

Leola El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Leola El Sch		113361703
Address 1		
11 School Drive		
City	State	Zip Code
Leola	PA	17540
Chief School Administrator		Chief School Administrator Email
Dr Daniel Hartman		daniel_hartman@conestogavalley.org
Principal Name		
Taylor Alouisa		
Principal Email		
Taylor_Alouisa@ConestogaValley.org		
Principal Phone Number		Principal Extension
7176562068		5003

Steering Committee

Name	Position/Role	Building/Group/Organization
Michael Resh	Other	Leola Elementary
David Paul	Teacher	Leola Elementary
Jill Schnader	Teacher	Leola Elementary
Donielle Berghold	Teacher	Leola Elementary
Lauren Myers	Teacher	Leola Elementary
Ruth Costanzo	Teacher	Leola Elementary
Salinda Kendig	Teacher	Leola Elementary
Selena Mallios	Parent	Leola Elementary
Ashley Hertzler	Parent	Leola Elementary
Daniel Hartman	Chief School Administrator	Conestoga Valley School District
Jill Koser	District Level Leaders	Assistant to the Superintendent - Elem
Taylor Alouisa	Principal	Leola Elementary
Melissa Eby	Community Member	CVCCS

Vision for Learning

We believe in establishing a strong foundation in social emotional learning and behavior so that learners can be authentically engaged in meaningful and rigorous tasks aligned to the PA standards.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

Comments/Notable Observations

PSSA/Achievement - Did not meet target (33%) PVAAS/Growth - Exceeded the standard for growth

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	PSSA ELA - increased proficiency from previous year (2024)
Hispanic	PSSA ELA - increased proficiency from previous year (2024)

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Lowest scoring subgroup in ELA - 20%
Economically Disadvantaged	2nd lowest scoring subgroup in ELA - 21%

Proficient or Advanced in Mathematics/Algebra

Comments/Notable Observations

PSSA/Achievement - Did not meet target (43.4%) PVAAS/Growth - Exceeded the growth standard (100)

Strengths

ESSA Student Subgroups	Indicator
White	Highest subgroup in math - 55.6%
Combined Ethnicity	All student ethnicity subgroups increased math scores from the previous testing year (2024 to 2025)

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	25.7% - Lowest subgroup in math proficiency (2025)
Hispanic	30% - 2nd lowest subgroup in math proficiency

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

Comments/Notable Observations

ELA PVAAS (2025) - Exceeded the standard for All, Economically Disadvantaged, and Combined Ethnicity

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Exceeded the standard - 86.0

Challenges

ESSA Student Subgroups	Indicator
White	75.0 - Demonstrated growth, but not as much as other subgroups

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

Comments/Notable Observations

Growth score was 100! 2/3 subgroups also achieved a score of 100!

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	100.0 Growth Score

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Combined ethnicity - 96.0 - slightly lower than math score

English Language Growth and Attainment

Comments/Notable Observations

65.2% - Double the state average for EL Growth & Attainment

Strengths

ESSA Student Subgroups	Indicator
English Learners	Growth and attainment exceeded state average

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged slightly lower than All in this area

Regular Attendance

Comments/Notable Observations

80.3% of students were not chronically absent (PA Future Ready Index)

Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	Highest subgroup for attendance - 93.3%
African-American/Black	The only subgroup to increase attendance from previous year

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	73.3% - Lowest subgroup for attendance

Career Standards Benchmark

Comments/Notable Observations

100% goal attainment

Strengths

ESSA Student Subgroups	Indicator
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Economically Disadvantaged	100% goal attainment
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Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Continue with this goal attainment

Summary

Strengths

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

All student ethnicity subgroups increased math scores from the previous testing year (2024 to 2025)
ELA PVAAS (2025) - Exceeded the standard for All, Economically Disadvantaged, and Combined Ethnicity
Growth score was 100! 2/3 subgroups also achieved a score of 100!
65.2% - Double the state average for EL Growth & Attainment

Challenges

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

80.3% of students were not chronically absent (PA Future Ready Index)
PSSA/Achievement - Did not target PVAAS/Growth - Exceeded the standard for growth
PSSA/Achievement - Did not meet target (43.4%) PVAAS/Growth - Exceeded the growth standard (100)
25.7% - Lowest subgroup in math proficiency (2025)

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS Strength: 56% of students were at/above benchmark. Increase from 50% at beginning of year.	By the end of the 2025-2026 school year, 56% of students were at or above benchmark (26% Negligible Risk and 30% Minimal Risk), showing consistent growth from the beginning of the year. This increase from BOY group of 50% to EOY 56% demonstrates that students were successful with core classroom instruction.
DIBELS Concern: Subgroup data represent a large percentage of students below benchmark.	Students in the IEP, ELL, or Economically Disadvantaged subgroups represent a large percentage of students below benchmark. At BOY, 50% required Intensive Support and 22% Strategic Support. EOY showed progress (25% Intensive, 18% Strategic), but 43% of subgroup students still remain below benchmark.

English Language Arts Summary

Strengths

Leola's implementation of the AIM Integrated Literacy Model and strong Tier 1 instruction contributed to significant growth in Kindergarten literacy. Students in the Core Support/Minimal Risk categories increased from 36% at BOY to 64% at EOY, demonstrating that evidence-based literacy practices and data-driven instruction positively impact student achievement.
Fourth grade demonstrated increased numbers of students performing at or above grade level from BOY to MOY, while second grade maintained lower percentages of students requiring intensive support than the district average. Individualized learning opportunities and monthly team literacy collaboration provided a strong foundation for continued improvement in literacy achievement.

Challenges

3rd grade intensive support numbers remained high and consistent from BOY to MOY, with a lower percentage of students proficient when compared to the district average.
High-risk subgroups show positive movement from Intensive to Strategic/Core across the year, but overall growth rate is not enough to eliminate the opportunity gap with 43% of students still below benchmark.

Mathematics

Data	Comments/Notable Observations
Acadience Strength	Data shows students consistently bounce back from mid-year dips to 62% of students at or above grade level by the end of the year. Most importantly, core instruction and targeted supports are working with consistent movement from the highest-risk tiers, showing a reduction of the number of students who need intensive intervention.
Acadience Concern	Leola's overall Acadience Math composite scores at 41% Above Benchmark at EOY remain slightly below the overall district average of 53% Above Benchmark at EOY.

Mathematics Summary

Strengths

Core instruction combined with targeted interventions reduced the overall percentage of students in the well below benchmark group by the end of the school year.

K-2 cohorts of students start the year with higher baseline numeracy skills when compared to historical trends. This provides a stronger foundation at the start of the academic year.

Challenges

3rd grade consistently shows lower overall proficiency rates, ranging anywhere from 33% to 44% at or above benchmark when compared to district goals.

K and 1 students show a significant drop in benchmark performance at mid-year, dropping to 33%–35% benchmark before rebounding to 51% at EOY.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Due to changes in PSSA testing this past year, we do not have active science data to review.	No applicable data in this area until Fall 2026

Science, Technology, and Engineering Education Summary

Strengths

No applicable data in this area until Fall 2026

Challenges

No applicable data in this area until Fall 2026

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Reading PA Index - Met the career benchmark standard	

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.

Met the career benchmark standard

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.

Met the career benchmark standard

Equity Considerations

English Learners

Data	Comments/Notable Observations
ESL Data Point - Local assessments	English Learners demonstrated growth, with 65.2% meeting Growth and Attainment targets which is well above the 32.4% state average. ESL students also have a 79.5% regular attendance rate. However, gaps are observable on local assessments and state benchmarks when compared to the all-student group.

Students with Disabilities

Data	Comments/Notable Observations
SWD Data Point - Local Assessments	While there is a gap in the percentage of students who are proficient when compared to the overall student performance, Math and ELA performance for Students with Disabilities showed positive upward growth moving up to 25.7% in math and 20% in ELA. This indicates that interventions for this subgroup are working. 100% of this subgroup met career benchmark standards but regular attendance remains an area for focus at 73.3%.

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Economically Disadvantaged - Local assessment data point	The Economically Disadvantaged subgroup shows growth potential in PVAAS despite gaps on state assessments. There is an upward trend in math proficiency, 31.6% and maximum PVAAS academic growth. Economically Disadvantaged students demonstrate that targeted tier-2 and tier-3 instructional supports are supporting student progress.

Student Groups by Race/Ethnicity

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.

Tier 2 and tier 3 interventions are supporting students, represented by growth across subgroups. English Learners demonstrated growth with 65.2% meeting Growth and Attainment targets which is more than double the state average of 32.4%. Economically Disadvantaged students achieved maximum academic growth scores in Math and high growth in ELA on PVAAS, while Students with Disabilities showed an increase in proficiency in both Math at 25.7% and ELA at 20.0%, and 100% career benchmark completion rate.

English Learners have a 79.5% regular attendance rate that aligns closely with our building-wide average and supports growth and achievement.

Challenges

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

There is a gap in proficiency between some subgroup populations and the all-student group on local assessments and state benchmarks. While targeted supports are supporting progress, overall PSSA proficiency rates for Students with Disabilities at 20% in ELA and 25.7% in Math, and Economically Disadvantaged students at 21.1% in ELA and 31.6% representing a gap between subgroup performance and all-student performance.

Regular attendance is an area for improvement for Students with Disabilities who have 73.3% and Economically Disadvantaged students 74.7% which is below the all-student attendance rate.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
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	Emerging

Provide Student-Centered Support Systems

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

Use multiple professional learning designs to support the learning needs of staff.
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An evidence-based system of school-wide positive behavior interventions and supports.

Challenges

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

Implement the District multi-tiered system of supports for academics and behavior.
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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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Use walkthrough data to provide frequent, timely, and systematic feedback and support on instructional practices.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All student ethnicity subgroups increased math scores from the previous testing year (2024 to 2025)	√
ELA PVAAS (2025) - Exceeded the standard for All, Economically Disadvantaged, and Combined Ethnicity	√
Leola's implementation of the AIM Integrated Literacy Model and strong Tier 1 instruction contributed to significant growth in Kindergarten literacy. Students in the Core Support/Minimal Risk categories increased from 36% at BOY to 64% at EOY, demonstrating that evidence-based literacy practices and data-driven instruction positively impact student achievement.	√
Growth score was 100! 2/3 subgroups also achieved a score of 100!	
65.2% - Double the state average for EL Growth & Attainment	√
Fourth grade demonstrated increased numbers of students performing at or above grade level from BOY to MOY, while second grade maintained lower percentages of students requiring intensive support than the district average. Individualized learning opportunities and monthly team literacy collaboration provided a strong foundation for continued improvement in literacy achievement.	
Core instruction combined with targeted interventions reduced the overall percentage of students in the well below benchmark group by the end of the school year.	√
K-2 cohorts of students start the year with higher baseline numeracy skills when compared to historical trends. This provides a stronger foundation at the start of the academic year.	
100% goal attainment	
No applicable data in this area until Fall 2026	
Met the career benchmark standard	
Tier 2 and tier 3 interventions are supporting students, represented by growth across subgroups. English Learners demonstrated growth with 65.2% meeting Growth and Attainment targets which is more than double the state average of 32.4%. Economically Disadvantaged students achieved maximum academic growth scores in Math and high growth in ELA on PVAAS, while Students with Disabilities showed an increase in proficiency in both Math at 25.7% and ELA at 20.0%, and 100% career benchmark completion rate.	
English Learners have a 79.5% regular attendance rate that aligns closely with our building-wide average and supports growth and achievement.	
Use multiple professional learning designs to support the learning needs of staff.	
An evidence-based system of school-wide positive behavior interventions and supports.	

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
80.3% of students were not chronically absent (PA Future Ready Index)	√
PSSA/Achievement - Did not target PVAAS/Growth - Exceeded the standard for growth	√
3rd grade intensive support numbers remained high and consistent from BOY to MOY, with a lower percentage of students proficient when compared to the district average.	
High-risk subgroups show positive movement from Intensive to Strategic/Core across the year, but overall growth rate is not enough to eliminate the opportunity gap with 43% of students still below benchmark.	√
PSSA/Achievement - Did not meet target (43.4%) PVAAS/Growth - Exceeded the growth standard (100)	√
3rd grade consistently shows lower overall proficiency rates, ranging anywhere from 33% to 44% at or above benchmark when compared to district goals.	
K and 1 students show a significant drop in benchmark performance at mid-year, dropping to 33%–35% benchmark before rebounding to 51% at EOY.	
No applicable data in this area until Fall 2026	
25.7% - Lowest subgroup in math proficiency (2025)	
Met the career benchmark standard	
There is a gap in proficiency between some subgroup populations and the all-student group on local assessments and state benchmarks. While targeted supports are supporting progress, overall PSSA proficiency rates for Students with Disabilities at 20% in ELA and 25.7% in Math, and Economically Disadvantaged students at 21.1% in ELA and 31.6% representing a gap between subgroup performance and all-student performance.	√
Regular attendance is an area for improvement for Students with Disabilities who have 73.3% and Economically Disadvantaged students 74.7% which is below the all-student attendance rate.	
Implement the District multi-tiered system of supports for academics and behavior.	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	
Use walkthrough data to provide frequent, timely, and systematic feedback and support on instructional practices.	

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.

Math and ELA data continues to track in a positive direction. It is essential to focus on subgroups of students and moving students to proficiency from below benchmark.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
High-risk subgroups show positive movement from Intensive to Strategic/Core across the year, but overall growth rate is not enough to eliminate the opportunity gap with 43% of students still below benchmark.		
There is a gap in proficiency between some subgroup populations and the all-student group on local assessments and state benchmarks. While targeted supports are supporting progress, overall PSSA proficiency rates for Students with Disabilities at 20% in ELA and 25.7% in Math, and Economically Disadvantaged students at 21.1% in ELA and 31.6% representing a gap between subgroup performance and all-student performance.	Flexible Instruction (small groups + ELA WIN)	√
80.3% of students were not chronically absent (PA Future Ready Index)	PBIS/SEB - Creating inclusive inclusive environments	√
PSSA/Achievement - Did not target PVAAS/Growth - Exceeded the standard for growth	ELA Learner Engagement	√
PSSA/Achievement - Did not meet target (43.4%) PVAAS/Growth - Exceeded the growth standard (100)	Learner Engagement	

Analyzing Strengths

Analyzing Strengths	Discussion Points
Leola's implementation of the AIM Integrated Literacy Model and strong Tier 1 instruction contributed to significant growth in Kindergarten literacy. Students in the Core Support/Minimal Risk categories increased from 36% at BOY to 64% at EOY, demonstrating that evidence-based literacy practices and data-driven instruction positively impact student achievement.	continue AIM Pilot/extend to grades 2 & 3
Core instruction combined with targeted interventions reduced the overall percentage of students in the well below benchmark group by the end of the school year.	Flexible Instruction (Small groups + ELA WIN)
All student ethnicity subgroups increased math scores from the previous testing year (2024 to 2025)	Flexible Instruction (Small groups + ELA WIN)
ELA PVAAS (2025) - Exceeded the standard for All, Economically Disadvantaged, and Combined Ethnicity	Continue with AIM and Stepping Stones implementation
65.2% - Double the state average for EL Growth & Attainment	Continue connection between EL direct instruction and core grade level standards instruction

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Multi-Tiered Systems of Support (MTSS):
	Positive School Climate: If the District supports innovative learning practices and teachers create a caring learning environment focusing on every child, learners will feel valued and empowered to exceed their potential.
	Rigorous & Engaging Learning Experiences: If the District supports innovative learning practices and teachers embrace a growth mindset in developing rigorous learning opportunities, learners will intellectually engage with the skills and competencies necessary to be globally competitive.

Goal Setting

Priority: Multi-Tiered Systems of Support (MTSS):

Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, the CVSD Advanced Tiers protocols and procedures will be fully implemented in ELA.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Data analysis and planning for launch of ELA WIN groups	Launch of ELA WIN groups using new CVSD protocols and procedures	Evaluation and revision of ELA WIN groups	By the end of the 2026-2027 school year, the CVSD Advanced Tiers protocols and procedures will be fully implemented in ELA.

Action Plan For: MTSS

Action Step		Anticipated Start Date	Anticipated Completion Date
Advanced Tiers - Literacy Implement new Advanced Tiers Protocols as outlined in the CVSD MTSS Handbook - Grade Level WIN - Progress-Monitoring Expectations - Using PowerSchool Analytics & Insight to record Intervention Plans		2026-07-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dave Paul	Michelle Trasborg, Director of Academic Supports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement CVSD MTSS Handbook procedures and protocols across tiers		2026-08-17	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Taylor Alouisa Dave Paul Jill Schnader	Michelle Trasborg, Director of Academic Supports	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Leola Elementary will have a fully developed MTSS framework in place (K-5).	SWP Team will monitor progress toward goals and action steps 3x per year

Priority: Positive School Climate: If the District supports innovative learning practices and teachers create a caring learning environment focusing on every child, learners will feel valued and empowered to exceed their potential.

Measurable Goal Statement (Smart Goal)			
CV Learning Walk Data: Behavior-Specific Praise indicators on the Learning Walk form will increase by 10% from Baseline data gathered in spring 2026.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase from baseline in first Learning Walk	5% increase from baseline	8% increase from baseline	10% increase from baseline

Action Plan For: PBIS: Behavior-Specific Praise

Action Step		Anticipated Start Date	Anticipated Completion Date
Use grade level meetings to review examples of effective behavior-specific praise and restorative practices, review data points related to behavior-specific praise, celebrate teacher successes, and set one actionable goal for implementation before the next meeting.		2026-08-17	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mike Resh Ashley Gilgore	Travis Jones Elementary PBIS Coach	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Attendance monitoring - Recognize and reinforce attendance through behavior-specific praise and PBIS incentives, using attendance data to proactively identify and intervene with students need additional support.		2026-08-19	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ashley Gilgore Taylor Alouisa	Mike Resh Travis Jones Elementary PBIS Coach	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
CV Learning Walks: PBIS Implement a system of Learning Walks to gather data to inform staff professional learning needs.		2026-08-17	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mike Resh Kelly Galbraith	Classroom Mosaic Tool	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
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Inclusive Learning Environments - Staff will be introduced to concepts of culturally responsive instruction (District Common Ground conference, Act 13 Book Study Groups, etc.)		2026-09-18	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Taylor Alouisa	District Resources and Supports Dr. Koser Dr. Galbraith	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Classrooms focused on positive, inclusive and supportive targets for students	SWP Team will meet 3x per year to evaluate data

Priority: Rigorous & Engaging Learning Experiences: If the District supports innovative learning practices and teachers embrace a growth mindset in developing rigorous learning opportunities, learners will intellectually engage with the skills and competencies necessary to be globally competitive.

Measurable Goal Statement (Smart Goal)			
K-2 Literacy: By May 2027, Leola Elementary will increase the percentage of K-2 students achieving Core Benchmark status on the DIBELS from 62% to 70% while reducing K-2 Intensive Support (At Risk) rates from 20% to 12%.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish instructional groups based on fall baseline data	65% K-2 Benchmark status on DIBELS and reduce 1st grade MOY dip of 27% (2026) down to 22%.	Progress monitor groups and make adjustments	K-2 Literacy: By May 2027, Leola Elementary will increase the percentage of K-2 students achieving Core Benchmark status on the DIBELS from 62% to 70% while reducing K-2 Intensive Support (At Risk) rates from 20% to 12%.

Measurable Goal Statement (Smart Goal)			
3-5 Literacy: By May 2027, Leola Elementary will increase the percentage of 3-5 students achieving Core Benchmark status on DIBELS from 53% (3-5 average 2026) to 58%. - 5% per grade level			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish instructional groups based on fall baseline data	53.5% 3-5 Benchmark Status on DIBELS and reduce MOY dip for current 5th graders	Progress monitor groups and make adjustments	3-5 Literacy: By May 2027, Leola Elementary will increase the percentage of 3-5 students achieving Core Benchmark status on DIBELS from 53% (3-5 average 2026) to 58%.

Measurable Goal Statement (Smart Goal)			
CV Learning Walk Data: Indicators on the Student Engagement in Learning components on the Learning Walk form will increase by 10% from Baseline data gathered in spring 2026.			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase from baseline in first Learning Walk	5% increase from baseline in first Learning Walk	8% increase from baseline Learning Walk	CV Learning Walk Data: indicators on the Student Engagement in Learning components on the Learning Walk form will increase by 10% from Baseline data gathered in spring 2026.

Action Plan For: Rigorous & Engaging Learning Experiences

Action Step		Anticipated Start Date	Anticipated Completion Date
AIM Early Reading Success Pilot (K-3 Literacy) - Implement pilot project as outlined in the project charter and scope of work		2026-07-20	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Taylor Alouisa Dave Paul	Professional Learning Time AIM Coaching & Support	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Flexible Instruction - Small Group Instruction in the core (Math and ELA): Enhance the use of targeted small groups based on grade level standards during Tier 1 Core Instruction.		2026-08-17	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Dave Paul Jill Schnader	Curriculum & core resource materials Protocols for decision-making about small group needs	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Student Engagement - Teachers will become familiar with CV's evidence-based instructional strategies for learner engagement. Feedback will be provided on these strategies through the Act 13 and Learning Walk processes.		2026-08-17	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Taylor Alouisa Kelly Galbraith Mike Resh	District toolkit of evidence-based instructional strategies for engagement	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Leola Educators will deepen their understanding of evidence-based instructional practices.	SWP Team will meet 3x per year to monitor progress toward goals and completion of action steps.

Expenditure Tables

Schoolwide Title 1 Funding Allocation

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• PBIS: Behavior-Specific Praise • MTSS • Rigorous & Engaging Learning Experiences	Salaries & Benefits: Reading Specialist, Math Specialist, School Psych, Reading Support, 2nd Grade Teacher	318,503

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Rigorous & Engaging Learning Experiences	AIM Early Reading Success Pilot (K-3 Literacy) - Implement pilot project as outlined in the project charter and scope of work
Rigorous & Engaging Learning Experiences	Student Engagement - Teachers will become familiar with CV's evidence-based instructional strategies for learner engagement. Feedback will be provided on these strategies through the Act 13 and Learning Walk processes.

AIM Early Reading Success Pilot

Action Step		
AIM Early Reading Success Pilot (K-3 Literacy) - Implement pilot project as outlined in the project charter and scope of work		
Audience		
K-3 teachers, ESL, K-2 special ed. teachers		
Topics to be Included		
Early Literacy		
Evidence of Learning		
Completed AIM units with a passing score of 80%		
Lead Person/Position	Anticipated Start	Anticipated Completion
Taylor Alouisa	2026-08-17	2027-05-28

Learning Format

Type of Activities	Frequency
Workshop(s)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learner Engagement

Action Step		
Student Engagement - Teachers will become familiar with CV's evidence-based instructional strategies for learner engagement. Feedback will be provided on these strategies through the Act 13 and Learning Walk processes.		
Audience		
Teachers and support staff		
Topics to be Included		
Increase student engagement through the implementation of high-impact instructional practices that promote active participation, collaboration, student voice, and meaningful learning experiences.		
Evidence of Learning		
Increased engagement during instructional walkthroughs from the baseline data collected in 2025-2026		
Lead Person/Position	Anticipated Start	Anticipated Completion
Taylor Alouisa	2026-08-17	2027-05-28

Learning Format

Type of Activities	Frequency
Learning walk	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Common Ground	