

Profile and Plan Essentials

School		AUN/Branch
James Gettys El Sch		112013753
Address 1		
898 Biglerville Rd		
Address 2		
City	State	Zip Code
Gettysburg	PA	17325
Chief School Administrator		Chief School Administrator Email
Dr Jeffrey Matzner		jmatzner@gasd-pa.org
Principal Name		
Ted Wells		
Principal Email		
twells@gasd-pa.org		
Principal Phone Number		Principal Extension
717-334-6254		1228
School Improvement Facilitator Name		School Improvement Facilitator Email
Dr. Jeffrey Matzner		jmatzner@gasd-pa.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ted Wells	Principal	James Gettys Elementary School	twells@gasd-pa.org
Kathlene Sease	Teacher	James Gettys Elementary School	ksease@gasd-.pa.org
Laura Eberling	Education Specialist	James Gettys Elementary School	lshafer@gasd-pa.org
Laura Shaffer	Education Specialist	James Gettys Elementary School	lsahffer@gasd-pa.org
Sara Nugent	Education Specialist	James Gettys Elementary School	snugent@gasd-pa.org
Jennie Harrison	Parent	PTO-JGES	Lucymama0611@hotmail.com
Suzanne Spokus	Parent	James Gettys Elementary School	sspokus@gasd-pa.org
Dr. Matt McFarland	District Level Leaders	GASD	mmcfarland@gasd-pa.org
Andrea Bortner	Education Specialist	James Gettys Elementary	abornert@gasd-pa.org
Carrie McMaster	Education Specialist	James Gettys Elementary	cmcmaster@gasd-pa.org
Sharon Smith	Education Specialist	James Gettys Elementary	ssmith@gasd-pa.org
Shannon Harvey	Community Member	Penn State University	Sxs205@psu.edu
Dr. Jeffrey Matzner	Chief School Administrator	GASD	jmatzner@gasd-pa.org

Vision for Learning

Vision for Learning

The vision of James Gettys Elementary School is to ensure that each student will achieve maximum growth through high expectations and differentiated support. All teachers will utilize best practices while teaching to high standards given appropriate resources. All students, parents, and staff will work together to create a nurturing community in which everyone belongs and demonstrates exemplary character.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

ELA - All Student Group - 56.3% were proficient or advanced, which exceeds the statewide average.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	46.7% were proficient or advanced, which was an increase from the previous year.
Economically Disadvantaged	45.8% were proficient or advanced, which was an increase from the previous year.
Combined Ethnicity	43.2% were proficient or advanced, which was an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
White	59.5% were proficient or advanced, which was a decrease from the previous year.
Students with Disabilities	Only 15.4% were proficient or advanced and this was a decrease from the previous year.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Math - All Student Group - 56.6% were proficient or advanced, which exceeds the statewide average.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	61.1% were proficient or advanced which met or exceeded the interim target.
Hispanic	35.5% were proficient or advanced, which was an increase from the previous year.
Economically Disadvantaged	43.8% were proficient or advanced, which was an increase from the previous year.
Students with Disabilities	26.9% were proficient or advanced, which was an increase from the previous year.
Combined Ethnicity	40% were proficient or advanced, which was an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	35.5% were proficient or advanced which was below the interim target.
Economically Disadvantaged	43.8% were proficient or advanced which was below the interim target.
Students with Disabilities	26.9% were proficient or advanced which was below the interim target.
Combined Ethnicity	40% were proficient or advanced which was below the interim target.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

ELA - All student group - 91% Academic Growth Score which exceeded both the statewide average growth score (75.4%) and the statewide growth standard (70%).

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	91% -which exceeds the statewide goal and this was an increase from the previous year.
White	84.0% - which exceeds the statewide goal.

Challenges

ESSA Student Subgroups	Indicator
White	84.0% - which was a decrease from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Math - All Student Group Academic Growth Score was 84%, which exceed both the Statewide Average Growth Score (74.9%) and the Statewide Growth Standard Score (70%)

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White Student Group -75% - which exceeded the statewide goal.
Economically Disadvantaged	ED Student Group - 78% - which exceeded the statewide goal.

Challenges

ESSA Student Subgroups	Indicator
White	White Student Group - 75% - which was a decrease from the previous year.
Economically Disadvantaged	ED Student Group-78% - which was a decrease from the previous year.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

90.4% of students were not chronically absent. This exceeded the statewides average (79.6%) but was below the statewide performance standard (94.1%).

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Multi-Racial (not Hispanic) Student Group - 91.3% which exceeds the interim target and was an increase from the previous year.
Hispanic	Hispanic Student Group - 82.6% which exceeded the interim target.
White	White Student Group - 93.5% which exceeded the interim target and was an increase from the previous year.
Economically Disadvantaged	ED Student Group - 83.9% which exceeded the interim target and was an increase from the previous year.
Students with Disabilities	Students w/ Disabilities Student Group - 85.5% which exceeded the interim target and was an increase from the previous year.
Combined Ethnicity	Combined Ethnicity Student Group - 82.4% which exceeded the interim target and was an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic Student Group - 82.6% which was a decrease from the previous year.
English Learners	EL Student Group -79.2% which was below the interim target and was a decrease from the previous year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

100% - All Student Group - standards benchmark which was exceeded the statewide average (91.5%) and the statewide performance standard (98%).

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	White Student Group - 100% which exceeded the statewide goal and maintained the previous year.
Economically Disadvantaged	ED Student Group - 100% which exceeded the statewide goal and maintained the previous year.

Challenges

ESSA Student Subgroups	Indicator
	N/A

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

ELA - All student group - 91% Academic Growth Score which exceeded both the statewide average growth score (75.4%) and the statewide growth standard (70%).
Math - All Student Group Academic Growth Score was 84%, which exceed both the Statewide Average Growth Score (74.9%) and the Statewide Growth Standard Score (70%)
61.1% were proficient or advanced which met or exceeded the interim target.
90.4% of students were not chronically absent. This exceeded the statewides average (79.6%) but was below the statewide performance standard (94.1%).

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Only 15.4% were proficient or advanced and this was a decrease from the previous year.
26.9% were proficient or advanced which was below the interim target.
35.5% were proficient or advanced which was below the interim target.
43.8% were proficient or advanced which was below the interim target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score: K: 81%	Increase of 4% over 2025.
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score 1st Grade: 82%	Increase of 8% over 2025.
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score: 2nd Grade: 75%	Increase of 6% over 2025.
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score: 3rd Grade: 74%	Decrease of 5.6% from 2025.
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score: 4th Grade: 81%	Increase of 2.6% over 2025.
Acadience End of the Year (2026) Students who are at or above the benchmark for the reading composite score: 5th Grade: 76%	Increase of 7.9% over 2025.
92% of K students scored at or above the benchmark for the PSF score.	Decrease of 1.1% from 2025.
73% of 1st grade students scored at or above the benchmark for the ORF word correct score.	Increase of 8.2% over 2025.
57% of 2nd grade students scored at or above the benchmark for the ORF accuracy score.	Decrease of 31.8% from 2025.
51% of 3rd grade students scored at or above the benchmark for the ORF accuracy score.	Decrease of 47% from 2025.
75% of 4th grade students scored at or above the benchmark for the ORF accuracy score.	Decrease of 1% from 2025.
46% of 5th grade students scored at or above the benchmark for the ORF accuracy score.	Decrease of 29% from 2025.

English Language Arts Summary

Strengths

The reading composite scores for grades K, 1, 2, 4, and 5 ALL increased from 2025. Only 3rd grades reading composite score decreased.
KDG PSF continues to increase with EOY at 92%

Challenges

ORF accuracy decreased in grades 2, 3, 4, and 5 - with 2nd, 3rd and 5th dipping double digits from 2025.
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Mathematics

Data	Comments/Notable Observations
Acadience EOY (2026) 81% of K students scored at or above the benchmark for the composite score.	Increase of 3.8% over 2025.
Acadience EOY (2026) 83% of 1st students scored at or above the benchmark for the composite score.	Increase of 3% over 2025.
Acadience EOY (2026) 74% of 2nd students scored at or above the benchmark for the composite score.	Increase of 4% over 2025.
Acadience EOY (2026) 69% of 3rd students scored at or above the benchmark for the composite score.	Decrease of 4.3% from 2025.

Acadience EOY (2026) 83% of 4th students scored at or above the benchmark for the composite score.	Increase of 10.5% over 2025.
Acadience EOY (2026) 90% of 5th students scored at or above the benchmark for the composite score.	Increase of 3% over 2025.
84% of Kindergarten students scored at or above the benchmark for next number fluency.	Increase of 11% over 2025.
83% of 1st grade students scored at or above the benchmark for advanced quantity discrimination.	Increase of 4.9% over 2025.
76% of 2nd grade students scored at or above the benchmark for computation.	Decrease of 1.7% from 2025.
59% of 3rd grade students scored at or above the benchmark for computation.	Decrease of 12.6% from 2025.
85% of 4th grade students scored at or above the benchmark for computation.	Decrease of 28.1% from 2025.
84% of 5th grade students scored at or above the benchmark for computation.	maintained from 2025

Mathematics Summary

Strengths

The math composite scores for grades K, 1, 2, 4, and 5 ALL increased from 2025. Only 3rd grades math composite score decreased.

Challenges

Math computation scores decreased in grades 2, 3 and 4; with grades 3 and 4 decreasing by double-digits.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT- 71.2% of 5th graders were at or above benchmark.	This was an increase of 8.6% from the fall 2025.

Science, Technology, and Engineering Education Summary

Strengths

CDT- 71.2% of 5th graders were at or above benchmark.

Challenges

CDT- 71.2% of 5th graders were at or above benchmark. As new 5th grade science teacher became more acclimated with the curriculum, STEELs standards and work with the instructional coach, we would anticipate this number to only increase.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of students in grades 3,4,5 completed this program.	Xello
100% of students in grades 3,4,5 met career readiness goals.	A Career Day was offered to students in grades 3,4,5. Students had the opportunity to interact, learn, and explore 5 different careers and complete a reflection on each of the careers chosen.

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.

Programs were made available to students in grades 3,4,5 to explore up to 5 different career paths.
100% of students in grades 3,4,5 completed the Xello program.

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.

Students are limited in choices during Career Day based on scheduling and volunteer presenters.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

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.

PVAAS Data - ELA: Economically Disadvantaged student group exceeded the statewide academic growth standard for both ELA (91%) and Math (78%).

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.

PSSA - ELA: Students with Disabilities student group: only 15.4% were proficient or advanced. This is a decrease from the previous year.

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	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	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	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	Exemplary
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?

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JGES uses a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
JGES School Wide Positive Behavior Committee developed and implemented a plan to support positive behavior across all grade levels. JGES is currently a PBIS Tier 1 sustaining school.

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?

>

Partnerships with community stakeholders including local businesses and agencies can be leveraged to better meet the needs of the school.

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
ELA - All student group - 91% Academic Growth Score which exceeded both the statewide average growth score (75.4%) and the statewide growth standard (70%).	True
Math - All Student Group Academic Growth Score was 84%, which exceed both the Statewide Average Growth Score (74.9%) and the Statewide Growth Standard Score (70%)	True
61.1% were proficient or advanced which met or exceeded the interim target.	False
90.4% of students were not chronically absent. This exceeded the statewides average (79.6%) but was below the statewide performance standard (94.1%).	False
ELA - All Student Group - 56.3% were proficient or advanced, which exceeds the statewide average.	False
Math - All Student Group - 56.6% were proficient or advanced, which exceeds the statewide average.	False
100% - All Student Group - standards benchmark which was exceeded the statewide average (91.5%) and the statewide performance standard (98%).	False
83.9% which exceeded the interim target and was an increase from the previous year.	False
100% which exceeded the statewide goal and maintained the previous year.	False
100% which exceeded the statewide goal and maintained the previous year.	False
83.9% which exceeded the interim target and was an increase from the previous year.	False
100% which exceeded the statewide goal and maintained the previous year.	False
100% which exceeded the statewide goal and maintained the previous year.	False
91.3% which exceeds the interim target and was an increase from the previous year.	False
82.6% which exceeded the interim target.	False
93.5% which exceeded the interim target and was an increase from the previous year.	False
85.5% which exceeded the interim target and was an increase from the previous year.	False
82.4% which exceeded the interim target and was an increase from the previous year.	False
91.3% which exceeds the interim target and was an increase from the previous year.	False
82.6% which exceeded the interim target.	False
93.5% which exceeded the interim target and was an increase from the previous year.	False
85.5% which exceeded the interim target and was an increase from the previous year.	False
82.4% which exceeded the interim target and was an increase from the previous year.	False
The reading composite scores for grades K, 1, 2, 4, and 5 ALL increased from 2025. Only 3rd grades reading composite score decreased.	False
KDG PSF continues to increase with EOY at 92%	False
The math composite scores for grades K, 1, 2, 4, and 5 ALL increased from 2025. Only 3rd grades math composite score decreased.	False
CDT- 71.2% of 5th graders were at or above benchmark.	False
Programs were made available to students in grades 3,4,5 to explore up to 5 different career paths.	False
100% of students in grades 3,4,5 completed the Xello program.	False
JGES uses a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
PVAAS Data - ELA: Economically Disadvantaged student group exceeded the statewide academic growth standard for both ELA (91%) and Math (78%).	False

JGES School Wide Positive Behavior Committee developed and implemented a plan to support positive behavior across all grade levels. JGES is currently a PBIS Tier 1 sustaining school.	False
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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
Only 15.4% were proficient or advanced and this was a decrease from the previous year.	False
26.9% were proficient or advanced which was below the interim target.	True
35.5% were proficient or advanced which was below the interim target.	True
43.8% were proficient or advanced which was below the interim target.	True
40% were proficient or advanced which was below the interim target.	True
79.2% which was below the interim target and was a decrease from the previous year.	False
84.0% - which was a decrease from the previous year.	False
75% - which was a decrease from the previous year.	False
75% - which was a decrease from the previous year.	False
82.6% which was a decrease from the previous year.	False
82.6% which was a decrease from the previous year.	False
ORF accuracy decreased in grades 2, 3, 4, and 5 - with 2nd,3rd and 5th dipping double digits from 2025.	False
Math computation scores decreased in grades 2, 3 and 4; with grades 3 and 4 decreasing by double-digits.	True
CDT- 71.2% of 5th graders were at or above benchmark. As new 5th grade science teacher became more acclimated with the curriculum, STEELs standards and work with the instructional coach, we would anticipate this number to only increase.	False
Students are limited in choices during Career Day based on scheduling and volunteer presenters.	False
Partnerships with community stakeholders including local businesses and agencies can be leveraged to better meet the needs of the school.	False
PSSA - ELA: Students with Disabilities student group: only 15.4% were proficient or advanced. This is a decrease from the previous year.	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 team had previously identified the lack of a targeted math intervention in the master scheduled and Title 1 Plan as a need. This review of data, including the subgroups missing interim targets (Math PSSA) Hispanics, 35.5%, ED 43.8%, S.w/Dis 26.9%, and Combined Ethnicity 40% as well as the decrease in computation scores - Grades 2,3,4) are evidence that math interventions needs to be a focus in this year's plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
26.9% were proficient or advanced which was below the interim target.		True
35.5% were proficient or advanced which was below the interim target.		True
43.8% were proficient or advanced which was below the interim target.		True
40% were proficient or advanced which was below the interim target.		False
Math computation scores decreased in grades 2, 3 and 4; with grades 3 and 4 decreasing by double-digits.	Currently WIN times are primarily focused on ELA across grade levels and other than LS, there is not other pull-out math interventions for students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA - All student group - 91% Academic Growth Score which exceeded both the statewide average growth score (75.4%) and the statewide growth standard (70%).	We have successfully collected and analyzed data holistically, but need to dig deeper into the data and further analyze by subgroup.
Math - All Student Group Academic Growth Score was 84%, which exceed both the Statewide Average Growth Score (74.9%) and the Statewide Growth Standard Score (70%)	We have successfully collected and analyzed data holistically, but need to dig deeper into the data and further analyze by subgroup.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	For the Students w/Disabilities student group to meet the interim math targets, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.
	For the Hispanic group to meet the interim math targets, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.
	For the ED group to meet interim PSSA Math targets, , the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.
	To positively impact math computation scores, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.

Goal Setting

Priority: To positively impact math computation scores, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
As a result of incorporating a daily math intervention into the master schedules, at least 80% of students in grades 2, 3, 4, and 5 will score at or above benchmark on the end of the year Acadience Math Benchmark for Computation.			
Measurable Goal Nickname (35 Character Max)			
Math Computation Gr 2,3,4,5			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of students in the all student group will perform at or above level in the math computation score.	65% of students in the all student group will perform at or above level in the math computation score.	70% of students in the all student group will perform at or above level in the math computation score.	80% of students in the all student group will perform at or above level in the math computation score.

Priority: For the Students w/Disabilities student group to meet the interim math targets, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
To ensure the students with disabilities group will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite.			
Measurable Goal Nickname (35 Character Max)			
Math Interim Targets - SD Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of students with disabilities group will perform at or above level on Acadience Math Composite.	65% of students with disabilities group will perform at or above level on Acadience Math Composite.	70% of students with disabilities group will perform at or above level on Acadience Math Composite.	80% of students with disabilities group will perform at or above level on Acadience Math Composite.

Priority: For the Hispanic group to meet the interim math targets, the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
To ensure the Hispanic student group will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite.			
Measurable Goal Nickname (35 Character Max)			
Math Interim Target - Hispanic Student Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

60% of students in the Hispanic student group will perform at or above level on Acadience Math Composite.	65% of students in the Hispanic student group will perform at or above level on Acadience Math Composite.	70% of students in the Hispanic student group will perform at or above level on Acadience Math Composite.	80% of students in the Hispanic student group will perform at or above level on Acadience Math Composite.
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Priority: For the ED group to meet interim PSSA Math targets, , the CST team and principal will work together to incorporate a math intervention in the master schedule and support classroom teachers with math SG interventions during their WIN block.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
To ensure Economically Disadvantaged students will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite			
Measurable Goal Nickname (35 Character Max)			
Math Interim Target -Economically Disadvantaged Student Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
60% of students in the Economically Disadvantaged student group will perform at or above level on Acadience Math Composite.	65% of students in the Economically Disadvantaged student group will perform at or above level on Acadience Math Composite.	70% of students in the Economically Disadvantaged student group will perform at or above level on Acadience Math Composite.	80% of students in the Economically Disadvantaged student group will perform at or above level on Acadience Math Composite.

Action Plan

Measurable Goals

Math Computation Gr 2,3,4,5	Math Interim Targets - SD Group
	Math Interim Target - Hispanic Student Group
Math Interim Target -Economically Disadvantaged Student Group	

Action Plan For: High Dosage Math Intervention

Measurable Goals:	
<ul style="list-style-type: none"> As a result of incorporating a daily math intervention into the master schedules, at least 80% of students in grades 2, 3, 4, and 5 will score at or above benchmark on the end of the year Acadience Math Benchmark for Computation. To ensure the students with disabilities group will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite. To ensure the Hispanic student group will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite. To ensure Economically Disadvantaged students will meet the EOY interim math target, a daily math intervention will be incorporated into the master schedule. 80% of Students will disabilities group will score at or above benchmark on EOY Acadience Math Composite 	

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify students performing below benchmark using Acadience and district benchmark data within the first two weeks of each assessment cycle.		2026-08-19	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ted Wells, Principal & Data Team	Specialists salaries, IM Math Curriculum & additional math intervention curriculum - Freckle, Facts on Fire, etc.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement evidence-based high-dosage math intervention a minimum of 3–5 times per week in groups of no more than four students.		2026-08-19	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ted Wells, Principal & Data Team	Specialists salaries, IM Math Curriculum & additional math intervention curriculum - Freckle, Facts on Fire, etc.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Use diagnostic assessment results to tailor intervention lessons to individual computation skill deficits.		20026-08-19	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ted Wells, Principal & Data Team	Specialists salaries, IM Math Curriculum & additional math intervention curriculum - Freckle, Facts on Fire, etc.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide ongoing professional learning and coaching for interventionists and classroom teachers on evidence-based computation instruction.		2026-08-16	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ted Wells, Principal Data Team Jess Spinks, Instructional Coach	Specialists salaries, IM Math Curriculum & additional math intervention curriculum - Freckle, Facts on Fire, etc.	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor student progress every two weeks using curriculum-based measures and adjust intervention groups based on student growth.		2026-08-16	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Team, Classroom Teachers	Specialists salaries, IM Math Curriculum & additional math intervention curriculum - Freckle, Facts on Fire, etc.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students identified as at risk will receive targeted math intervention daily. Students will demonstrate increased growth on Acadience Math progress monitoring and benchmark assessments. Increased percentages of students meeting grade-level proficiency and interim assessment targets, with improved outcomes for Students with Disabilities, Hispanic students, and Economically Disadvantaged students.	The principal, classroom teachers, intervention specialists, and Data Team will review Acadience Math benchmark (BOY, MOY, EOY) and progress-monitoring data to evaluate student growth and adjust intervention groups. The principal will conduct regular classroom walkthroughs and observations to monitor implementation of the IM Mathematics curriculum, fidelity of the WIN intervention block, and use of evidence-based instructional practices. Data Team meetings will be held after each benchmark window to determine instructional adjustments and monitor progress toward district interim targets.

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">High Dosage Math Intervention	Salaries and Benefits Title 1 Instructors	340,899	
Total Expenditures				340

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
High Dosage Math Intervention	Identify students performing below benchmark using Acadience and district benchmark data within the first two weeks of each assessment cycle.
High Dosage Math Intervention	Implement evidence-based high-dosage math intervention a minimum of 3–5 times per week in groups of no more than four students.
High Dosage Math Intervention	Use diagnostic assessment results to tailor intervention lessons to individual computation skill deficits.
High Dosage Math Intervention	Provide ongoing professional learning and coaching for interventionists and classroom teachers on evidence-based computation instruction.
High Dosage Math Intervention	Monitor student progress every two weeks using curriculum-based measures and adjust intervention groups based on student growth.

Progress Monitoring

Action Step		
<ul style="list-style-type: none"> Identify students performing below benchmark using Acadience and district benchmark data within the first two weeks of each assessment cycle. 		
Audience		
K-5 Instructional Staff, including paras, all RS, LS, EL, GS teachers		
Topics to be Included		
Effective implementation of math interventions in WIN block.		
Evidence of Learning		
Observation of math interventions in classrooms. Regular discussion and review of progress monitoring data by grade level teams as well as the data team.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Academic Core Team	2026-08-19	2027-06-01

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Ted Wells	2027-07-22
School Improvement Facilitator Signature	Date