Brecknock El Sch
TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Brecknock 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**
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Principal Name		
Dr. Nicole Pagan		
Principal Email		
Nicole.pagan@gmsd.org		
Principal Phone Number		**Principal Extension**
6107751465		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Patricia Nierle		Patricia.nierle@gmsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Nicole Pagan	Principal	Governor Mifflin	nicole.pagan@gmsd.org
Patricia Nierle	Education Specialist	Governor Mifflin	Patricia.Nierle@gmsd.org
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Ashley Russell	Teacher	Brecknock	Ashley.Russell@gmsd.org
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Jessica Slovich	Paraprofessional	Brecknock	Jessica Slovich@gmsd.org
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Sarah Fulmer	Teacher	Brecknock	Sarah.Fulmer@gmsd.org

Vision for Learning

Vision for Learning

The Governor Mifflin School District is a committee of dedicated individuals committed to empowering, inspiring, and supporting Every Student Every Day. Brecknock Elementary School cultivates a supportive learning community where all students are encouraged to find their passion, purpose, and path.

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

The All Student Group Data, according to the Future Ready Index, is a challenge for the 24-25 school year, because we are below the state-wide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 46.7% proficiency. This is our subgroup which reached the highest level of proficiency.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 29.7% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 18.2% proficiency. This is a decrease in performance from the previous year.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The All Student Group Data, according to the Future Ready Index, is a strength for the 24-25 school year, because we are above the state-wide average.

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

Strengths

ESSA Student Subgroups	Indicator
White	Students in our White subgroup are currently achieving 51.8% proficiency. This is above the state-wide average.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Students in our Economically Disadvantaged subgroup are currently achieving 25% proficiency. This is a decrease in performance from the previous year.
Students with Disabilities	Students in our Students with Disabilities subgroup are currently achieving 21.2% proficiency. This is a decrease in performance from the previous year.

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

70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward. There was insufficient data for our subgroup of Students with Disabilities.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.

Combined Ethnicity	74% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This was trending upward.

Challenges

ESSA Student Subgroups	Indicator
White	Our White subgroup did not meet the interim target and they are decreasing in performance from the previous year.

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

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

Comments/Notable Observations

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our Students with Disabilities subgroup.

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

Strengths

ESSA Student Subgroups	Indicator
Combined Ethnicity	Our Combined Ethnicity is the highest subgroup at 63%.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.
Economically Disadvantaged	50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year.

English Language Growth and Attainment

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

Comments/Notable Observations

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

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

Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

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

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	82.2 % of the Economically Disadvantaged subgroup were not chronically absent. This does meet the statewide goal and is an increase in performance from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	72.4 % of the Students with Disabilities subgroup were not chronically absent. However, this did not meet the statewide goal and is a decrease in performance 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.

The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.

Challenges

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

50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
iReady ELA 2025-2026	51% of our overall students are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in our Special Education subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
iReady ELA 2025-2026	51% of our students in the Economically Disadvantaged subgroup are on grade level in iReady Reading according to the final assessment given in March for the 2025-2026 school year.
Acadience Benchmark Assessment	70% of students scored on/above grade level in Oral Reading Fluency in the Acadience Benchmark Assessment at the End of the Year.
Acadience Benchmark Assessment	50% of students scored on/above grade level for Correct Letter Sounds on Nonsense Word Fluency.

English Language Arts Summary

Strengths

Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.

Challenges

ELA's challenge is that we have a new curricular resource this year.

Mathematics

Data	Comments/Notable Observations
iReady Math 2025-2026	45% of our overall students are on grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Economically Disadvantaged subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.
iReady Math 2025-2026	54% of our sudents in the Special Education subgroup score at grade level in iReady Math according to the final assessment given in March for the 2025-2026 school year.

Mathematics Summary

Strengths

Trimester diagnostic data available for staff to target small group instruction.
Our consistent focus on small group instruction.
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.

Challenges

We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Local Assessments/Curriculum-Based	Progress monitoring was conducted at the classroom level. This was not analyzed at the building level.

Science, Technology, and Engineering Education Summary

Strengths

Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.
Continue using our library to support TExpL and innovative learning for all students.
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.

Challenges

Science lessons are packed. The pacing of the lessons is a challenge.
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Chapter 339	Our school counselor works in accordance with state guidelines to provide a 35-lesson curriculum for all K-4 students on career and future readiness. For the 25-26 school year 100% of students submitted required artifacts.

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.

All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.
Brecknock has a strong PTO that supports students, the community, and our school.
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.

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.

Our guidance program is working to align with our Portrait of a Graduate expectations.
Increase Brecknock trained staff in TExpl from ten to twelve.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
We do not have this subgroup in our building.	

Students with Disabilities

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	18.2% of our third-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	36.4%of our third-grade students with disabilities scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	18.2% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	13.6% of our fourth-grade students with disabilities scored proficient on the ELA PSSAs, which is below the school average of 41.8%.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2024-2025 PSSA ELA Assessment	30.8% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 37.8%.
2024-2025 PSSA Math Assessment	23.1% of our third-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 46.3%.
2024-2025 PSSA ELA Assessment	28.9% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the ELA PSSAs, which is below the school average of 42.7%.
2024-2025 PSSA Math Assessment	26.3% of our fourth-grade students in the Economically Disadvantaged subgroup scored proficient on the Math PSSAs, which is below the school average of 41.8%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	17.6% of our 4th-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 17.6% of the same subgroup scored proficient on the Math PSSAs.
Hispanic	12.5% of our 3rd-grade Hispanic Student subgroup scored proficient on the ELA PSSAs. 6.2% of the same subgroup scored proficient on the Math PSSAs.

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.

A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.

Special Education teachers use research-based materials and progress monitor students needing instruction.
Special Education teachers met monthly for collaborative prep meetings to focus on their students.

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.

Economically disadvantaged students are performing below their peers in ELA and Math.
Special Education Students are performing below their peers in ELA and Math.
Hispanic students are performing below their peers in ELA and Math.

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Use multiple professional learning designs to support the learning needs of staff
Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

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

>

Implement a multi-tiered system of supports for academics and behavior
Align curricular materials and lesson plans to the PA Standards

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The all student group data, according to the future ready index, is a challenge for the 24-25 school year, because we are below the state wide average.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	True
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	False
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	True
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	True
We received professional development in UFLI and adjusted instruction in the building. All classroom teachers now adhere to the timing guidelines.	False
Trimester diagnostic data available for staff to target small group instruction.	False
Our consistent focus on small group instruction.	False
Departmentalized biweekly IPM meetings focusing on Data in grades 3 and 4.	False
Staff and students will continue to embrace community and various school partnerships to extend learning beyond the four walls of our classroom.	False
Our district continues to implement a Science Curriculum that aligns with the PA Standards. And we will be making tweaks in what we do to better align with the Steel Standards.	False
Continue using our library to support TExpL and innovative learning for all students.	False
Students will continue to be exposed to inquiry-based learning and PA Steel standards through innovation classes.	False
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	True
The district focuses on making real-world connections in all areas to support students through and beyond career explorations and aspirations.	False
Brecknock has a strong PTO that supports students, the community, and our school.	False
Responsive Classroom is used in all classrooms to help meet our student's social/emotional needs.	False
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	True
Reading Specialists use research-based materials and progress monitor students needing tier 3 instruction.	False
Special Education teachers use research-based materials and progress monitor students needing instruction.	True
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	True

Use multiple professional learning designs to support the learning needs of staff	False
Continuously monitor implementation of the school improvement plan and adjust as needed	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
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.	True
ELA's challenge is that we have a new curricular resource this year.	False
We were unable to hold departmentalized biweekly IPM meetings in grades K-2. Teachers teach all skills in these grade levels.	False
Science lessons are packed. The pacing of the lessons is a challenge.	False
The district continues to write the curriculum and pacing of our Science Curriculum to better align with PA Steel Standards.	False
Our guidance program is working to align with our Portrait of a Graduate expectations.	False
Increase Brecknock trained staff in TExpl from ten to twelve.	False
Economically disadvantaged students are performing below their peers in ELA and Math.	True
Special Education Students are performing below their peers in ELA and Math.	True
Hispanic students are performing below their peers in ELA and Math.	False
Implement a multi-tiered system of supports for academics and behavior	True
Align curricular materials and lesson plans to the PA Standards	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year. 63% of our Combined Ethnicity subgroup met or exceeded the same performance as the previous year. This is a decrease in performance from the previous year. There was insufficient data for our subgroup of Students with Disabilities.		False
Economically disadvantaged students are performing below their peers in ELA and Math.		False
Special Education Students are performing below their peers in ELA and Math.	Students are often given grade-level assessments without having received consistent, systematically differentiated instruction or the foundational prerequisite skills they need. A disconnect between the accommodations written into a student's IEP (Individualized Education Program) and the actual, daily execution of those accommodations in the general education classroom. A lack of co-planning time between general education teachers (content experts) and special education teachers (intervention experts), leading to fragmented instruction.	True
Implement a multi-tiered system of supports for academics and behavior	During the root cause analysis meeting, the team concluded that the primary barrier to a successful MTSS implementation is a fragmented framework that treats academic and behavioral supports as separate silos rather than an integrated, whole-child system. Members noted that Tier 2 and Tier 3 interventions are currently overwhelmed because the Tier 1 foundation consisting of core classroom instruction and universal behavior management is not robust enough to support students' needs, resulting in an artificial flood of intervention referrals. Furthermore, while the school is rich in screening data, it lacks the streamlined logistics, dedicated co-planning time, and objective decision-making thresholds required to convert that data into timely, targeted action. To address these systemic gaps, the team agreed to shift focus from merely identifying student deficits to actively restructuring adult workflows, ultimately selecting Strengthening the Base: Optimizing Tier 1 Frameworks to Support School-Wide Academic and Behavioral Success as the strategic title for the upcoming action plan.	True

Align curricular materials and lesson plans to the PA Standards		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
70% of our Economically Disadvantaged subgroup met or exceeded the same performance as the previous year.	Our small group instruction efforts are effective in some areas, specifically with our Economically Disadvantaged populations. We will continue to focus on this to support achievement in all learners.
Brecknock Elementary is above the statewide average in attendance with 89.3% of students not chronically absent. However we have several subgroups that did not meet the statewide target increase in performance from the previous year.	We have a robust attendance-monitoring system that is reviewed daily. The school principal and counselor held regular meetings with families to review attendance.
Bi-weekly collaboration meetings with classroom teachers in grades K-4 using the iReady reports and UFLI progress monitoring logs to support instruction.	We have a shared system to collect and monitor data trends. Our scope and sequence keep us on pace and allow for collaborative conversations during team meetings.
All school counselors attend regular 339 training to update their curricula in career and future readiness. All students receive instruction in this area throughout the year.	We have a system for collecting artifacts to support our 339 plan and the GMSD Portrait of a Graduate.
A school-wide commitment to grade-level IPMs promotes the use of data to identify needs and support the learning of all students, especially those in tiers 2 and 3.	We hold grade level Instructional Planning Meetings every other cycle. The meetings have a data focus, and teachers come prepared to review progress and identify tier 2 needs.
Special Education teachers use research-based materials and progress monitor students needing instruction.	We spent some time this year aligning resources as a special education department. Each teacher has a menu of resources they can pull from to support students.
Special Education teachers met monthly for collaborative prep meetings to focus on their students.	This was a new addition to our collaboration efforts. Once a month, we met as a special education team to review department initiatives, upcoming dates and deadlines, professional learning, and support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.
	We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Goal Setting

Priority: We need to establish a coordinated, data-driven system that explicitly pairs grade-level ELA and math content with targeted, evidence-based prerequisite skill instruction, ensuring that special education educators have the resources and diagnostic tools to effectively bridge foundational gaps.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify specific prerequisite skill gaps.	A coordinated curriculum map is developed that pairs every major grade-level ELA unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use the vertical viewer tool in SAS as well.	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual academic growth targets.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math			
Measurable Goal Nickname (35 Character Max)			
SpEd Core Prerequisite Scaffolding			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
100% of special education and core content teachers are trained on the newly adopted diagnostic tools, and baseline diagnostic assessments are completed to identify specific prerequisite skill gaps.	A coordinated curriculum map is developed that pairs every major grade-level Math unit with its prerequisite foundational skills, and evidence-based intervention resources are fully distributed. We will use the vertical viewer tool in SAS as well.	100% of special education educators are actively implementing the paired instructional model during designated intervention/core blocks, as verified by monthly instructional walkthroughs and lesson plan audits.	100% of targeted students complete spring benchmark testing, showing a minimum 15% increase in the number of Special Education students meeting their individualized annual academic growth targets.

Priority: We need to establish a unified, whole-child MTSS infrastructure by merging our academic and behavioral teams into a single, cohesive structure, while simultaneously equipping educators with embedded professional development and coaching to deliver a robust, integrated Tier 1 foundation of rigorous core instruction and universal classroom behavior management.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
By the end of the 4th Quarter, Brecknock Elementary School will achieve implementation of an integrated academic and behavioral MTSS framework as measured by scoring at least a "3" (Operational) across all subscales on the Tier 1 MTSS Fidelity Assessment, resulting in a 20% reduction in total student Tier 2/3 intervention referrals compared to the previous year's baseline.			
Measurable Goal Nickname (35 Character Max)			
Integrated MTSS Framework			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

100% of academic and behavior leadership teams are merged into a unified MTSS committee with a single, synchronized bi- weekly meeting schedule and shared data-tracking dashboard.	100% of instructional staff complete the initial professional development on integrated Tier 1 strategies, and core classroom observation protocols related to academic expectations and behavioral protocols.	Baseline classroom coaching cycles are completed for 100% of teaching staff, focusing on universal behavior management and differentiated core instruction conducted by the Reading Specialists and Instructional Coaches	Achieve a score of "3" (Operational) on the Tier 1 MTSS Fidelity Assessment, with data showing a minimum 20% year-over-year decrease in unnecessary Tier 2/3 referral volume.

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.

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 math instruction that includes: Direct	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	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	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

instruction of foundational skills Small groups to address foundational skills	instruction using: Small groups to address Numbers and Operations, Algebra and Algebraic 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.	groups to address Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, Geometry) 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.	milestones. Analyze instructional impact and share successful strategies school-wide. Document lessons learned to guide planning for the upcoming school year.

Action Plan

Measurable Goals

SpEd Core Prerequisite Scaffolding	SpEd Core Prerequisite Scaffolding
Integrated MTSS Framework	District Goal: Acadience Reading Assessment Growth
District Goal: Math Assessment Growth	

Action Plan For: Learning Acceleration via Just-in-Time Scaffolding

Measurable Goals:

- By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool growth assessment in ELA
- By the end of the 4th Quarter, 100% of special education students performing below grade level will receive targeted prerequisite skill scaffolding paired with grade-level content, resulting in a minimum 15% increase in students meeting or exceeding their individual growth targets on our Benchmark Assessment tool in Math

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
General Education and Special Education teachers	Ela and Math Curriculum documents and scope and sequence documents to understand the standards being taught. Dedicated collaboration time once per cycle.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students make their growth targets using benchmark assessments. They have a clear, proactive map of the exact prerequisite skills needed before instruction, making co-planning fast and hyper-focused.	People: Principal, Reading Specialists, and Instructional Coach, Special Education Supervisor Frequency: Bi-weekly (via PLC logs) and Quarterly (via Benchmark data). Method: Monitoring implementation through lesson plans and classroom walkthroughs; evaluating impact through student growth trackers and Benchmark assessment reports.

Action Plan For: Equitable Access and Support for Academic Success

Measurable Goals:

- 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.
- 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.

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?**	

Cyndi Stevens Grade Level Teachers Special Education Teachers	iReady Math Curriculum iReady Diagnostic Math Firefly Benchmark	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
mplement 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?**	
Patricia Nierle Allison Wright Grade Level Teachers Special Education Teachers	mplement 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.	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. Increased growth in Acadience Benchmarks: Phonological Awareness: FSF, PSF Phonics: NWF-CLS, NWF-WWR Phonics/Fluency: ORF-WC, ORF-Accuracy	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 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	• Learning Acceleration via Just-in-Time Scaffolding	Staffing	178864	
Total Expenditures				178864

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Learning Acceleration via Just-in-Time Scaffolding	Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.

Benchmark Assessment Training

Action Step		
• Identify the most critical prerequisite skill required for each upcoming grade-level math unit and embed them into instruction. This is measured by benchmark assessments.		
Audience		
Special Education and Regular Education Teachers		
Topics to be Included		
Firefly Training and a review of Acadience/AIMSWeb Data tools		
Evidence of Learning		
Appropriate student grouping to differentiate instruction based on standard strengths and growth opportunities. Ability to use the reports to determine prerequisite skills needed for grade-level instruction.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, District Administration, Reading Specialists, Instructional Coaches	2026-08-24	2027-05-21

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 • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Nicole Pagan	2026-06-15
School Improvement Facilitator Signature	**Date**