

Ringgold El Sch South

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Ringgold El Sch South		101637002
Address 1		
120 Alexander Avenue		
Address 2		
City	State	Zip Code
Monongahela	PA	15063
Chief School Administrator		Chief School Administrator Email
Mr Randall Skrinjorich		rskrinjorich@ringgold.org
Principal Name		
Marc Berry		
Principal Email		
mwberry@ringgold.org		
Principal Phone Number		Principal Extension
7242588454		8004
School Improvement Facilitator Name		School Improvement Facilitator Email
Marc Berry		mwberry@ringgold.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Shannon Crombie	District Level Leaders	Ringgold School District	scrombie@ringgold.org
Marc Berry	Principal	Ringgold Elementary School South	mwberry@ringgold.org
Randy Skrinjorich	Chief School Administrator	Ringgold School District	rskrinjorich@ringgold.org
Gabrielle Bricker	Education Specialist	Ringgold Elementary School South	gbricker@ringgold.org
Greg Saraceni	District Level Leaders	Ringgold School District	gsaraceni@ringgold.org
Dee Gunia	Parent	Ringgold Elementary School South	DeeNKennedy@hotmail.com
Brooke Doleno	Parent	Ringgold Elementary School South	doleno@gmail.com
Alison Mercer	Paraprofessional	Ringgold Elementary School South	amercer@ringgold.org
Dawn McPherson	Teacher	Ringgold Elementary School South	dmcpherson@ringgold.org
Carol Flament	Board Member	Ringgold School District	carolflament@hotmail.com
Jason Briscoe	Board Member	Ringgold School District	jbriscoe@ringgold.org
Jeff Vitale	Community Member	Ringgold School District	jeffvitale@gmail.com

Vision for Learning

Vision for Learning

Ringgold School District Vision: Preparing the leaders of tomorrow, one student at a time. Ringgold

School District Mission: The mission of the Ringgold School District is to provide a world-class, student-centered education that maintains high expectations and ensures successful outcomes for every student through participation in an academically intensive environment that develops and prepares the whole child for entry into an ever-changing global workforce.

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

In the 2024-2025 school year, 40.7% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 48.9% of our students scores proficient or advanced on the PSSA ELA assessment.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	In the 2024-2025 school year, 45.5% of our students scored proficient or advanced on the PSSA ELA assessment.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	In the 2024-2025 school year, 32.2% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 37.1% of students scored proficient or advanced on the PSSA ELA assessment.
Economically Disadvantaged	In the 2024-2025 school year, 33.9% of students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 47.4% of students scored proficient or advanced on the PSSA ELA assessment.
Students with Disabilities	In the 2024-2025 school year, 15.7% of students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 16.7% of students scored proficient or advanced on the PSSA ELA assessment.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

In the 2024-2025 school year, 37.2% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 36.6% of our students scored proficient or advanced on the PSSA Math assessment.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	In the 2024-2025 school year, 25.8% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 25.0% of our students scored proficient or advanced on the PSSA Math assessment.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In the 2024-2025 school year, 27.1% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 31.8% of our students scored proficient or advanced on the PSSA Math assessment.
Students with Disabilities	In the 2024-2025 school year, 11.8% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 16.7% of our students scored proficient or advanced on the PSSA Math assessment.

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

In the 2024-2025 school year, 54% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In the 2024-2025 school year, 62% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.
African-American/Black	In the 2024-2025 school year, 70% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	In the 2024-2025 school year, 63% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

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

In the 2024-2025 school year, 50% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment. In the 2023-2024 school year, 70% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	In the 2024-2025 school year, 71% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In the 2024-2025 school year, 52% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment. In the 2023-2024 school year, 73% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.
African-American/Black	In the 2024-2025 school year, 61% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment.

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

In 2023-2024 student attendance was at 66.7%. In 2022-2023, student attendance was 66.1%.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	In 2023-2024 student attendance was at 57.6%. In 2022-2023, student attendance was 53.5%.
Students with Disabilities	In 2023-2024 student attendance was at 54.8%. In 2022-2023, student attendance was 53.3%.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	In 2023-2024 student attendance was at 60.5%. In 2022-2023, student attendance was 60.7%.

Career Standards Benchmark

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

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

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.

In the 2024-2025 school year, 37.2% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 36.6% of our students scores proficient or advanced on the PSSA Math assessment.

In the 2024-2025 school year, 25.8% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 25.0% of our students scored proficient or advanced on the PSSA Math assessment.

In the 2024-2025 school year, 54% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

In the 2024-2025 school year, 62% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

Challenges

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

In the 2024-2025 school year, 40.7% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 48.9% of our students scores proficient or advanced on the PSSA ELA assessment.

In the 2024-2025 school year, 32.2% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 37.1% of students scored proficient or advanced on the PSSA ELA assessment.

In the 2024-2025 school year, 33.9% of students scored proficient or advanced on the PSSA ELA assessment. In the 2022-2023 school year, 47.4% of students scored proficient or advanced on the PSSA ELA assessment.

In the 2024-2025 school year, 15.7% of students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 16.7% of students scored proficient or advanced on the PSSA ELA assessment.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
EOY DIEBLS data K: 71% at or above grade level 1: 77% at or above grade level 2: 79.6% at or above grade level	This data indicates that students at our younger grade levels are becoming stronger in fundamental reading skills. This also demonstrates that our Tier 1 instruction (which focuses heavily on phonics) is being implemented with fidelity.
NWEA MAP Reading Growth and Achievement Scores (K,1,3)	Students in Kindergarten, First Grade, and Third Grade demonstrated growth from beginning of year to end of year benchmarks. (K=54th to 59th) (1st=52nd to 76th) (3rd=35th to 41st).
NWEA MAP Reading Growth and Achievement Scores (2,4)	Students in Second Grade and Fourth Grade demonstrated no growth or loss from beginning of year to end of year benchmarks. (2=51st to 46th) (4=39th to 39th).

English Language Arts Summary

Strengths

NWEA MAP assessments are fully implemented with fidelity in all grade levels.
NWEAM MAP Reading assessments in Kindergarten, First, and Third grade demonstrate student achievement growth from the beginning to the end of the year.
Students in Kindergarten, First Grade, and Third Grade demonstrated growth from beginning of year to end of year benchmarks. (K=54th to 59th) (1st=52nd to 76th) (3rd=35th to 41st).

Challenges

Students in Second and Fourth grade demonstrated a no growth or lack of growth from beginning of year to end of year NWEA MAP benchmarks (2=51st to 46th) (4=39th to 39th).

Mathematics

Data	Comments/Notable Observations
NWEA MAP Math Growth and Achievement Scores	Students in all grade levels demonstrated growth from beginning of year to end of year assessments. (K=56th to 60th) (1st=58th to 74th) (2nd 45th to 49th) (3rd= 42nd to 59th) (4th=40th to 50th).

Mathematics Summary

Strengths

Students in all grade levels demonstrated growth from beginning of year to end of year assessments. (K=56th to 60th) (1st=58th to 74th) (2nd 45th to 49th) (3rd= 42nd to 59th) (4th=40th to 50th).
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Challenges

While all students demonstrated growth from beginning of year to end of year assessments, this growth did not reflect success on MATH PSSA assessments for third and fourth grade.
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Science, Technology, and Engineering Education

Data	Comments/Notable Observations
NWEA MAP Science Growth and Achievement Scores (2nd, 3rd, 4th grade).	Third grade students demonstrated growth from beginning of year to end of year assessments (3rd=35th to 40th). Second and Fourth grade students demonstrated a loss from beginning of year to end of year assessments (2nd=52nd to 49th) (4th=30th to 24th).

Science, Technology, and Engineering Education Summary

Strengths

Third grade students demonstrated growth from beginning of year to end of year assessments (3rd=35th to 40th).

Challenges

Second and Fourth grade students demonstrated a loss from beginning of year to end of year assessments (2nd=52nd to 49th) (4th=30th to 24th).

Related Academics

Career Readiness

Data	Comments/Notable Observations
The school counselor creates opportunities for students to achieve the career standards in grades K-4.	The school is not evaluated on career readiness.

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.

The school counselor creates opportunities for students to achieve the career standards in grades K-4.
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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.

As we are not evaluated on career readiness, an intentional focus to correlate these components to writing, reading, and math standards is not developed.

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.

In the 2024-2025 school year, 70% of African American students demonstrated meeting annual growth expectations on the PSSA ELA assessment.
In the 2024-2025 school year, 62% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment.

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.

In the 2024-2025 school year, 32.2% of African American students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 37.1% of African American students scored proficient or advanced on the PSSA ELA assessment.
In the 2024-2025 school year, 33.9% of Economically Disadvantaged students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 47.4% of Economically Disadvantaged students scored proficient or advanced on the PSSA ELA assessment.
In the 2024-2025 school year, 15.7% of Students with Disabilities scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 16.7% of Students with Disabilities scored proficient or advanced on the PSSA ELA assessment.
In the 2024-2025 school year, 63% of Students with Disabilities demonstrated meeting annual growth expectations on the PSSA ELA assessment.

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	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
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	Emerging
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	Emerging
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	Not Yet Evident
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
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Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Challenges

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

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Implement a multi-tiered system of supports for academics and behavior.

Identify and address individual student learning needs.

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
In the 2024-2025 school year, 37.2% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 36.6% of our students scores proficient or advanced on the PSSA Math assessment.	False
In the 2024-2025 school year, 25.8% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 25.0% of our students scored proficient or advanced on the PSSA Math assessment.	False
In the 2024-2025 school year, 54% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
In the 2024-2025 school year, 62% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
In the 2024-2025 school year, 70% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
In the 2024-2025 school year, 63% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
In 2023-2024 student attendance was at 57.6%. In 2022-2023, student attendance was 53.5%.	False
NWEA MAP assessments are fully implemented with fidelity in all grade levels.	True
NWEAM MAP Reading assessments in Kindergarten, First, and Third grade demonstrate student achievement growth from the beginning to the end of the year.	False
Students in Kindergarten, First Grade, and Third Grade demonstrated growth from beginning of year to end of year benchmarks. (K=54th to 59th) (1st=52nd to 76th) (3rd=35th to 41st).	True
	False
Students in all grade levels demonstrated growth from beginning of year to end of year assessments. (K=56th to 60th) (1st=58th to 74th) (2nd 45th to 49th) (3rd=42nd to 59th) (4th=40th to 50th).	False
Third grade students demonstrated growth from beginning of year to end of year assessments (3rd=35th to 40th).	False
The school counselor creates opportunities for students to achieve the career standards in grades K-4.	False
In the 2024-2025 school year, 70% of African American students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	True

In the 2024-2025 school year, 62% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	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
In the 2024-2025 school year, 40.7% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 48.9% of our students scores proficient or advanced on the PSSA ELA assessment.	True
In the 2024-2025 school year, 32.2% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 37.1% of students scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 33.9% of students scored proficient or advanced on the PSSA ELA assessment. In the 2022-2023 school year, 47.4% of students scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 15.7% of students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 16.7% of students scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 27.1% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 31.8% of our students scored proficient or advanced on the PSSA Math assessment.	True
In the 2024-2025 school year, 11.8% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 16.7% of our students scored proficient or advanced on the PSSA Math assessment.	False
In the 2024-2025 school year, 50% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment. In the 2023-2024 school year, 70% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
In the 2024-2025 school year, 52% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment. In the 2023-2024 school year, 73% of our students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False

In the 2024-2025 school year, 61% of our students demonstrated meeting annual growth expectations on the PSSA Math assessment.	False
In 2023-2024 student attendance was at 60.5%. In 2022-2023, student attendance was 60.7%.	False
In 2023-2024 student attendance was at 66.7%. In 2022-2023, student attendance was 66.1%.	False
Students in Second and Fourth grade demonstrated a no growth or lack of growth from beginning of year to end of year NWEA MAP benchmarks (2=51st to 46th) (4=39th to 39th).	True
While all students demonstrated growth from beginning of year to end of year assessments, this growth did not reflect success on MATH PSSA assessments for third and fourth grade.	False
Second and Fourth grade students demonstrated a loss from beginning of year to end of year assessments (2nd=52nd to 49th) (4th=30th to 24th).	True
As we are not evaluated on career readiness, an intentional focus to correlate these components to writing, reading, and math standards is not developed.	False
In the 2024-2025 school year, 32.2% of African American students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 37.1% of African American students scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 33.9% of Economically Disadvantaged students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 47.4% of Economically Disadvantaged students scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 15.7% of Students with Disabilities scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 16.7% of Students with Disabilities scored proficient or advanced on the PSSA ELA assessment.	False
In the 2024-2025 school year, 63% of Students with Disabilities demonstrated meeting annual growth expectations on the PSSA ELA assessment.	False
Identify and address individual student learning needs.	True
Implement a multi-tiered system of supports for academics and behavior.	True

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.

While implementation of NWEA Map Testing is now completed with fidelity across all grade levels, this process has brought to light concerns regarding the lack of progress or stagnancy in second and fourth grade in both ELA and Math benchmark assessments. In looking at our current PSSA ELA and Math scores in third and fourth grade, our lack of success on these standardized assessments is mirrored in the aforementioned NWEA results. Moving forward, there is a definite need to better utilize the benchmark data to provide effective interventions for students based on their individual needs in both

ELA and Math. In addition, a need for more immediate interim assessments in both disciplines should be created and implemented.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In the 2024-2025 school year, 40.7% of our students scored proficient or advanced on the PSSA ELA assessment. In the 2023-2024 school year, 48.9% of our students scores proficient or advanced on the PSSA ELA assessment.	We are demonstrating a lack of success on our PSSA ELA assessment from year to year.	True
In the 2024-2025 school year, 27.1% of our students scored proficient or advanced on the PSSA Math assessment. In the 2023-2024 school year, 31.8% of our students scored proficient or advanced on the PSSA Math assessment.	We are demonstrating a lack of success on our PSSA Math assessment from year to year.	True
Students in Second and Fourth grade demonstrated a no growth or lack of growth from beginning of year to end of year NWEA MAP benchmarks (2=51st to 46th) (4=39th to 39th).	While students in Kindergarten, First, and Third Grade show effective growth in NWEA Reading assessments, this is not evident second and fourth grade.	False
Second and Fourth grade students demonstrated a loss from beginning of year to end of year assessments (2nd=52nd to 49th) (4th=30th to 24th).	While students in Kindergarten, First, and Third Grade show effective growth in NWEA Math assessments, this is not evident second and fourth grade.	False
Implement a multi-tiered system of supports for academics and behavior.		False
Identify and address individual student learning needs.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
NWEA MAP assessments are fully implemented with fidelity in all grade levels.	This process established a solid data point to drive initial intervention practices and instructional practice review.
Students in Kindergarten, First Grade, and Third Grade demonstrated growth from beginning of year to end of year benchmarks. (K=54th to 59th) (1st=52nd to 76th) (3rd=35th to 41st).	These scores are reflective of the success we are seeing at our primary grade levels (K-1).
In the 2024-2025 school year, 70% of African American students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	This trend demonstrates continued growth for this student demographic, which represents intentional approach to instruction and assessment.

In the 2024-2025 school year, 62% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment. In the 2023-2024 school year, 50.0% of Economically Disadvantaged students demonstrated meeting annual growth expectations on the PSSA ELA assessment.	This trend demonstrates continued growth for this student demographic, which represents intentional approach to instruction and assessment.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	As already implemented in our weekly professional development schedule, there will be some change in our pd approach, to include more focus on assessment, data, and intervention.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	We will be implementing interim assessments in conjunction with our current assessments in 2nd, 3rd, and 4th grade.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need a system to better monitor student progress on standards, so as to address areas of concern prior to the PSSA ELA assessment.
	We need a system to better monitor student progress on standards, so as to address areas of concern prior to the PSSA Math assessment.
	We need to develop an intentional system focused on benchmark assessments, data collection, interpretation, and action, and intentional intervention planning.

Goal Setting

Priority: We need a system to better monitor student progress on standards, so as to address areas of concern prior to the PSSA ELA assessment.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Teachers will create, implement, and monitor six interim assessments for ELA in second, third, and fourth grade.			
Measurable Goal Nickname (35 Character Max)			
ELA Interim Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will create, implement and monitor ELA interim assessment #1.	Teachers will create, implement and monitor ELA interim assessment #2 and #3.	Teachers will create, implement and monitor ELA interim assessment #4 and #5.	Teachers will create, implement and monitor ELA interim assessment #6.

Priority: We need a system to better monitor student progress on standards, so as to address areas of concern prior to the PSSA Math assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Teachers will create, implement, and monitor six interim assessments for ELA in second, third, and fourth grade.			
Measurable Goal Nickname (35 Character Max)			
Math Interim Assessments			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will create, implement and monitor Math interim assessment #1.	Teachers will create, implement and monitor Math interim assessment #2 and #3.	Teachers will create, implement and monitor Math interim assessment #4 and #5.	Teachers will create, implement and monitor Math interim assessment #6.

Priority: We need to develop an intentional system focused on benchmark assessments, data collection, interpretation, and action, and intentional intervention planning.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Teachers will utilize NWEA MAP ELA and Math benchmark data, as well as ELA and Math Interim assessment data, to create intervention groups based on specific student content needs. They will then deliver specific instruction during scheduled intervention times at their respective grade levels.			
Measurable Goal Nickname (35 Character Max)			
Data to Intervention			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Teachers will utilize NWEA MAP initial	Teachers will utilize ELA and Math Interim	Teachers will utilize NWEA MAP middle of year	Teachers will utilize NWEA MAP end of year

benchmark data, in conjunction with ELA and Math Interim assessment #1, to create and provide instruction for intervention groups.	assessments #2 and #3 to create and provide instruction for intervention groups.	benchmark data, in conjunction with ELA and Math Interim assessments #4 and #5, to create and provide instruction for intervention groups.	benchmark data, in conjunction with ELA and Math Interim assessment #6, to create and provide instruction for intervention groups.
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Action Plan

Measurable Goals

ELA Interim Assessments	Math Interim Assessments
Data to Intervention	

Action Plan For: Creating a formative assessment strategy focused on proper DOK levels.

Measurable Goals:
- Teachers will create, implement, and monitor six interim assessments for ELA in second, third, and fourth grade. - Teachers will create, implement, and monitor six interim assessments for ELA in second, third, and fourth grade. - Teachers will utilize NWEA MAP ELA and Math benchmark data, as well as ELA and Math Interim assessment data, to create intervention groups based on specific student content needs. They will then deliver specific instruction during scheduled intervention times at their respective grade levels.

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide teachers in second, third, and fourth grade with initial professional development regarding Interim Assessment overview and SAS Portal Assessment creation.		2026-08-17	2026-08-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal (R-E-S-S), Erik Lauver/Elementary Principal (R-E-S-N), Tim McKay/Instructional Coach	Interim Assessment Overview presentation, SAS portal, Scribehow platform	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor and collaborate with second, third, and fourth grade teachers as they develop ELA and Math Interim Assessments #2 and #3 during the second nine weeks.		2026-10-29	2027-01-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	SAS portal, Edinsight platform	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor and collaborate with second, third, and fourth grade teachers as they develop ELA and Math Interim Assessment #4 during the third nine weeks.		2027-01-18	2027-03-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	SAS portal, Edinsight platform	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Monitor and collaborate with second, third, and fourth grade teachers as they develop ELA and Math Interim Assessment #5 during the fourth nine weeks.		2027-03-25	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	SAS portal, Edinsight platform	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will develop a fundamental understanding of interim assessment creation for ELA and Math, utilizing the PDE SAS website to complete this process. They will then utilized this information to create Interim Assessments #2, #3, #4, and #5 in ELA and Mathematics in Second, Third, and Fourth grade.	This will be monitored through weekly professional development meetings focused specifically on interim assessment creation.

Action Plan For: Utilizing benchmark and interim assessment data to drive intervention practice.

Measurable Goals:
Teachers will utilize NWEA MAP ELA and Math benchmark data, as well as ELA and Math Interim assessment data, to create intervention groups based on specific student content needs. They will then deliver specific instruction during scheduled intervention times at their respective grade levels.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers give NWEA MAP ELA and Math benchmark assessments.	2026-08-31	2026-09-11

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	NWEA MAP Benchmark Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze NWEA MAP ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2026-09-14	2026-11-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	NWEA MAP ELA and Math beginning of year benchmark data.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give ELA and MATH Interim Assessment #1 in Second, Third, and Fourth grade.		2026-10-05	2026-10-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	ELA and Math Interim Assessment #1	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze Interim Assessment #1 ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2026-10-12	2026-11-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	ELA and Math Interim Assessment #1 data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give ELA and MATH Interim Assessment #2 in Second, Third, and Fourth grade.		2026-11-09	2026-11-13

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	ELA and Math Interim Assessment #2	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze Interim Assessment #2 ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2026-11-16	2026-12-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	ELA and Math Interim Assessment #2 data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give ELA and MATH Interim Assessment #3 in Second, Third, and Fourth grade.		2026-12-14	2026-12-18
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	ELA and Math Interim Assessment #3	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze Interim Assessment #3 ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2027-01-04	2027-02-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	ELA and Math Interim Assessment #3 data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give NWEA MAP ELA and Math mid-year benchmark assessments.		2027-01-11	2027-01-22

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	NWEA MAP Mid-Year Benchmark Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze NWEA MAP ELA and Math mid-year data, planning intervention groups and intervention instructional strategies geared toward student success.		2027-01-25	2027-03-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	NWEA MAP Mid-Year Benchmark Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give ELA and MATH Interim Assessment #4 in Second, Third, and Fourth grade.		2027-02-01	2027-02-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	ELA and Math Interim Assessment #4	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze Interim Assessment #4 ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2027-02-08	2027-03-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	ELA and Math Interim Assessment #4 data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give ELA and MATH Interim Assessment #5 in Second, Third, and Fourth grade.		2027-03-08	2027-03-12

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	ELA and Math Interim Assessment #5	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers meet in weekly PD to analyze Interim Assessment #5 ELA and Math data, planning intervention groups and intervention instructional strategies geared toward student success.		2027-03-15	2027-05-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal Tim McKay/Instructional Coach	ELA and Math Interim Assessment #5 data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Teachers give NWEA MAP ELA and Math end-of-year benchmark assessments.		2027-05-17	2027-05-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Marc Berry/Elementary Principal	NWEA MAP End-Of-Year Benchmark Assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As NWEA Benchmark and Interim Assessments are being implemented and utilized on a regular basis, teachers will have concrete idea on each student's progress (as it relates to standards) in both ELA and Math. They will utilize this data to create intervention grouping, and exhibit best instructional practice to provide intervention to students. This will result in a foundationally solid practice of assessment, data analysis, and strong intervention, which should translate to improvement in PSSA ELA and Math scores.	These processes will be monitored on a weekly basis through our professional development schedule, and progress will also be utilized in the SPM end of year evaluations.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Utilizing benchmark and interim assessment data to drive intervention practice.	Funds will be used for the salary of a reading specialist, four first grade teachers, and three second grade teachers, all of whom will use interim assessment and other available student data to inform instruction and intervention.	742889	
Total Expenditures				742889

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Creating a formative assessment strategy focused on proper DOK levels.	Provide teachers in second, third, and fourth grade with initial professional development regarding Interim Assessment overview and SAS Portal Assessment creation.

Interim Assessment Creation and Implementation

Action Step		
Provide teachers in second, third, and fourth grade with initial professional development regarding Interim Assessment overview and SAS Portal Assessment creation.		
Audience		
Second, Third, and Fourth grade teachers.		
Topics to be Included		
Interim Assessment Overview PDE SAS Overview SAS Assessment Creator Overview Interim Assessment #1 Review		
Evidence of Learning		
Teachers will utilize information in the creation of Interim Assessments #2, #3, #4, and #5 in both ELA and Math.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Marc Berry/Principal (R-E-S-S) Erik Lauver/Principal (R-E-S-N) Tim McKay (Instructional Coach)	2026-08-18	2026-08-20

Learning Format

Type of Activities	Frequency
Inservice day	Initial training will take place once, at the beginning of the year. Any issues, questions, or concerns that arise will be addressed on Tuesdays of each week, during Assessment Creation professional development team meetings.
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date