Cumru El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Cumru El Sch		114063003
Address 1		
10 S Waverly St		
Address 2		
City	**State**	**Zip Code**
Shillington	PA	19607
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa T Hess		lisa.hess@gmsd.org
Principal Name		
Brian Cote		
Principal Email		
brian.cote@gmsd.org		
Principal Phone Number		**Principal Extension**
6107755081		5010
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Dr. Erin Anderson		erin.anderson@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Lisa Hess	Chief School Administrator	Governor Mifflin School District	lisa.hess@gmsd.org
Brian Cote	Principal	Cumru Elementary	brian.cote@gmsd.org
Cynthia Stevens	Education Specialist	Cumru Elementary	cynthia.stevens@gmsd.org
Susan Wentling	Education Specialist	Cumru Elementary	susan.wentling@gmsd.org
Kirstin Shockey	Education Specialist	Cumru Elementary	kirstin.shockey@gmsd.org
Lisa Smith	Teacher	Curmru Elementary	lisa.smith@gmsd.org
Tara Turtell	Teacher	Cumru Elementary	tara.turtell@gmsd.org
Dan Shuman	Teacher	Cumru Elementary	dan.shuman@gmsd.org
Melanie Maldonado	Paraprofessional	Cumru Elementary	melanie.maldonado@gmsd.org
Jessica Lodek	Community Member	PTO	jswayne987@yahoo.com
Lindsay Mohring Thomson	Parent	PTO	lindsayot09@yahoo.com
Ralph Kabakoff	Board Member	Governor Mifflin School District	ralph.kabakoff@gmsd.org
Dr. Erin Anderson	District Level Leaders	Governor Mifflin School District	erin.anderson@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a community of dedicated individuals working together to Educate, Inspire, and Empower Every Student, Every Day. Where every student is empowered to pursue their passion, purpose, and path. GMSD Shared Values: WORLD CLASS… In our belief that every student has the ability to learn. Embracing this potential will lead students to lifelong success. In our belief that parental support and engagement are crucial to nurturing student achievement. In our belief that students are more likely to flourish when teachers and students establish a mutually respectful relationship. In our belief that students learn best when they are prepared for the economic and social challenges of a global society. In our commitment that teachers and administrators will acknowledge and embrace the increasing global impact of technology. INTENTIONAL… In hiring competent, caring and driven staff as they are critical to nurturing student achievement. In ensuring that students are learning in an environment where they are not afraid of failing and they are encouraged to take risks. In providing students with the opportunities to develop, express and demonstrate talents extending beyond the classroom. In establishing a team to provide an appropriate education for all: Students, parents, teachers, counselors, administrators, coaches, and supportive staff. In developing within all students a clear understanding of the world beyond their immediate community. SUPPORTIVE… In teaching our students to display honesty, integrity and respectful behavior through leadership and positive interactions with others. In providing a safe, engaging, and empowering learning environment that honors different learning and teaching styles and reflects full inclusion. In developing interpersonal skills and relationships that are critical to the learning process. In attaining a clear acceptance for all, but not limited to ethnic, racial, gender and sexual orientation. ENGAGED… In a rigorous curriculum for all students. In developing the competencies of problem solving, social/communication skills, technology and teamwork. In developing opportunities for all students to develop, express and demonstrate talents extending beyond the classroom.

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

2024-2025: 99.4% participation rate in the ELA/Math PSSA Assessments

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	In 24-25 ELA PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 27.6% of students achieving proficiency. Although this is a deficit, it is the smallest margin of a decrease of all subgroups.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24-25 ELA PSSA the school's Hispanic subgroup declined from the previous year of 36.5% to 31.7% of students achieving proficiency.
Students with Disabilities	In 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

2024-2025: 99.4% participation rate in the Math/ELA PSSA Assessments 2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.
Economically Disadvantaged	In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.

Combined Ethnicity	In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.

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

2024-2025: ELA: All Student Group Meets the Standard Demonstrating Growth

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0
Students with Disabilities	ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year of 2019/2020 62.0 to 65.0

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0
Combined Ethnicity	ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Combined Ethnicity subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 79.0 to 75.0

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

2024-2025: Math: All Student Group Meets the Standard Demonstrating Growth. Although all reported groups met the standard growth measure, there was a decrease from the previous year.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0

White	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): White subgroup: Growth Measure Score 78.0. This exceeded the overall state average of 70.0

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 100.0 to 74.0
Economically Disadvantaged	Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 100.0 to 70.0

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

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

The school attendance rate remains consistent at 90%

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The attendance rate for the African-American/Black Subgroup increased from the previous year. The reported attendance rate was 92%
Multi-Racial (not Hispanic)	The attendance rate for the Two or More Races Subgroup increased from the previous year from 86.5% to 95.5%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Although the Hispanic Subgroup 84.3% is still above the state average of 79.6%. This percentage dropped slightly from the previous year.
Students with Disabilities	Although the Hispanic Subgroup 82.2% is still above the state average of 79.6%. This percentage dropped slightly from the previous year.

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

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

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.

2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0

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 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.
In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady (2025-2026 Reading Data)	Kindergarten: On or above Grade Level: 73% Phonological Awareness: 75% Phonics: 82% High-Frequency Words: 58% Vocabulary: 63% Comprehension: Literature: 70% Comprehension: Informational Text: 74% 1st Grade: On or above Grade Level: 44% Phonological Awareness: 53% Phonics: 52% High-Frequency Words: 58% Vocabulary: 36% Comprehension: Literature: 38% Comprehension: Informational Text: 41% 2nd Grade: On or above Grade Level: 41% Phonological Awareness: 86% Phonics: 48% High-Frequency Words: 69% Vocabulary: 33% Comprehension: Literature: 35% Comprehension: Informational Text: 24% 3rd Grade: On or above Grade Level: 60% Phonological Awareness: 100% Phonics: 70% High-Frequency Words: 94% Vocabulary: 49% Comprehension: Literature: 56% Comprehension: Informational Text: 49% 4th Grade: On or above Grade Level: 36% Phonological Awareness: 100% Phonics: 85% High-Frequency Words: 99% Vocabulary: 45% Comprehension: Literature: 41% Comprehension: Informational Text: 35%
iReady (2025-2026 Reading Data) Students with Disabilities	iReady (2025-2026 Reading Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Reading Data) Economically Disadvantaged Students	iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 3- 61% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.
2025-2026 Acadience Reading Benchmark	Acadience EOY Benchmark Assessment : At or Above Benchmark Data: Kindergarten (NWF-CLS): 67% Grade 1: (ORF-WC): 47% Grade 2: (ORF-WC): 55% Grade 3: (ORF-WC): 65% Grade 4: (ORF-WC): 68% Grade 1: (ORF-ACCURACY): 44% Grade 2: (ORF-ACCURACY): 53% Grade 3: (ORF-ACCURACY): 79% Grade 4: (ORF-ACCURACY): 87%

English Language Arts Summary

Strengths

EOY Phonological Awareness is above 86% in the grade level bands of 2-4
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.
Acadience ORF-WC and ORF-Accuracy percentages have improved from one grade level to the next for grades 1-4.

Challenges

EOY Phonological Awareness is lower than 75% in Grades K-1.
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.

iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Mathematics

Data	Comments/Notable Observations
iReady (2025-2026 Math Data)	iReady (2024-2025 Math Data): Kindergarten: On or Above Grade Level: 55% Number and Operations: 44% Algebra and Algebraic Thinking: 38% Measurement and Data: 48% Geometry: 59% 1st Grade: On or Above Grade Level: 31% Number and Operations: 43% Algebra and Algebraic Thinking: 47% Measurement and Data: 27% Geometry: 36% 2nd Grade: On or Above Grade Level: 23% Number and Operations: 42% Algebra and Algebraic Thinking: 31% Measurement and Data: 24% Geometry: 26% 3rd Grade: On or Above Grade Level: 31% Number and Operations: 41% Algebra and Algebraic Thinking: 40% Measurement and Data: 43% Geometry: 20% 4th Grade: On or Above Grade Level: 39% Number and Operations: 66% Algebra and Algebraic Thinking: 48% Measurement and Data: 46% Geometry: 25%
iReady (2025-2026 Math Data) Students with Disabilities	iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Math Data) Economically Disadvantaged Students	iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Mathematics Summary

Strengths

iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Challenges

iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%
iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Google 2 Level Certifications	All Teachers completed their Google 2 Level Certifications to help support instructional technology
K-4 Amplify Science Curriculum	Students engage in our Amplify Science Curriculum to build foundational science skills.

Science, Technology, and Engineering Education Summary

Strengths

Innovation classes will now be scheduled into the students weekly special rotation.
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.

Challenges

Continuing and adjusting to meet the needs of students within our Amplify curriculum.
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339 Plan: All students in grades 1-4 portfolios are in compliance with required artifacts.	K-4 students require 2 artifacts during this grade level band of learning. Students in all grades require 2 artifacts throughout the year. Our counselors work in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future 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.

Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.

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.

Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Reading Acadience Benchmark Data (2025-2026)	All Students Grades 1-4 English Language Students ORF WC - 42% on or above Grade Level ORF Accuracy - 50% on or above Grade Level

Students with Disabilities

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

Data	Comments/Notable Observations
(2025) ELA PSSA (IEP)	Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year.
(2025) Math PSSA (IEP)	Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
(2025) ELA PSSA (ED)	Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year. Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year.
(2025) Math PSSA (ED)	Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.
Reading Acadience Benchmark Data (2025-2026)	All Students Grades 1-4 Economically Students ORF WC - 57% on or above Grade Level ORF Accuracy- 61% on or above Grade Level

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3% Math - (24-25) - 36.7% - Decrease from 37.0%
2 or More Races	2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0% Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%
Black	Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Math - (24-25) - 40.0% - Increase from 0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%
White	White Subgroup 3rd Grade Students ELA - (24-25) - 41.9% - Decrease from 42.9% Math - (24-25) - 53.5% - Increase from 42.9% White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9% Math - (24-25) - 55.0% - Slight Decrease from 55.9%

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.

Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%
Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.

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.

Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%

2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
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	Exemplary
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

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?

>

Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.
Provide frequent, timely, and systematic feedback and support on instructional practices
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Implement an evidence-based system of schoolwide 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?

>

Continue aligning curricular materials and lesson plans to the PA Standards.
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)
Use multiple professional learning designs to support the learning needs of staff .

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
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	True
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	True
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	True
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	True
Acadience ORF-WC and ORF-Accuracy percentages have improved from one grade level to the next for grades 1-4.	False
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	True
EOY Phonological Awareness is above 86% in the grade level bands of 2-4	False
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.	False
iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.	False
Innovation classes will now be scheduled into the students weekly special rotation.	False
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	True
EOY Phonological Awareness is above 86% in the grade level bands of 2-4	False
iReady Reading Spring Diagnostics Grade 3 - 61% of students performed at or above grade level.	False
iReady Spring Diagnostics grade 4 had 66% of students at or above grade level in numbers and operations.	False
Innovation classes will now be scheduled into the students weekly special rotation.	False
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0	True

iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.	False
Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.	False
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking & Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.	False
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.	False
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.	False
Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%	False
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%	False
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%	False
Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.	False
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.	False
Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 2- 50% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Teachers have been introduced to Conditions of Success and embed and consider these practices within their instruction.	False
Our counselor works in accordance with state guidelines to provide a 35 lesson curriculum for all K-4 students on career and future readiness.	False
Innovation teacher and additional staff within Cumru Elementary have received or (will receive) training from the TExpL through Alvernia University for 24-25 school year. This work embeds the 4 C's (Communication, Collaboration, Critical Thinking &	False

Creativity). It also embeds strategies that support our students in building a growth mindset around their own learning.	
All staff members will continue to embed Conditions of Success within their classroom and understand the importance of these skills for student learning development.	False
Cumru has a PTO that is supportive of students, families, and our school goals/initiatives. PTO puts a focus on building community with families even with restrictions, Cumru's PTO held Bingo Night, Skate Night, Fall Fest, and ran a very successful fundraisers to help support a new outdoor learning space. Governor Mifflin Education Foundation provided a grant to help support Cumru's new outdoor learning space.	False
Hispanic Subgroup PSSA 4th Grade Students ELA - (24-25) - 43.3% - Increase from 33.3%	False
2 or More Races Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Increase from 0%	False
Black Subgroup PSSA 3rd Grade Students Math - (24-25) - 40.0% - Increase from 0%	False
Grade 3: Based on state assessment (PSSA MATH) measures 17.4% of students with disabilities are demonstrating proficiency. This number is up from the 8.3% the previous year.	False
Grade 4: 33.3% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is an increase from 32.5% of students from the previous year. Grade 3: 32.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 27.3% of students the previous year. Grade 4: 38.5% of economically disadvantage students were demonstrating proficiency on the Math PSSA which is a increase from 35.0% of students the previous year.	False
Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	True
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	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 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.	True
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.	True
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0	True
	False
	False
EOY Phonological Awareness is lower than 75% in Grades K-1.	False
In 24-25 ELA PSSA the school's Students with Disabilities subgroup declined from the previous year of 11.6% to 6.3% of students achieving proficiency.	False
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%	False
Continuing and adjusting to meet the needs of students within our Amplify curriculum.	False
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.	False
EOY Phonological Awareness is lower than 75% in Grades K-1.	False
Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	True
iReady Spring Diagnostics Grades 1-4: 1st Grade: On or Above Grade Level: 31% 2nd Grade: On or Above Grade Level: 23% 3rd Grade: On or Above Grade Level: 31% 4th Grade: On or Above Grade Level: 39%	False
Continuing and adjusting to meet the needs of students within our Amplify curriculum.	False
Continuing to provide students with more hands on learning opportunities, PBL, and Innovative practices within their regular classrooms while adding the Conditions of Success.	False

iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False
Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.	False
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.	False
Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.	False
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%	False
2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%	False
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%	False
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%	False
Continue aligning curricular materials and lesson plans to the PA Standards.	False
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)	False
Use multiple professional learning designs to support the learning needs of staff .	False
iReady (2025-2026 Math Data) Students with Disabilities: Grade 3- 33% of Students with Disabilities performed at or above grade level on their spring diagnostic. Grade 4- 7% of Students with Disabilities performed at or above grade level on their spring diagnostic.	False
iReady (2025-2026 Math Data) Economically Disadvantaged Students: Grade 3- 37% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 36% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	False

Many students enter school with various needs. We continuously work to add new small groups to meet the needs of our students. Our students get pulled from academic work throughout the day to meet with school-based therapist in order to meet their mental health needs.	False
Many individual groups are established to meet the needs of our students. Due to higher numbers of individual needs, timeframes are often reduced so that our school counselor is able to connect with all students in need.	False
Grade 3: Based on state assessment (PSSA ELA) measures 8.7% of students with disabilities are demonstrating proficiency. This number is down from the 12.5% the previous year. Grade 4: Based on state assessment (PSSA ELA) measures 4.0% of students with disabilities are demonstrating proficiency. This number is down from the 10.5% the previous year. Grade 4: Based on state assessment (PSSA MATH) measures 12.0% of students with disabilities are demonstrating proficiency. This number is down from the 15.8% the previous year. Grade 3: 22.5% of economically disadvantage students were demonstrating proficiency on PSSA in the area of ELA which is a decrease from 31.8% of students from the previous year.	False
Hispanic Subgroup PSSA 3rd Grade Students ELA - (24-25) - 21.2% - Decrease from 40.0% Math - (24-25) - 27.3% - Decrease from 28.0% Hispanic Subgroup PSSA 4th Grade Students Math - (24-25) - 36.7% - Decrease from 37.0%	False
2 or More Races Subgroup PSSA 3rd Grade Students Math - (24-25) - 20.0% - Decrease from 28.6% 2 or More Races Subgroup PSSA 4th Grade Students ELA - (24-25) - 20.0% - Decrease from 28.6% Math - (24-25) - 10.0% - Decrease from 28.6%	False
Black Subgroup PSSA 3rd Grade Students ELA - (24-25) - 20.0% - Decrease from 25.0% Black Subgroup PSSA 4th Grade Students ELA - (24-25) - 0% - Decrease from 20.0% Math - (24-25) - 25.0% - Decrease from 40.0%	False
White Subgroup 4th Grade Students ELA - (24-25) - 37.5% - Decrease from 55.9%	False
Continue aligning curricular materials and lesson plans to the PA Standards.	False
Continue the implementation of a multi-tiered system of supports for academics and behavior. (Year two of implementation.)	False
Use multiple professional learning designs to support the learning needs of staff .	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.

Students represented in the following subgroups continue to underperforming (PSSA): Students with Disabilities Economically Disadvantaged Students Students of 2 or More Races Hispanic Students Students represented in the following subgroups continue to demonstrate adequate growth (PVAAS): Students with Disabilities Economically Disadvantaged Students Hispanic Students

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In 24-25 Math PSSA the school's Hispanic subgroup declined from the previous year of 32.7% to 31.7% of students achieving proficiency.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
In 24-25 Math PSSA the school's Combined Ethnicity subgroup declined from the previous year of 30.7% to 28.7% of students achieving proficiency.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
ELA : 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Economically Disadvantaged subgroup: Although this group met the standard growth measure, there was a decrease from the previous year. 91.0 to 75.0	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	True
iReady (2025-2026 Reading Data) Economically Disadvantaged Students: Grade 2- 17% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic. Grade 4- 31% of Economically Disadvantaged students performed at or above grade level on their spring diagnostic.	Continue to strengthen Tier 1 levels of instruction, while also providing more targeted Tier 2 and Tier 3 interventions in the classrooms. Focus on small group instruction and independent learning stations.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
2024-2025: (PSSA MATH) The percentage of students at or above proficient levels increased to 40.7% from 34.6% from the previous year.	15 minutes per day of iReady pathway practice to focus on specific skill deficit activities. Development of tiered specific learning centers.
In 24-25 ELA PSSA the school's Students with Disabilities subgroup increased from the previous year of 11.6% to 14.6% of students achieving proficiency.	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.
In 24-25 ELA PSSA the school's Economically Disadvantaged subgroup increased from the previous year of 31.0% to 35.4% of students achieving proficiency.	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.
ELA: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Hispanic subgroup: Met or exceeded Statewide goal	Continue with UFLI Instruction in Primary Grades Continued use of HMH curriculum in grades 1-4.

and increased in performance from the previous year. There was an increase from the previous year. 81.0 to 82.0	
Math: 2024-2025: Meeting Annual Academic Growth Expectations (PVAAS): Students with Disabilities subgroup: Growth Measure Score 74.0. This exceeded the overall state average of 70.0	15 minutes per day of iReady pathway practice to focus on specific skill deficit activities. Development of tiered specific learning centers.
Training staff and implementing Firefly Benchmarking in the 2026-2027 school year.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we want to improve the ELA proficiency of our Students with Disabilities subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 ELA PSSA.
	If we want to improve the Math proficiency of our Hispanic student subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.
	If we want to improve the Math proficiency of our 2 or More Races subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Goal Setting

Priority: If we want to improve the ELA proficiency of our Students with Disabilities subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 ELA PSSA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the of the next academic school year, we will increase the percentage of Students with Disabilities achieving proficiency on the ELA PSSA from 6.3% to 20% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that meet individual student needs, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
Student with Disabilities Achievement Improvements (ELA)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to 10% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support tailored to students' unique learning needs.	Target: Increase projected proficiency to 13%, informed by winter benchmark data and progress monitoring results. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.	Target: Increase projected proficiency to 18% based on updated formative assessments and monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.	Target: Achieve 20% proficiency on the ELA PSSA for Students with Disabilities. Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building on progress in the following school year.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in each focus area of Oral Reading Fluency (ORF) and Reading Comprehension (RCOMP) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.
Measurable Goal Nickname (35 Character Max)

District Goal: Acadience Reading Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Acadience diagnostic to establish baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding, comprehension, or fluency	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Acadience diagnostic to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address decoding, comprehension, or fluency Literacy stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments (running records, comprehension checks) to fine-tune instruction. Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Focused independent reading tasks Enhance intervention supports for students not showing adequate growth. Provide opportunities for extended reading time and family literacy engagement.	85% of students meet or exceed one year's growth on Spring Acadience Reading Actions: (Actions are layered in addition to previous quarter.) Administer Spring Acadience and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Priority: If we want to improve the Math proficiency of our Hispanic student subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the next academic school year, we will increase the percentage of Hispanic student subgroup achieving proficiency on the Math PSSA from 31.7% to 50% by strengthening the use of progress monitoring within the MTSS framework and providing targeted, data-driven instruction and small group interventions to address learning gaps, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
Hispanic Student Subgroup Improvements (Math)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to	Target: Increase projected proficiency to	Target: Increase projected proficiency to	Target: Achieve 50% proficiency on the Math

35% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support tailored to students' unique learning needs.	40% based on baseline assessments and early progress monitoring. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.	45% based on baseline assessments and early progress monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.	PSSA for students in the Economically Disadvantage Subgroup Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building on progress in the following school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2029, the Governor Mifflin School District will develop and implement a continuum of opportunities and supports that increase student achievement in Math (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) by at least 15% as measured through benchmark and summative testing to promote future readiness and academic proficiency.			
Measurable Goal Nickname (35 Character Max)			
District Goal: Math Assessment Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
30% of students on track to meet growth goals Actions: Administer Fall Diagnostic and Benchmarks to establish baseline growth targets. Use data to group students for targeted small group instruction. Begin implementing reading instruction that includes: Direct instruction of foundational and comprehension skills Small groups to address decoding,	55% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Administer Winter Diagnostic and Benchmarks to measure midyear growth. Re-group students based on new data and adjust instructional focus. Continue differentiated instruction using: Small groups to address Numbers and Operations, Algebra and Algebraic	70% of students on track to meet growth goals Actions: (Actions are layered in addition to previous quarter.) Use ongoing formative assessments iReady Math Pathways Prioritize essential standards and fill persistent skill gaps through: Scaffolded small group lessons Small groups to address Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry)	85% of students meet or exceed one year's growth on Spring iReady Math Actions: (Actions are layered in addition to previous quarter.) Administer Spring Diagnostic and Benchmarks and compare results to baseline targets. Recognize and celebrate student and teacher growth milestones. Analyze instructional impact and share successful

comprehension, or fluency	Thinking, Measurement and Data, Geometry) Math stations targeting high-frequency words, phonics, and context clues Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	Enhance intervention supports for students not showing adequate growth. Increase intervention intensity for Tier 2/3 students based on progress monitoring. Conduct walkthroughs to monitor implementation fidelity and instructional quality.	strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Priority: If we want to improve the Math proficiency of our 2 or More Races subgroup, then we need to strengthen Tier 1 instruction, and our use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs and reverse the decline seen on the 2024-2025 Math PSSA.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the next academic school year, we will increase the percentage of Students of 2 or More Races achieving proficiency on the Math PSSA from 28.7% to 40% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs, as measured by progress monitoring data.			
Measurable Goal Nickname (35 Character Max)			
2 or More Races Subroup (Math)			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Target: Increase projected proficiency to 30% based on baseline assessments and early progress monitoring. Actions: Conduct baseline assessments to establish current performance levels. Identify students below benchmark and initiate Tier 2/3 supports. Implement initial specialized instructional strategies and targeted interventions. Begin providing additional resources and support	Target: Increase projected proficiency to 33% based on baseline assessments and early progress monitoring. Actions: Continue implementing and refining specialized instructional strategies based on formative assessment data. Offer ongoing professional development for teachers on effective intervention techniques. Regularly monitor student progress and adjust interventions as needed.	Target: Increase projected proficiency to 38% based on baseline assessments and early progress monitoring. Actions: Intensify targeted interventions for students who are not meeting the expected progress. Engage parents and caregivers in supporting their children's learning at home. Conduct mid-year assessments to track progress and make necessary instructional adjustments.	Target: Achieve 40% proficiency on the Math PSSA for students in the 2 or More Races Subgroup Actions: Provide additional support and resources to ensure students are prepared for end-of-year assessments. Continue monitoring and adjusting instructional strategies based on student performance data. Celebrate successes and plan for sustaining and building

tailored to students' unique learning needs.			on progress in the following school year.

Action Plan

Measurable Goals

Student with Disabilities Achievement Improvements (ELA)	District Goal: Acadience Reading Assessment Growth
Hispanic Student Subgroup Improvements (Math)	District Goal: Math Assessment Growth
2 or More Races Subroup (Math)	

Action Plan For: Differentiated Instruction for Inclusive Learning

Measurable Goals:
• By the end of the of the next academic school year, we will increase the percentage of Students with Disabilities achieving proficiency on the ELA PSSA from 6.3% to 20% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that meet individual student needs, as measured by progress monitoring data.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop Individualized Education Plans (IEPs) for each student with disabilities, tailored to their unique learning needs, strengths, and areas for growth. Collaborate with special education teachers, support staff, and families to ensure alignment between IEP goals and classroom instruction. Regularly assess student progress and adjust instructional strategies accordingly to maximize learning outcomes.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sabrina Werley Marissa Cocca Grade Level Teachers	HMH Curriculum Heggerty UFLI iReady Math Curriculum iReady Reading Acadience Benchmark Fire Fly Benchmark IEP Schedule Tracker	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Firefly Benchmark Training		2026-05-29	2026-08-24
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Berks County Intermediate Unit	Firefly Benchmark Platform	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:
• By the end of the next academic school year, we will increase the percentage of Hispanic student subgroup achieving proficiency on the Math PSSA from 31.7% to 50% by strengthening the use of progress monitoring within the MTSS framework and providing targeted, data-driven instruction and small group interventions to address learning gaps, as measured by progress monitoring data. • By the end of the next academic school year, we will increase the percentage of Students of 2 or More Races achieving proficiency on the Math PSSA from 28.7% to 40% by strengthening the use of progress monitoring within the MTSS framework to deliver timely, targeted interventions and differentiated instruction that address individual student needs, as measured by progress monitoring data.

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement iReady Math program utilizing iReady pathways. Instructional practices should include small group focused on numbers and operations, algebra and algebraic thinking, measurement and data, and geometry. Increase in student performance across Firefly Benchmarks.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Cynthia Stevens Grade Level Teachers Special Education Teachers	iReady Math Curriculum iReady Diagnostic Math Firefly Benchmark	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth in iReady Math scores: Numbers & Operations Increased growth in iReady Math scores: Algebra & Algebraic Thinking Increased growth in iReady Math scores: Measurement and Data Increased growth in iReady Math scores: Geometry Increase in student performance across Firefly Benchmarks.	iReady Math Diagnostic: Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: iReady Math Diagnostic Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

Action Plan For: Equity-Centered Instructional Practices for Academic Excellence

Measurable Goals:

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a structured literacy program HMH, Heggerty, UFLI program tailored specifically for students combined ethnicity subgroup and economically disadvantage subgroup. Instructional practices should include small-group instruction focused on foundational literacy skills such as phonics, fluency, vocabulary, and comprehension. Provide additional resources such as leveled reading materials, literacy software, and guided reading sessions to support skill development. Regularly monitor student progress through formative assessments and adjust instruction accordingly to ensure targeted support.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Kirstin Shockey Susan Wentling Emily Gicking Cynthia Stevens Grade Level Teachers Special Education Teachers	HMH Curriculum Heggerty UFLI Acadience Benchmark Firefly Benchmark iReady Math Curriculum iReady Reading IEP Schedule Tracker	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	Acadience Reading Diagnostics: (Reading Specialists, Instructional Coach, Grade Level Teachers, Special Education Teachers) Grades K-4: Acadience Reading Benchmark Session 1: Fall Session 2: Winter Session 3: Spring Grades 3-4 Firefly Benchmark Session 1: Fall Session 2: Winter Session 3: Spring

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	• Differentiated Instruction for Inclusive Learning • Equitable Access and Support for Academic Success • Equity-Centered Instructional Practices for Academic Excellence	Staffing	230496	
Total Expenditures				230496

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Differentiated Instruction for Inclusive Learning	Develop Individualized Education Plans (IEPs) for each student with disabilities, tailored to their unique learning needs, strengths, and areas for growth. Collaborate with special education teachers, support staff, and families to ensure alignment between IEP goals and classroom instruction. Regularly assess student progress and adjust instructional strategies accordingly to maximize learning outcomes.
Differentiated Instruction for Inclusive Learning	Firefly Benchmark Training

School Coaching and Collaborative PLC Data Teams

Action Step		
• Firefly Benchmark Training		
Audience		
Grade 3-4 Teachers, Princpals		
Topics to be Included		
Firefly Benchmark Assessment Administration Report Interpretations Student Grouping Standards Alignment		
Evidence of Learning		
Appropriate student grouping to differentiate instruction based on standard strengths and growth opportunities		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration, Reading Specialists, Instructional Coaches	2026-05-29	2026-08-24

Learning Format

Type of Activities	**Frequency**
Workshop(s)	Instructional Planning Meetings (IPMs) Staff Development Days
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
• Title I Schoolwide Plans Board Approval August 2026.pdf

Chief School Administrator	Date
Lisa Hess	2026-08-05
Building Principal Signature	**Date**
Brian L. Cote	2026-08-05
School Improvement Facilitator Signature	**Date**
Erin Anderson	2026-08-05