase.
Mathematics PSSA: The All Student Group was 53.6% proficient or advanced which is higher than the statewide average of 40.2%.

Challenges

Mathematics PSSA: The All Student Group academic growth score was 59% which was below the statewide average growth score of 74.9%.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA School Summary Report	Smithfield's science score was 91.1% Proficient and Advanced which is above the statewide average of 59.2%.
PSSA 2024	4th grade 91.1% proficient and advanced

Science, Technology, and Engineering Education Summary

Strengths

Smithfield's science score was 91.1% Proficient and Advanced which is above the statewide average of 59.2%.
In 2024, the school met the standard for PA Academic Growth in Science.

Challenges

In 2024, the White subgroup they exceeded the statewide goal. However had a decrease in performance from the previous year from 95.5% to 88.5%.

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready- Career Standards Benchmark	The All Student Group did meet the performance standard benchmark with 98.2%.

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 - At 98.2%, the all Student Group was above the state average of 91.4%.

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.

There are no challenges.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready PA - ELA	19.5% proficient or advanced in ELA. Disparity exists compared to all student group.
Future Ready PA - Math	22.0% proficient or advanced in math. Disparity exists compared to all student group. Demonstrates increase in performance from previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready - ELA	52.6% proficient or advanced in ELA. Disparity exists compared to all student group. Demonstrates increase in performance from previous year. The economically disadvantage subgroup is at a 52.6% which is an increase in performance from the previous year of 43.7%. This is a growth of 8.9%.
Future Ready - Math	40.8% proficient or advanced in Math. Disparity exists compared to all student group. Demonstrates increase in performance from previous year. The economically disadvantage group growth decreased from 75% to 74%.
Future Ready - Science	85.7% proficient or advanced in Science. Disparity exists compared to all student group.

Student Groups by Race/Ethnicity

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

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.

Future Ready PA - Science: score was 91.1% proficient and advanced which is above the statewide average of 59.2%.

Future Ready PA - Math: The Economically Disadvantage Subgroup score was 40.8% proficient or advanced which is above the statewide average of 40.2%.

Future Ready PA - ELA: 52.6% proficient or advanced in ELA. Disparity exists compared to all student group. Demonstrates increase in performance from previous year. The economically disadvantage subgroup is at a 52.6% which is an increase in performance from the previous year of 43.7%. This is a growth of 8.9%.

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.

Future Ready PA - ELA: Black and economically disadvantage are below the statewide average of 53.9% of proficient or advanced in ELA. Disparity exists compared to all student group. White sub group did not meet statewide goal and decrease in performance from previous year. From 65.8% to 58.5%.

Future Ready PA - Math: Students with disabilities group was 22.0% which is below the statewide average of 40.2% of proficient or advanced in Math. Disparity exists compared to all student group.

Future Ready PA - ELA: 40.8% proficient or advanced in Math. Disparity exists compared to all student group. Demonstrates increase in performance from previous year. The economically disadvantage group growth decreased from 75% to 74%.

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	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	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	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

Building-wide small group instruction for ELA and math
ELA interventions provided through the leadership of the Reading/MTSS team.
Math intervention group to start next year.
Use systematic, collaborative planning processes such as Professional Learning Communities and Building Grade Level meetings, to ensure instruction is coordinated, aligned, and integrate continuous learning to address individual student needs.

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?

Continue to coordinate Family Math and Literacy events to provide families with evidence-based strategies and resources to support student learning.
Implement new science curricula from K-5, which includes adjusting the methods and materials.
Continue to Implement new Math curricula from K-5, which includes adjusting the methods and materials. Also, deciding what will be done during Math WIN.

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
The All Student Group of 91.1% was above the statewide average of 59.2%. The all student group met the standard by demonstrating growth in science from 71.0% to 79.0%	False
The All Student Group increased from the previous year in math to 57.0%. The growth score of 95% was higher than the statewide growth standard of 75.4%.	True
The All Student Group increased from the previous year in ELA to 53.6%. The All Student Group was above the statewide average of 40.2%.	True
	False
ELA PSSA: The All Student Growth at 95% is higher than the statewide growth standard of 75.4%.	False
Acadience scores from Fall 2024 to Spring 2025 Composite Scores for Kindergarten had a 4% increase; 1st Grade had a 6% increase; 2nd grade had a 8% increase, 4th grade had a 10% increase, 5th grade had a 2% increase from the Beginning of the Year to the End of the Year Benchmark.	True
Building-wide small group instruction for ELA and math	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Mathematics PSSA: The All Student Group was 53.6% proficient or advanced which is higher than the statewide average of 40.2%.	False
Smithfield's science score was 91.1% Proficient and Advanced which is above the statewide average of 59.2%.	True
In 2024, the school met the standard for PA Academic Growth in Science.	False
Career Standards Benchmark - At 98.2%, the all Student Group was above the state average of 91.4%.	False
	False
Future Ready PA - Math: The Economically Disadvantage Subgroup score was 40.8% proficient or advanced which is above the statewide average of 40.2%.	False
For the 2024-2025 BOY to EOY IXL assessment 2nd grade had 45% increase and 3rd Grade had a 13% increase, 4th grade had a 9% increase, and 5th grade had a 11% increase.	True
	False
Future Ready PA - Science: score was 91.1% proficient and advanced which is above the statewide average of 59.2%.	False
For the 2024-2025 BOY to EOY IXL assessment 2nd grade had 45% increase and 3rd Grade had a 13% increase, 4th grade had a 9% increase, and 5th grade had a 11% increase.	False
Future Ready PA - ELA: 52.6% proficient or advanced in ELA. Disparity exists compared to all student group.Demonstrates increase in performance from previous	False

year. The economically disadvantage subgroup is at a 52.6% which is an increase in performance from the previous year of 43.7%. This is a growth of 8.9%.	
ELA interventions provided through the leadership of the Reading/MTSS team.	False
Math intervention group to start next year.	False
Use systematic, collaborative planning processes such as Professional Learning Communities and Building Grade Level meetings, to ensure instruction is coordinated, aligned, and integrate continuous learning to address individual student needs.	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
The All Student Group ELA score of 57% is below the state goal of 81.1% by 2033.	False
The All Student Group did not meet the standard for demonstrating growth in math. Growth score of 59% is below the state growth standard score of 74.9%.	True
Insufficient social and emotional learning strategies implemented with fidelity during core ELA and Math instruction.	False
Mathematics PSSA: The All Student Group academic growth score was 59% which was below the statewide average growth score of 74.9%.	False
	False
	False
Future Ready PA - Math: Students with disabilities group was 22.0% which is below the statewide average of 40.2% of proficient or advanced in Math. Disparity exists compared to all student group.	False
ELA PSSA: The All Student Group was 57% which was below the statewide goal for 2033 of 81.1%.	True
Acadience scores from Fall 2024 to Spring 2025 Composite Scores for 3rd grade had 8% decrease the grade level benchmark.	False
In 2024, the White subgroup they exceeded the statewide goal. However had a decrease in performance from the previous year from 95.5% to 88.5%.	False
There are no challenges.	False
	False
Continue to coordinate Family Math and Literacy events to provide families with evidence-based strategies and resources to support student learning.	True
Continue to Implement new Math curricula from K-5, which includes adjusting the methods and materials. Also, deciding what will be done during Math WIN.	False
	False
Continue to Implement new Math curricula from K-5, which includes adjusting the methods and materials. Also, deciding what will be done during Math WIN.	False
Implement new science curricula from K-5, which includes adjusting the methods and materials.	False
Future Ready PA - ELA: Black and economically disadvantage are below the statewide average of 53.9% of proficient or advanced in ELA. Disparity exists compared to all student group. White sub group did not meet statewide goal and decrease in performance from previous year. From 65.8% to 58.5%.	True

Future Ready PA - ELA: 40.8% proficient or advanced in Math. Disparity exists compared to all student group. Demonstrates increase in performance from previous year. The economically disadvantaged group growth decreased from 75% to 74%.	False
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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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student Group did not meet the standard for demonstrating growth in math. Growth score of 59% is below the state growth standard score of 74.9%.	We will have math WIN this year for 30 minutes daily. Students will be grouped based on ability and target math needs. They will also use IXL. Small group will be implemented with fidelity.	True
Continue to coordinate Family Math and Literacy events to provide families with evidence-based strategies and resources to support student learning.	Have two to three events each year for families to attend and discuss. Reading specialist will provide information to families.	True
ELA PSSA: The All Student Group was 57% which was below the statewide goal for 2033 of 81.1%.	Reading WIN time will be 5 days out of the 6 day cycle for 30 minutes. Small group will be implemented with fidelity	True
Future Ready PA - ELA: Black and economically disadvantage are below the statewide average of 53.9% of proficient or advanced in ELA. Disparity exists compared to all student group. White sub group did not meet statewide goal and decrease in performance from previous year. From 65.8% to 58.5%.	Reading WIN time will be 5 days out of the 6 day cycle for 30 minutes. Small group will be implemented with fidelity.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Acadience scores from Fall 2024 to Spring 2025 Composite Scores for Kindergarten had a 4% increase; 1st Grade had a 6% increase; 2nd grade had a 8% increase, 4th grade had a 10% increase, 5th grade had a 2% increase from the Beginning of the Year to the End of the Year Benchmark.	Five out of six grade levels increase from beginning to the end of the year. Continue data-driven interventions to meet individual needs.
Smithfield's science score was 91.1% Proficient and Advanced which is above the statewide average of 59.2%.	We will work on implementing STEELS standards for science.
The All Student Group increased from the previous year in math to 57.0%. The growth score of 95% was higher than the statewide growth standard of 75.4%.	Continue data-driven interventions to meet individual needs.
The All Student Group increased from the previous year in ELA to 53.6%. The All Student Group was above the statewide average of 40.2%.	Differentiated instruction/interventions. Continue data-driven interventions to meet individual needs.
For the 2024-2025 BOY to EOY IXL assessment 2nd grade had 45% increase and 3rd Grade had a 13% increase, 4th grade had a 9% increase, and 5th grade had a 11% increase.	Differentiated instruction/interventions. Continue data-driven interventions to meet individual needs.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	A system within the school will be established to ensure consistent implementation of effective instructional practices in Math that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Small group will be done daily. Math WIN will and additional 30 minutes based on students needs.

	Have more parent input from PTO and family nights. Keep parents up to date on plans for ELA and Math. Teachers keep parents up to date on progress through report cards, Acadience, IXL, NWEA, and Superkids
	A system within the school will be established to ensure consistent implementation of effective instructional practices in ELA that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Small group will be implemented daily. ELA WIN is done 30 minutes daily on 5 out of the 6 day cycle based on students needs.

Goal Setting

Priority: A system within the school will be established to ensure consistent implementation of effective instructional practices in ELA that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Small group will be implemented daily. ELA WIN is done 30 minutes daily on 5 out of the 6 day cycle based on students needs.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
70% of students will score average or above in the overall performance on the Acadience Assessment.			
Measurable Goal Nickname (35 Character Max)			
Small group ELA and WIN time			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
55% proficient or advanced	60% proficient or advanced	65% proficient or advanced	70% proficient or advanced

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Priority: Have more parent input from PTO and family nights. Keep parents up to date on plans for ELA and Math. Teachers keep parents up to date on progress through report cards, Acadience, IXL, NWEA, and Superkids

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Family engagement events will be done twice to three times a year. Staff will keep families up to date on progress with report cards and progress reports. Staff will make positive phone calls home weekly.			
Measurable Goal Nickname (35 Character Max)			
Family engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
One event donePhone calls made weekly	One event donePhone calls made weekly	Two events donePhone calls made weekly	Two to three events donePhone calls made weekly

Priority: A system within the school will be established to ensure consistent implementation of effective instructional practices in Math that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Small group will be done daily. Math WIN will and additional 30 minutes based on students needs.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			

75% of students in second through fifth grades will score average or above in the overall performance on the IXL Assessment.			
Measurable Goal Nickname (35 Character Max)			
Small Group Math and math WIN			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% proficient or above	65% proficient or above	70% proficient or above	75% proficient or above

Action Plan

Measurable Goals

Family engagement	Small group ELA and WIN time
	Small Group Math and math WIN

Action Plan For: ELA

Measurable Goals:
<ul style="list-style-type: none"> 70% of students will score average or above in the overall performance on the Acadience Assessment.

Action Step		Anticipated Start/Completion Date	
Continuing to implement small group ELA, WIN time, and core ELA.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Reading Specialist, MTSS Specialist	Superkids, HMH, 95% group, Read naturally, heggerty, other approved research based interventions Title I: reading staff, instructional coaches & resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth each quarter resulting in 70% of all students scoring at or above benchmark on the Acadience assessment by May 31, 2026.	Principal will review Walkthroughs, Learning Walks, Observations, Acadience scores, NWEA, Superkids every 4-6 weeks

Action Plan For: Math

Measurable Goals:
<ul style="list-style-type: none"> 75% of students in second through fifth grades will score average or above in the overall performance on the IXL Assessment.

Action Step		Anticipated Start/Completion Date	
Continuing to implement small group math, with additional WIN time, and core math instruction		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, MTSS Specialist	Core math from Reveal, IXL, math standards Title I: instructional coaches & resources	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student growth each quarter resulting in 75% of all students scoring at or above benchmark on the IXL assessment by May 31, 2026.	Principal Walkthroughs, Learning Walks, Observations, IXL, ongoing throughout the year

Action Plan For: Behavior Interventions

Measurable Goals:
<ul style="list-style-type: none"> Family engagement events will be done twice to three times a year. Staff will keep families up to date on progress with report cards and progress reports. Staff will make positive phone calls home weekly.

Action Step		Anticipated Start/Completion Date	
Continue to engage families with STEM, Literacy and Math based family engagement events.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Reading Specialist, MTSS Specialist	Title I information, progress reports Title I: reading staff & resources Title I summer programs	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Have two to three family events each year. Progress and report cards will have information. Engage families over the summer to support continued learning and engagement.	Principal & Title I staff: Ongoing Check on events, survey families, Meet with PTO, check teacher reports. Parent surveys will be conducted following summer programs.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Reading Specialists, reading paraprofessionals & Instructional Coaches - salaries	110425
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Reading Specialists, reading paraprofessionals & Instructional Coaches - benefits	70390
Instruction	<ul style="list-style-type: none"> • ELA 	Printing of Supplemental resources	390
Instruction	<ul style="list-style-type: none"> • ELA 	Supplemental instructional resources	1490
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Summer STEM program - salaries	10655
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Summer STEM program - benefits	2837
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Before & after school programs	6500
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Quick Start to Kindergarten 2-week summer program - salaries	3385
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Quick Start to Kindergarten 2-week summer program - benefits	926
Instruction	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Quick Start to Kindergarten 2-week summer program - supplies	573
Other Expenditures	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Conferences - fees	475
Other Expenditures	<ul style="list-style-type: none"> • ELA • Math • Behavior Interventions 	Conferences - travel	1000

Other Expenditures	<ul style="list-style-type: none"> Behavior Interventions 	Parent & Family engagement - parent education/workshops - salaries	1795
Other Expenditures	<ul style="list-style-type: none"> Behavior Interventions 	Parent & Family engagement - parent education/workshops - benefits	476
Other Expenditures	<ul style="list-style-type: none"> Behavior Interventions 	Parent/family engagement contracted services	689
Other Expenditures	<ul style="list-style-type: none"> Behavior Interventions 	Parent/family engagement - printing, postage & parent conference travel	153
Other Expenditures	<ul style="list-style-type: none"> Behavior Interventions 	Parent/family engagement supplies (books, materials, refreshments, etc.)	6137
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> ELA Math Behavior Interventions 	Summer STEM program - instructional salaries	8114
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> ELA Math Behavior Interventions 	Summer STEM program - instructional benefits	2181
Title II.A and Title IV.A Transfer Funds	<ul style="list-style-type: none"> ELA Math Behavior Interventions 	Contracted services for healthy child screenings, SMILE in-home mentoring services, and anti-poverty programs	5915
Total Expenditures			234506

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA	Continuing to implement small group ELA, WIN time, and core ELA.
Math	Continuing to implement small group math, with additional WIN time, and core math instruction
Behavior Interventions	Continue to engage families with STEM, Literacy and Math based family engagement events.

WIN groups and small group staff development

Action Step		
<ul style="list-style-type: none"> Continuing to implement small group math, with additional WIN time, and core math instruction 		
Audience		
Staff		
Topics to be Included		
WIN time and small group		
Evidence of Learning		
IXL scores, walkthroughs, observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, MTSS Specialist. math coach	2025-08-25	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	3 times a year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

ELA Acadience, WIN, and small group

Action Step		
<ul style="list-style-type: none"> Continuing to implement small group ELA, WIN time, and core ELA. 		
Audience		
Staff		
Topics to be Included		
ELA WIN, and small group instruction		
Evidence of Learning		
Acadience results, walkthroughs, observations, Diagnostic assessment results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, Assistant Principal, MTSS Specialist	2025-08-25	2026-06-30

Learning Format

Type of Activities	Frequency
Inservice day	3 times a year
Observation and Practice Framework Met in this Plan	
• 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Eric Kerstetter	2025-10-31
School Improvement Facilitator Signature	Date