

Profile and Plan Essentials

School		AUN/Branch
Freemansburg El Sch		120481002
Address 1		
501 Monroe St		
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City	State	Zip Code
Freemansburg	PA	18017
Chief School Administrator		Chief School Administrator Email
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Principal Name		
Ashlee Woodson		
Principal Email		
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School Improvement Facilitator Name		School Improvement Facilitator Email
Nicole Bouhana		nbouhana@basdschools.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ashlee Woodson	Principal	Freemansburg Elementary	awoodson@basdschools.org
Laureen Conversano	Community Member	United Way of the Greater Lehigh Valley/CS Coordinator	lconversano@basdschools.org
Maureen Leeson	Chief School Administrator	Bethlehem Area School District/Assistant Superintendent	mleeson@basdschools.org
Eric Fontanez	District Level Leaders	Bethlehem Area School District/Supervisor of Equity Initiatives	efontantez@basdschools.org
Malikah Younger	Parent	Freemansburg/PTO	myounger1213@gmail.com
Renato Lajara	Chief School Administrator	Bethlehem Area School District/Superintendent	rlajara@basdschools.org
Michelle Carlstrom	Education Specialist	Freemansburg/Reading Specialist	mcarlstrom@basdschools.org
Kori Payran	Paraprofessional	Freemansburg/Instructional Assistant	kpayran@basdschools.org
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Nicole Bouhana	District Level Leaders	Bethlehem Area School District/Director of Special Education	nbouhana@basdschools.org

Vision for Learning

Vision for Learning

At Freemansburg, we create a community of lifelong learners and leaders by inspiring our students to become the best versions of themselves.

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 2024–2025 PSSA English Language Arts results identify literacy achievement as a continued area of need for the All Student Group. Overall proficiency declined slightly from 23.8% in 2023–2024 to 22.2% in 2024–2025, indicating that previous gains were not sustained. Although the decline was modest, the data demonstrate that fewer than one in four students met proficiency expectations, and overall performance remains well below pre-pandemic levels. These results suggest a need to strengthen Tier 1 core instruction through consistent implementation of Pennsylvania Core Standards, increased instructional rigor, and targeted use of formative assessment data to inform instruction. Continued focus on evidence-based literacy practices, differentiated instruction, and collaborative data analysis will be essential to improving reading outcomes for all students and increasing overall ELA proficiency.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The 2024–2025 PSSA English Language Arts results indicate that the White Student Group is a relative strength in student achievement. The subgroup increased proficiency from 28.3% in 2023–2024 to 32.4% in 2024–2025, representing a 4.1 percentage point improvement and the highest ELA proficiency rate among the school's reported student subgroups. This growth suggests that instructional supports and targeted literacy practices positively impacted student performance during the 2024–2025 school year. While proficiency remains below pre-pandemic levels, the upward trend demonstrates progress toward improving literacy outcomes. Continued implementation of standards-aligned Tier 1 instruction, evidence-based literacy practices, and ongoing data analysis will be important for sustaining this momentum and leveraging successful instructional strategies across all student groups.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The 2024–2025 PSSA English Language Arts results identify the Black Student Group as a continued area of focus. After demonstrating substantial improvement from 14.3% proficiency in 2022–2023 to 30.4% in 2023–2024, proficiency declined to 19.0% in 2024–2025, representing an 11.4 percentage point decrease. This decline indicates that the previous year's gains were not sustained and highlights the need for more consistent, targeted instructional supports to improve literacy achievement. The data suggest a need to strengthen Tier 1 instruction while ensuring timely, data-informed interventions for students who are not yet meeting grade-level expectations. Continued emphasis on standards-aligned instruction, evidence-based literacy practices, frequent

	progress monitoring, and differentiated supports will be essential to accelerating achievement and reducing performance gaps for the Black Student Group.
Hispanic	The 2024–2025 PSSA English Language Arts results identify the Hispanic Student Group as a continued area of need. Proficiency declined slightly from 19.8% in 2023–2024 to 18.1% in 2024–2025, a 1.7 percentage-point decrease. Although the decline was modest, fewer than one in five Hispanic students met proficiency expectations, indicating that literacy achievement remains a significant challenge for this subgroup. The data suggest a need to strengthen Tier 1 core instruction and to provide targeted, culturally responsive interventions that address students' individual literacy needs. Continued emphasis on standards-aligned instruction, evidence-based literacy practices, frequent progress monitoring, and strategic use of intervention supports will be essential to improving reading outcomes and closing achievement gaps for Hispanic students.
Economically Disadvantaged	The 2024–2025 PSSA English Language Arts results identify the Economically Disadvantaged Student Group as a continued area of need. Proficiency declined from 21.7% in 2023–2024 to 16.4% in 2024–2025, representing a 5.3 percentage point decrease. This decline indicates that fewer than one in six economically disadvantaged students met proficiency expectations and highlights the need for additional supports to improve literacy outcomes. The data suggest a need to strengthen Tier 1 core instruction while expanding access to targeted interventions, differentiated instruction, and evidence-based literacy practices that address the diverse academic needs of students experiencing economic disadvantage. Ongoing progress monitoring, collaborative data analysis, and strategic use of Title I resources will be essential to accelerating student achievement and reducing performance gaps for this subgroup.
Combined Ethnicity	The 2024–2025 PSSA English Language Arts results identify the Combined Ethnicity Student Group as a continued area of need. Proficiency declined from 21.1% in 2023–2024 to 17.9% in 2024–2025, representing a 3.2 percentage point decrease. Although the subgroup demonstrated improvement in the previous school year, the decline in 2024–2025 indicates that those gains were not sustained. Fewer than one in five students in this subgroup met proficiency expectations, highlighting the need for strengthened literacy instruction and targeted academic supports. The data suggest a need to enhance Tier 1 core instruction through consistent implementation of Pennsylvania Core Standards, evidence-based literacy practices, and differentiated instruction, while providing timely interventions informed by ongoing progress monitoring. Strategic use of Title I resources and collaborative data analysis will be essential to improving literacy outcomes and closing achievement gaps for students within the Combined Ethnicity subgroup.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The 2024–2025 PSSA Mathematics results identify the All Student Group as an area of strength and positive growth. Overall proficiency increased from 14.5% in 2023–2024 to 19.7% in 2024–2025, representing a 5.2 percentage point improvement. This increase reflects the school's strongest mathematics performance since 2022–2023 and indicates that instructional initiatives implemented during the 2024–2025 school year

positively impacted student achievement. The data suggest that increased emphasis on standards-aligned instruction, targeted intervention, and data-informed decision-making contributed to improved mathematics outcomes. While overall proficiency remains an area for continued growth, the upward trend demonstrates meaningful progress and provides a strong foundation for sustaining and expanding effective instructional practices during the 2025–2026 school year.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The Black subgroup demonstrated significant growth in math this year, increasing from 13.0% proficient in 2023–2024 to 23.8% in 2024–2025, a gain of 10.8 percentage points. This was one of the most notable improvements among our student groups and reflects the impact of focused instructional supports and interventions. As a result of this growth, the Black subgroup achieved the second-highest proficiency rate in the school this year, highlighting the progress that is possible when students have access to strong instruction and targeted support.
Students with Disabilities	Students with Disabilities continued to make progress in math this year, reaching 6.7% proficient—the highest proficiency rate for this subgroup in the available data. While there is still significant work ahead, this growth reflects positive progress and suggests that the supports and interventions in place are beginning to have an impact. Moving forward, we will continue to build on this progress to increase access to grade-level learning and improve outcomes for our students with disabilities.
Hispanic	The 2024–2025 PSSA Mathematics results indicate that the Hispanic Student Group showed positive growth. Proficiency increased from 8.2% in 2023–2024 to 12.8% in 2024–2025, representing a 4.6 percentage point improvement. This gain reflects a meaningful rebound following the previous year's decline and suggests that instructional supports and targeted mathematics interventions implemented during the 2024–2025 school year positively impacted student achievement. Although overall proficiency remains below the desired level, the upward trend demonstrates progress toward improving mathematics outcomes for Hispanic students. Continued implementation of standards-aligned Tier 1 instruction, differentiated supports, frequent progress monitoring, and data-driven intervention strategies will be essential to sustaining this momentum and accelerating mathematics achievement for the Hispanic Student Group.
White	The 2024–2025 PSSA Mathematics results identify the White Student Group as an area of strength and continued growth. Proficiency increased from 26.1% in 2023–2024 to 30.6% in 2024–2025, representing a 4.5 percentage point improvement. This increase reflects positive academic progress during the 2024–2025 school year and resulted in the highest mathematics proficiency rate among the school's reported student subgroups. The data suggest that standards-aligned instruction, targeted interventions, and ongoing use of data to inform instructional decisions contributed to improved student achievement. While continued growth remains a priority, these results demonstrate that effective instructional practices are positively impacting mathematics

	performance and provide opportunities to replicate successful strategies across other student groups.
Economically Disadvantaged	The 2024–2025 PSSA Mathematics results identify the Economically Disadvantaged Student Group as an area of positive growth. Proficiency increased from 12.2% in 2023–2024 to 12.9% in 2024–2025, representing a 0.7 percentage point improvement. While the increase was modest, it reflects continued progress in mathematics achievement for this subgroup during the 2024–2025 school year. The data suggest that targeted instructional supports, standards-aligned mathematics instruction, and intervention efforts contributed to maintaining forward momentum despite the academic challenges often experienced by economically disadvantaged students. Although overall proficiency remains below the desired level, this positive trend provides a foundation for continued improvement. Sustaining high-quality Tier 1 instruction, data-driven intervention, and equitable access to instructional supports through Title I programming will be essential to accelerating mathematics achievement for economically disadvantaged students.
Combined Ethnicity	The 2024–2025 PSSA Mathematics results identify the Combined Ethnicity Student Group as an area of positive growth. Proficiency increased from 8.9% in 2023–2024 to 14.5% in 2024–2025, representing a 5.6 percentage point improvement. This gain demonstrates a strong rebound in mathematics achievement during the 2024–2025 school year and reflects the positive impact of targeted instructional supports, standards-aligned mathematics instruction, and data-informed intervention practices. While overall proficiency remains below the desired level, the substantial year-over-year increase indicates meaningful progress and provides a strong foundation for continued improvement. Sustaining high-quality Tier 1 instruction, ongoing progress monitoring, and strategic use of Title I resources will be essential to maintaining this positive trajectory and further accelerating mathematics achievement for students within the Combined Ethnicity subgroup.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The 2024–2025 PSSA Mathematics results identify the Students with Disabilities subgroup as a continued area of need despite year-over-year improvement. Proficiency increased from 2.6% in 2023–2024 to 6.7% in 2024–2025, a 4.1 percentage-point increase. While this growth reflects positive progress during the 2024–2025 school year, Students with Disabilities continue to demonstrate the lowest mathematics proficiency rate of all reported student subgroups, indicating a significant achievement gap. The data suggest a need to strengthen specially designed instruction alongside high-quality Tier 1 mathematics instruction, ensuring greater alignment between core instruction, interventions, accommodations, and individualized learning goals. Continued collaboration between general and special education staff, frequent progress monitoring, data-driven instructional adjustments, and targeted evidence-based interventions will be essential to accelerating mathematics achievement and closing performance gaps for students with disabilities.

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

The 2024–2025 PVAAS English Language Arts growth results identify the All Student Group as a strength. The school's growth score increased from 59.0 in 2023–2024 to 66.0 in 2024–2025, representing a 7-point improvement and moving the school closer to the state growth standard of 70.0. This upward trend indicates that students made stronger academic progress in English Language Arts during the 2024–2025 school year than in the previous year, reflecting the positive impact of standards-aligned instruction, targeted interventions, and data-informed instructional decision-making. While there is still an opportunity to meet or exceed the state growth standard, the continued improvement in PVAAS growth demonstrates that instructional practices are helping students make meaningful academic gains. Sustaining these efforts through high-quality Tier 1 instruction, ongoing progress monitoring, and collaborative data analysis will be essential to maintaining positive growth and further increasing student achievement in English Language Arts.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The Economically Disadvantaged subgroup demonstrated positive growth this year, increasing from 63.0 to 70.0 and meeting the statewide growth standard. While proficiency rates for this subgroup remain an area of concern, these growth results are encouraging and suggest that students are making academic progress. As we continue to strengthen instruction and intervention supports, our focus will be on translating this growth into increased proficiency and greater access to grade-level achievement.
White	The White subgroup demonstrated strong growth this year, increasing from 65.0 to 73.0, a gain of 8.0 points. This growth not only exceeded the statewide growth standard but also reflects the positive impact of our instructional efforts and supports. As we look ahead, we will continue to examine the practices contributing to this success while ensuring all student groups have the opportunity to experience similar growth.
Hispanic	The 2024–2025 PVAAS English Language Arts growth results identify the Hispanic Student Group as an area of strength. The subgroup's growth score increased from 67.0 in 2023–2024 to 71.0 in 2024–2025, representing a 4-point improvement and exceeding the state growth standard of 70.0. This result indicates that Hispanic students met annual academic growth expectations during the 2024–2025 school year, demonstrating that students made at least one year's worth of academic growth despite proficiency remaining an area for continued improvement. The positive growth trend suggests that standards-aligned instruction, targeted interventions, and data-informed instructional practices effectively supported student learning. Continued implementation of these evidence-based instructional strategies, along with ongoing progress monitoring and collaborative data analysis, will be essential to sustaining growth while increasing overall proficiency for the Hispanic Student Group.
Combined Ethnicity	The 2024–2025 PVAAS English Language Arts growth results identify the Combined Ethnicity Student Group as an area of strength. The subgroup's growth score increased from 64.0 in 2023–2024 to 66.0 in 2024–2025, a 2-point improvement that demonstrates continued positive academic growth. While the subgroup has not yet reached the state growth standard of 70.0, the upward trend indicates that students made stronger academic progress during the 2024–2025 school year than in the

	previous year. The data suggest that standards-aligned instruction, targeted interventions, and data-informed instructional practices positively impacted student growth in English Language Arts. Continued implementation of high-quality Tier 1 instruction, ongoing progress monitoring, and collaborative data analysis will be essential to sustaining this positive trajectory and moving the subgroup toward meeting or exceeding annual academic growth expectations.
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Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The 2024–2025 PVAAS English Language Arts growth results identify the Students with Disabilities subgroup as a continued area of need. The subgroup earned a PVAAS growth score of 60.0, which falls below the state growth standard of 70.0, indicating that students did not meet annual academic growth expectations during the 2024–2025 school year. Due to insufficient sample sizes in the previous four reporting years, trend data are limited; however, the current results establish a baseline that highlights the need to accelerate academic growth for this subgroup. The data suggest a need to strengthen specially designed instruction by increasing collaboration between general and special education teachers, ensuring consistent implementation of standards-aligned instruction, implementing evidence-based literacy interventions, and conducting ongoing progress monitoring to ensure instructional decisions are responsive to student needs. Strategic use of Title I resources and targeted instructional supports will be essential to increasing growth and improving literacy outcomes for students with disabilities.

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

Overall growth for All Students decreased from 73.0 to 57.0, and both the Hispanic and Economically Disadvantaged subgroups also declined, placing them below the statewide growth standard of 70.0. The White subgroup remained relatively stable, while Students with Disabilities earned a growth score of 71.0, meeting the growth standard and establishing a baseline for future comparisons after not having a reportable score the previous year. These results suggest that while more students are reaching proficiency in math, growth is not occurring at the same rate across all groups. As we move forward, we will need to take a closer look at our instructional practices, interventions, and student performance trends to better understand this discrepancy and ensure sustained academic growth for all learners.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The White subgroup remained relatively stable this year, increasing slightly from 64.0 to 66.0. While the subgroup did not meet the statewide growth standard of 70.0, it was the only subgroup with comparable data that demonstrated growth rather than a decline. This

	stability is encouraging and provides an opportunity to examine the instructional practices and supports that may be contributing to consistent student growth over time.
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Challenges

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic subgroup experienced a decline in growth this year, decreasing from 77.0 to 62.0. While this subgroup had previously demonstrated strong growth and exceeded the statewide standard, this year's results indicate a shift that warrants closer examination. These data highlight the importance of reviewing instructional practices, supports, and student performance trends to better understand the factors contributing to this decline and identify opportunities for improvement moving forward.
Economically Disadvantaged	The Economically Disadvantaged subgroup experienced a decline in growth this year, decreasing from 74.0 to 66.0. While this subgroup met the statewide growth standard in the previous year, this year's results fell below that benchmark. These data suggest a need to continue strengthening instructional supports and interventions to ensure students not only make academic progress but also sustain growth over time.
Students with Disabilities	The 2024–2025 PVAAS Mathematics growth results identify the Students with Disabilities subgroup as an area requiring continued attention. The subgroup earned a PVAAS growth score of 71.0, exceeding the state growth standard of 70.0 and indicating that students met annual academic growth expectations during the 2024–2025 school year. However, despite demonstrating adequate academic growth, this subgroup continues to experience the lowest mathematics proficiency rate (6.7%) among all reported student groups, highlighting a persistent gap between growth and overall achievement. Additionally, because the subgroup had insufficient sample sizes in the previous four reporting years, limited trend data are available to evaluate long-term growth patterns. The data suggest a continued need to strengthen specially designed instruction, ensure alignment between core instruction and individualized supports, and provide targeted, evidence-based interventions to accelerate student achievement. Ongoing collaboration between general and special education staff, frequent progress monitoring, and strategic use of Title I resources will be essential to translating positive academic growth into increased mathematics proficiency for students with disabilities.
Combined Ethnicity	The 2024–2025 PVAAS Mathematics growth results identify the Combined Ethnicity Student Group as a continued area of need. The subgroup's growth score declined from 77.0 in 2023–2024 to 62.0 in 2024–2025, a 15-point decrease that fell below the state growth standard of 70.0. This decline indicates that students in this subgroup did not meet annual academic growth expectations during the 2024–2025 school year. Although the subgroup exceeded the growth standard in the previous year, the current results suggest that those gains were not sustained. The data indicate a need to strengthen standards-aligned Tier 1 mathematics instruction, provide targeted interventions based on ongoing progress monitoring, and use collaborative data analysis to identify and address unfinished learning. Strategic implementation of evidence-based instructional practices and Title I supports will be essential to improving academic growth and moving the Combined Ethnicity Student Group toward meeting or exceeding annual growth expectations in mathematics.

English Language Growth and Attainment

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

Comments/Notable Observations

The 2024–2025 English Language Growth and Attainment results identify the All Student Group as a significant area of strength. The percentage of English Learners meeting growth and attainment expectations increased from 40.7% in 2023–2024 to 59.1% in 2024–2025, representing an 18.4 percentage point improvement. This substantial increase reflects the largest year-over-year gain across the school's accountability measures and indicates that English Learners made strong progress toward English language proficiency during the 2024–2025 school year. The data suggest that targeted language instruction, collaborative planning between classroom and English Language Development (ELD) staff, and intentional instructional supports positively impacted student outcomes. Continued implementation of evidence-based language acquisition strategies, differentiated instruction, and ongoing progress monitoring will be essential to sustaining this momentum and increasing the number of students attaining English language proficiency.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The 2024–2025 English Language Growth and Attainment results identify the Hispanic Student Group as a significant area of strength. The percentage of Hispanic English Learners meeting growth and attainment expectations increased from 44.0% in 2023–2024 to 59.1% in 2024–2025, representing a 15.1-percentage-point improvement. This substantial increase demonstrates strong progress in English language acquisition during the 2024–2025 school year and suggests that targeted English Language Development (ELD) instruction, collaboration between classroom and ESL teachers, and differentiated language supports positively impacted student outcomes. Although continued efforts are needed to increase the number of students attaining full English language proficiency, the upward trend reflects meaningful growth and provides a strong foundation for continued success. Sustaining evidence-based language acquisition practices, ongoing progress monitoring, and strategic instructional supports will be essential to maintaining this positive trajectory for the Hispanic Student Group.
English Learners	The 2024–2025 English Language Growth and Attainment results identify the English Learner (EL) Student Group as a significant area of strength. The percentage of English Learners meeting English language growth and attainment expectations increased from 40.7% in 2023–2024 to 59.1% in 2024–2025, representing an 18.4 percentage point improvement. This substantial increase demonstrates that a greater percentage of English Learners made meaningful progress toward English language proficiency during the 2024–2025 school year. The data suggest that targeted English Language Development (ELD) instruction, collaboration between ESL and classroom teachers, differentiated language supports, and ongoing progress monitoring positively impacted student outcomes. While continued efforts are needed to increase the number of students attaining full English language proficiency, the strong year-over-year growth reflects the effectiveness of current instructional practices. Sustaining these evidence-based supports and strategically utilizing

	Title I resources will be essential to maintaining this positive trajectory and further advancing English language proficiency for English Learners.
Combined Ethnicity	The 2024–2025 English Language Growth and Attainment results identify the Combined Ethnicity Student Group as a significant area of strength. The percentage of students meeting English language growth and attainment expectations increased from 42.3% in 2023–2024 to 59.1% in 2024–2025, representing a 16.8-percentage-point improvement. This substantial year-over-year increase indicates that a significantly greater percentage of students made meaningful progress toward English language proficiency during the 2024–2025 school year. The data suggest that targeted English Language Development (ELD) instruction, collaboration between ESL and classroom teachers, differentiated language supports, and ongoing progress monitoring positively impacted student outcomes. While continued efforts are needed to increase the number of students attaining full English language proficiency, the strong growth demonstrates the effectiveness of current instructional practices. Continued implementation of evidence-based language acquisition strategies and strategic use of Title I resources will be essential to sustaining this positive trajectory and further improving English language growth and attainment for students within the Combined Ethnicity subgroup.

Challenges

ESSA Student Subgroups	Indicator
English Learners	Although the school demonstrated strong progress in English Language Growth and Attainment during the 2024–2025 school year, with 59.1% of English Learners meeting growth and attainment expectations and exceeding the federal interim improvement target, the school has not yet reached the Pennsylvania statewide 2033 goal of 70.3%.

Regular Attendance

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

Comments/Notable Observations

The 2024–2025 attendance results identify the All Student Group as a strength. The percentage of students demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 71.2% in 2023–2024 to 76.6% in 2024–2025, representing a 5.4 percentage-point improvement. This positive growth reflects the effectiveness of the school's attendance initiatives, including proactive family outreach, consistent attendance monitoring, collaboration with student support teams, and targeted interventions for students at risk of chronic absenteeism. Although there is continued opportunity to increase the percentage of students demonstrating persistent attendance, the 2024–2025 results indicate meaningful progress in reducing chronic absenteeism and improving student access to daily instruction. Continued implementation of evidence-based attendance practices and strong family partnerships will be essential to sustaining this positive trend and further improving attendance outcomes for all students.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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English Learners	The 2024–2025 attendance results identify the English Learner (EL) Student Group as a significant area of strength. The percentage of English Learners demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 69.4% in 2023–2024 to 85.4% in 2024–2025, representing a 16.0 percentage-point improvement. This substantial year-over-year increase reflects the effectiveness of the school's attendance initiatives, including proactive family outreach, collaboration between ESL and classroom staff, regular attendance monitoring, and targeted interventions to address barriers to attendance. The significant improvement indicates that more English Learners were consistently present for instruction, increasing opportunities for language acquisition and academic success. Continued implementation of culturally responsive family engagement practices, data-driven attendance monitoring, and strategic use of Title I resources will be essential to sustaining this positive trend and ensuring English Learners remain consistently engaged in learning.
African-American/Black	The 2024–2025 attendance results highlight the Black Student Group as a significant strength. The percentage of Black students demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 77.8% in 2023–2024 to 86.7% in 2024–2025, representing an 8.9 percentage-point improvement. This substantial gain reflects the positive impact of the school's attendance initiatives, including proactive family engagement, regular attendance monitoring, individualized interventions, and collaboration among school staff to address attendance barriers. The Black Student Group demonstrated the highest persistent attendance rate among all reported student subgroups during the 2024–2025 school year, highlighting the effectiveness of these targeted supports. Continued implementation of data-driven attendance practices and strong school-family partnerships will be essential to sustaining these positive outcomes and ensuring students remain consistently engaged in learning.
Economically Disadvantaged	The 2024–2025 attendance results identify the Economically Disadvantaged Student Group as an area of strength. The percentage of economically disadvantaged students demonstrating persistent attendance (attending school at least 90% of instructional days) increased from 65.7% in 2023–2024 to 72.6% in 2024–2025, representing a 6.9 percentage point improvement. This positive growth indicates that more students in this subgroup were consistently present for instruction during the 2024–2025 school year, increasing their opportunities for academic success. The improvement reflects the effectiveness of the school's comprehensive attendance initiatives, including proactive family outreach, regular attendance monitoring, individualized interventions, and collaboration among school staff to address barriers to attendance. Continued implementation of data-driven attendance practices, strong family partnerships, and strategic use of Title I resources will be essential to sustaining this positive trend and further improving attendance outcomes for economically disadvantaged students.
Hispanic	The 2024–2025 attendance results identify the Hispanic Student Group as an area of strength. The percentage of Hispanic students demonstrating persistent attendance (attending school at least 90% of instructional days) increased from 66.8% in 2023–2024 to 72.9% in 2024–2025, representing a 6.1 percentage point improvement. This positive growth reflects the effectiveness of the school's attendance initiatives, including proactive family outreach, regular attendance monitoring, individualized interventions, and collaboration among school staff to address barriers to attendance.

	The improvement indicates that more Hispanic students were consistently present for instruction during the 2024–2025 school year, providing increased opportunities for academic success. Continued implementation of data-driven attendance practices, strong family partnerships, and targeted supports will be essential to sustaining this positive trend and further improving attendance outcomes for the Hispanic Student Group.
White	The 2024–2025 attendance results identify the White Student Group as a strength. The percentage of White students demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 77.2% in 2023–2024 to 80.0% in 2024–2025, representing a 2.8 percentage-point improvement. This continued increase indicates that more students in this subgroup were consistently present for instruction during the 2024–2025 school year, supporting increased opportunities for academic achievement. The data suggest that the school's comprehensive attendance initiatives, including proactive family communication, consistent attendance monitoring, and targeted interventions for students at risk of chronic absenteeism, positively impacted student attendance. Continued implementation of these evidence-based attendance practices and strong school-family partnerships will be essential to sustaining this positive trend and further improving attendance outcomes for the White Student Group.
Students with Disabilities	The 2024–2025 attendance results identify the Students with Disabilities subgroup as an area of strength. The percentage of students with disabilities demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 67.1% in 2023–2024 to 73.8% in 2024–2025, representing a 6.7-percentage-point improvement. This positive growth indicates that more students with disabilities were consistently present for instruction during the 2024–2025 school year, increasing their opportunities to access specially designed instruction and related services. The improvement reflects the effectiveness of the school's attendance initiatives, including proactive family communication, collaboration among general education, special education, and student support staff, regular attendance monitoring, and individualized interventions to address attendance barriers. Continued implementation of data-driven attendance practices, strong family partnerships, and strategic use of Title I resources will be essential to sustaining this positive trend and further improving attendance outcomes for students with disabilities.
Combined Ethnicity	The 2024–2025 attendance results identify the Combined Ethnicity Student Group as an area of strength. The percentage of students demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 69.5% in 2023–2024 to 75.2% in 2024–2025, representing a 5.7-percentage-point improvement. This positive growth indicates that more students in this subgroup were consistently present for instruction during the 2024–2025 school year, increasing their opportunities for academic success. The improvement reflects the effectiveness of the school's comprehensive attendance initiatives, including proactive family outreach, regular attendance monitoring, individualized interventions, and collaboration among school staff to address barriers to attendance. Continued implementation of data-driven attendance practices, strong family partnerships, and strategic use of Title I resources will be essential to sustaining this positive trend and further improving attendance outcomes for students within the Combined Ethnicity subgroup.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Although persistent attendance for the Hispanic Student Group improved from 66.8% in 2023–2024 to 72.9% in 2024–2025, representing a 6.1 percentage point increase, this group is still not meeting the statewide goal target.
White	Although the White Student Group demonstrated continued improvement in persistent attendance during the 2024–2025 school year, increasing from 77.2% in 2023–2024 to 80.0% in 2024–2025, the subgroup has not yet met the Pennsylvania statewide performance standard of 94.1%.
Economically Disadvantaged	Although the Economically Disadvantaged Student Group demonstrated meaningful improvement in persistent attendance during the 2024–2025 school year, increasing from 65.7% in 2023–2024 to 72.6% in 2024–2025, the subgroup has not yet met the Pennsylvania statewide performance standard of 94.1%.
Students with Disabilities	Although the Students with Disabilities subgroup demonstrated meaningful improvement in persistent attendance during the 2024–2025 school year, increasing from 67.1% in 2023–2024 to 73.8% in 2024–2025, the subgroup has not yet met the Pennsylvania statewide performance standard of 94.1%.
Combined Ethnicity	Although the Combined Ethnicity Student Group demonstrated meaningful improvement in persistent attendance during the 2024–2025 school year, increasing from 69.5% in 2023–2024 to 75.2% in 2024–2025, the subgroup has not yet met the Pennsylvania statewide performance standard of 94.1%.

Career Standards Benchmark

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

Comments/Notable Observations

Although the All Student Group maintained a high level of performance on the Career Standards Benchmark in 2024–2025 (96.4%), performance declined from 100.0% in the previous school year. This decrease indicates a need to strengthen the consistent implementation and documentation of the Pennsylvania Career Education and Work Standards in Grade 5 to ensure that all students meet benchmark expectations. Continued monitoring, teacher support, and intentional integration of career readiness experiences will be necessary to return to and sustain 100% proficiency.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic student group demonstrated exceptional performance on the Career Standards Benchmark during the 2024–2025 school year, with 100% of students meeting the benchmark expectations. This marks the second consecutive year of perfect performance and reflects the successful implementation of career readiness instruction and learning experiences. Sustaining this level of achievement demonstrates strong instructional practices and continued equitable access to career awareness and exploration opportunities for Hispanic students.

Economically Disadvantaged	The Economically Disadvantaged student group demonstrated outstanding performance on the Career Standards Benchmark during the 2024–2025 school year, with 100% of students meeting benchmark expectations. This marks the second consecutive year of perfect performance and reflects the school's commitment to providing equitable access to career awareness, exploration, and readiness experiences. Maintaining 100% proficiency demonstrates that economically disadvantaged students are successfully engaging in career readiness learning and meeting Pennsylvania Career Education and Work Standards.
Combined Ethnicity	The Combined Ethnicity student group demonstrated exceptional performance on the Career Standards Benchmark during the 2024–2025 school year, with 100% of students meeting benchmark expectations. This marks the second consecutive year of perfect performance and reflects the successful implementation of career readiness instruction and equitable access to Pennsylvania Career Education and Work Standards for all students within this subgroup. Sustaining 100% proficiency highlights the school's continued commitment to preparing students for future college and career success.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Insufficient Data for this subgroup
Students with Disabilities	Insufficient Data for this subgroup
White	Insufficient Data for this subgroup
English Learners	Insufficient Data for this subgroup
Students with Disabilities	Insufficient Data for this subgroup

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

Challenges

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

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	At the end of the 2024-2025 school year, 61% of K-5 students were at/above benchmark. At the end of the 2025-2026 school year, 59% of K-5 students were at/above benchmark. We had a 5% growth from the beginning of the year benchmark, which was 54%. We decreased our Well Below students from 33% to 25%.
WIDA	WIDA ACCESS results indicate that our multilingual learners continue to make progress in developing English language proficiency, with an overall composite score of 2.97. Listening emerged as a clear area of strength, while Writing and Literacy remain key areas for growth. Student proficiency generally increased across grade levels, suggesting that language skills are developing over time as students progress through our school. At the same time, a significant number of students remain in the lower proficiency levels and continue to require substantial language supports. Moving forward, we will focus on strengthening instructional practices that help students transfer their oral language skills into reading and writing so that more learners can reach higher levels of English proficiency and access grade-level content independently.

English Language Arts Summary

Strengths

Acadience benchmark data revealed several strengths across grade levels that contributed to improved literacy outcomes throughout the school year. Kindergarten reduced the percentage of students identified as Well Below Benchmark, indicating stronger development of foundational literacy skills. First grade demonstrated the largest increase in benchmark attainment, with the percentage of students scoring At/Above Benchmark increasing by 19.5 percentage points.
Second grade also showed growth in benchmark attainment while maintaining a strong composite score, suggesting that Tier 1 literacy instruction is effectively supporting student learning. Third grade achieved the highest percentage of students scoring At/Above Benchmark at the end of the year, with 70% of students meeting benchmark expectations.
Fourth grade made significant progress by reducing the percentage of students in the Well Below Benchmark category from 52% to 40%, moving more students toward grade-level literacy performance. Fifth grade demonstrated continued growth in benchmark attainment, increasing the percentage of students At/Above Benchmark by 9.1 percentage points while maintaining a strong overall literacy composite score.
Collectively, the weekly progress monitoring utilizing the FLITE intervention tool for grades K-3 and ALO tool are contributing to the growth and progress across grade levels.

Challenges

A significant number of students in the primary grades continue to perform below benchmark expectations, highlighting the need to strengthen foundational literacy skills and early reading proficiency.
Too many students remain in the Well Below Benchmark category across multiple grade levels, indicating a need for more targeted interventions and accelerated support to close literacy gaps.
Inconsistent benchmark attainment in the intermediate grades suggests a need to strengthen Tier 1 literacy instruction and improve alignment between core instruction and intervention supports to ensure all students can access grade-level learning.

Addressing these areas will help accelerate literacy achievement, increase benchmark attainment, and better position students for success on future state assessments by ensuring consistent implementation of the Wonders Curriculum and that the PA CORE Standards are taught with fidelity and accountability.

Mathematics

Data	Comments/Notable Observations
IXL	At the end of the 2025-2026 school year K-5 students were at 64% at/above benchmark. IXL Math data showed positive growth across the school, with the percentage of students performing On/Above Grade Level increasing from 52% at the beginning of the year to 64% at the end of the year. At the same time, the percentage of students performing Below or Far Below Grade Level decreased, indicating that more students are moving toward grade-level expectations.

Mathematics Summary

Strengths

Kindergarten achieved 100% of students performing On/Above Grade Level by the end of the year, representing the largest increase in the building. First grade continued to build on a strong foundation, with nearly 88% of students performing On/Above Grade Level.
Second grade showed one of the most significant improvements, increasing benchmark attainment by more than 20 percentage points.
In the upper grades, fifth grade demonstrated growth not only in the percentage of students performing On/Above Grade Level but also in reducing the number of students in the Far Below category. While third grade's overall On/Above percentage declined slightly, the reduction in students performing Far Below Grade Level suggests that some of the most academically at-risk students made meaningful progress.

Challenges

Third grade was the only grade level that experienced a decline in the percentage of students performing On/Above Grade Level, indicating a need to strengthen instruction around priority standards and ensure students are prepared for the increased rigor of the intermediate grades.
Although fourth and fifth grades demonstrated growth, they continue to have the lowest percentages of students performing On/Above Grade Level in the building. These results suggest a need to strengthen core instruction and intervention supports to accelerate learning and close longstanding skill gaps.
More than one-third of students remain Below Grade Level, with 14% still performing Far Below Grade Level at the end of the year. While progress is evident, reducing the number of students performing below grade-level expectations, particularly in grades 3 through 5, remains a critical area of focus as we work to improve overall math achievement and increase readiness for future state assessments.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science	We do not have a good data source to track Science standards.

Science, Technology, and Engineering Education Summary

Strengths

Although we do not have data to support it, our newly revised STEM curricular offerings, including our Digital Literacy program, have given our K-5 students access to a wide range of STEM opportunities.
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Challenges

Limited instructional time presents a challenge in fully addressing Science, Social Studies, and Leader in Me Career Readiness outcomes. With a large portion of the school day devoted to literacy and mathematics instruction and intervention, only 40–45 minutes remain for these areas, making it difficult to provide the depth of instruction necessary to maximize student growth and achievement.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Leader In Me	The District has initiated a District-Wide Career Readiness Plan. 100% of our students have completed the career readiness expectations.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The District has initiated a District-Wide Career Readiness Plan.
100% of our students have completed the career readiness expectations.

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.

Limited instructional time within the school day continues to be a challenge. Significant time is dedicated to literacy and mathematics instruction and intervention, leaving limited opportunities for deeper instruction in leadership development and enrichment experiences within our Leader In Me block.
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Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The Students with Disabilities subgroup increased in ELA/Literacy went from 0.0% in 2023-2024 to 4.4% in 2024-2025.
The All Students subgroup increase in Math from 14.5% in 2023-2024 to 19.7% in 2024.2025.
The Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups showed increased ELA Growth expectations.

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.

The All Student group's ELA score decreased from 23.8% in 2023-2024 to 22.2% in 2024-2025.
The All Students group's Math Growth expectations decreased from 73 in 2023-2024 to 57 in 2024-2025.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
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?

>

Ongoing literacy and math coaching has supported teachers in implementing research-based interventions to meet student needs, with a primary focus on strengthening core instruction and promoting student engagement through the Danielson Framework, particularly within Domains 2 (The Classroom Environment) and 3 (Instruction).

Challenges

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

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Limited professional development and collaborative planning focused on unpacking the Pennsylvania Core Standards presents a challenge in ensuring consistent implementation of grade-level expectations and mastery of essential ELA and Math standards across classrooms.

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 2024–2025 PSSA English Language Arts results identify the White Student Group as a relative strength in student achievement. The subgroup increased proficiency from 28.3% in 2023–2024 to 32.4% in 2024–2025, representing a 4.1 percentage point improvement and the highest ELA proficiency rate among the school's reported student subgroups. This growth suggests that instructional supports and targeted literacy practices positively impacted student performance during the 2024–2025 school year. While proficiency remains below pre-pandemic levels, the upward trend demonstrates progress toward improving literacy outcomes. Continued implementation of standards-aligned Tier 1 instruction, evidence-based literacy practices, and ongoing data analysis will be important to sustain this momentum while leveraging successful instructional strategies across all student groups.	False
The 2024–2025 PSSA Mathematics results indicate that the Hispanic Student Group showed positive growth. Proficiency increased from 8.2% in 2023–2024 to 12.8% in 2024–2025, representing a 4.6 percentage point improvement. This gain reflects a meaningful rebound following the previous year's decline and suggests that instructional supports and targeted mathematics interventions implemented during the 2024–2025 school year positively impacted student achievement. Although overall proficiency remains below the desired level, the upward trend demonstrates progress toward improving mathematics outcomes for Hispanic students. Continued implementation of standards-aligned Tier 1 instruction, differentiated supports, frequent progress monitoring, and data-driven intervention strategies will be essential to sustaining this momentum and accelerating mathematics achievement for the Hispanic Student Group.	False
The 2024–2025 PSSA Mathematics results identify the White Student Group as an area of strength and continued growth. Proficiency increased from 26.1% in 2023–2024 to 30.6% in 2024–2025, representing a 4.5 percentage point improvement. This increase reflects positive academic progress during the 2024–2025 school year and resulted in the highest mathematics proficiency rate among the school's reported student subgroups. The data suggest that standards-aligned instruction, targeted interventions, and ongoing use of data to inform instructional decisions contributed to improved student achievement. While continued growth remains a priority, these results demonstrate that effective instructional practices are positively impacting mathematics performance and provide opportunities to replicate successful strategies across other student groups.	False
The 2024–2025 PSSA Mathematics results identify the Economically Disadvantaged Student Group as an area of positive growth. Proficiency increased from 12.2% in 2023–2024 to 12.9% in 2024–2025, representing a 0.7 percentage point improvement. While the increase was modest, it reflects continued progress in mathematics	False

achievement for this subgroup during the 2024–2025 school year. The data suggest that targeted instructional supports, standards-aligned mathematics instruction, and intervention efforts contributed to maintaining forward momentum despite the academic challenges often experienced by economically disadvantaged students. Although overall proficiency remains below the desired level, this positive trend provides a foundation for continued improvement. Sustaining high-quality Tier 1 instruction, data-driven intervention, and equitable access to instructional supports through Title I programming will be essential to accelerating mathematics achievement for economically disadvantaged students.	
The 2024–2025 PSSA Mathematics results identify the Combined Ethnicity Student Group as an area of positive growth. Proficiency increased from 8.9% in 2023–2024 to 14.5% in 2024–2025, representing a 5.6 percentage point improvement. This gain demonstrates a strong rebound in mathematics achievement during the 2024–2025 school year and reflects the positive impact of targeted instructional supports, standards-aligned mathematics instruction, and data-informed intervention practices. While overall proficiency remains below the desired level, the substantial year-over-year increase indicates meaningful progress and provides a strong foundation for continued improvement. Sustaining high-quality Tier 1 instruction, ongoing progress monitoring, and strategic use of Title I resources will be essential to maintaining this positive trajectory and further accelerating mathematics achievement for students within the Combined Ethnicity subgroup.	False
The 2024–2025 PVAAS English Language Arts growth results identify the Hispanic Student Group as an area of strength. The subgroup's growth score increased from 67.0 in 2023–2024 to 71.0 in 2024–2025, representing a 4-point improvement and exceeding the state growth standard of 70.0. This result indicates that Hispanic students met annual academic growth expectations during the 2024–2025 school year, demonstrating that students made at least one year's worth of academic growth despite proficiency remaining an area for continued improvement. The positive growth trend suggests that standards-aligned instruction, targeted interventions, and data-informed instructional practices effectively supported student learning. Continued implementation of these evidence-based instructional strategies, along with ongoing progress monitoring and collaborative data analysis, will be essential to sustaining growth while increasing overall proficiency for the Hispanic Student Group.	False
The 2024–2025 PVAAS English Language Arts growth results identify the Combined Ethnicity Student Group as an area of strength. The subgroup's growth score increased from 64.0 in 2023–2024 to 66.0 in 2024–2025, a 2-point improvement that demonstrates continued positive academic growth. While the subgroup has not yet reached the state growth standard of 70.0, the upward trend indicates that students made stronger academic progress during the 2024–2025 school year than in the previous year. The data suggest that standards-aligned instruction, targeted interventions, and data-informed instructional practices positively impacted student growth in English Language Arts. Continued implementation of high-quality Tier 1 instruction, ongoing progress monitoring, and collaborative data analysis will be essential to sustaining this positive trajectory and moving the subgroup toward meeting or exceeding annual academic growth expectations.	False
The 2024–2025 English Language Growth and Attainment results identify the Combined Ethnicity Student Group as a significant area of strength. The percentage of	False

students meeting English language growth and attainment expectations increased from 42.3% in 2023–2024 to 59.1% in 2024–2025, representing a 16.8 percentage point improvement. This substantial year-over-year increase indicates that a significantly greater percentage of students made meaningful progress toward English language proficiency during the 2024–2025 school year. The data suggest that targeted English Language Development (ELD) instruction, collaboration between ESL and classroom teachers, differentiated language supports, and ongoing progress monitoring positively impacted student outcomes. While continued efforts are needed to increase the number of students attaining full English language proficiency, the strong growth demonstrates the effectiveness of current instructional practices. Continued implementation of evidence-based language acquisition strategies and strategic use of Title I resources will be essential to sustaining this positive trajectory and further improving English language growth and attainment for students within the Combined Ethnicity subgroup.	
The 2024–2025 attendance results identify the Hispanic Student Group as an area of strength. The percentage of Hispanic students demonstrating persistent attendance (attending school at least 90% of instructional days) increased from 66.8% in 2023–2024 to 72.9% in 2024–2025, representing a 6.1 percentage point improvement. This positive growth reflects the effectiveness of the school's attendance initiatives, including proactive family outreach, regular attendance monitoring, individualized interventions, and collaboration among school staff to address barriers to attendance. The improvement indicates that more Hispanic students were consistently present for instruction during the 2024–2025 school year, providing increased opportunities for academic success. Continued implementation of data-driven attendance practices, strong family partnerships, and targeted supports will be essential to sustaining this positive trend and further improving attendance outcomes for the Hispanic Student Group.	False
Acadience benchmark data revealed several strengths across grade levels that contributed to improved literacy outcomes throughout the school year. Kindergarten reduced the percentage of students identified as Well Below Benchmark, indicating stronger development of foundational literacy skills. First grade demonstrated the largest increase in benchmark attainment, with the percentage of students scoring At/Above Benchmark increasing by 19.5 percentage points.	True
Second grade also showed growth in benchmark attainment while maintaining a strong composite score, suggesting that Tier 1 literacy instruction is effectively supporting student learning. Third grade achieved the highest percentage of students scoring At/Above Benchmark at the end of the year, with 70% of students meeting benchmark expectations.	True
The 2024–2025 attendance results identify the White Student Group as a strength. The percentage of White students demonstrating persistent attendance (attending school at least 90% of instructional days) increased from 77.2% in 2023–2024 to 80.0% in 2024–2025, representing a 2.8 percentage point improvement. This continued increase indicates that more students in this subgroup were consistently present for instruction during the 2024–2025 school year, supporting increased opportunities for academic achievement. The data suggest that the school's comprehensive attendance initiatives, including proactive family communication, consistent attendance monitoring, and targeted interventions for students at risk of chronic absenteeism,	False

positively impacted student attendance. Continued implementation of these evidence-based attendance practices and strong school-family partnerships will be essential to sustaining this positive trend and further improving attendance outcomes for the White Student Group.	
Collectively, the weekly progress monitoring utilizing the FLITE intervention tool for grades K-3 and ALO tool are contributing to the growth and progress across grade levels.	False
In the upper grades, fifth grade demonstrated growth not only in the percentage of students performing On/Above Grade Level but also in reducing the number of students in the Far Below category. While third grade's overall On/Above percentage declined slightly, the reduction in students performing Far Below Grade Level suggests that some of the most academically at-risk students made meaningful progress.	True
Although we do not have data to support it, our newly revised STEM curricular offerings, including our Digital Literacy program, have given our K-5 students access to a wide range of STEM opportunities.	False
The District has initiated a District-Wide Career Readiness Plan.	False
100% of our students have completed the career readiness expectations.	False
The Students with Disabilities subgroup increased in ELA/Literacy went from 0.0% in 2023-2024 to 4.4% in 2024-2025.	False
The All Students subgroup increase in Math from 14.5% in 2023-2024 to 19.7% in 2024.2025.	False
The Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups showed increased ELA Growth expectations.	False
Ongoing literacy and math coaching has supported teachers in implementing research-based interventions to meet student needs, with a primary focus on strengthening core instruction and promoting student engagement through the Danielson Framework, particularly within Domains 2 (The Classroom Environment) and 3 (Instruction).	False
Fourth grade made significant progress by reducing the percentage of students in the Well Below Benchmark category from 52% to 40%, moving more students toward grade-level literacy performance. Fifth grade demonstrated continued growth in benchmark attainment, increasing the percentage of students At/Above Benchmark by 9.1 percentage points while maintaining a strong overall literacy composite score.	True
Kindergarten achieved 100% of students performing On/Above Grade Level by the end of the year, representing the largest increase in the building. First grade continued to build on a strong foundation, with nearly 88% of students performing On/Above Grade Level.	True
Second grade showed one of the most significant improvements, increasing benchmark attainment by more than 20 percentage points.	True
The 2024–2025 attendance results identify the Students with Disabilities subgroup as an area of strength. The percentage of students with disabilities demonstrating persistent attendance (attending school at least 90% of instructional days) increased from 67.1% in 2023–2024 to 73.8% in 2024–2025, representing a 6.7 percentage point improvement. This positive growth indicates that more students with disabilities were consistently present for instruction during the 2024–2025 school year, increasing their opportunities to access specially designed instruction and related services. The	False

improvement reflects the effectiveness of the school's attendance initiatives, including proactive family communication, collaboration among general education, special education, and student support staff, regular attendance monitoring, and individualized interventions to address barriers to attendance. Continued implementation of data-driven attendance practices, strong family partnerships, and strategic use of Title I resources will be essential to sustaining this positive trend and further improving attendance outcomes for students with disabilities.	
The 2024–2025 attendance results identify the Combined Ethnicity Student Group as an area of strength. The percentage of students demonstrating persistent attendance (attending school on at least 90% of instructional days) increased from 69.5% in 2023–2024 to 75.2% in 2024–2025, representing a 5.7-percentage-point improvement. This positive growth indicates that more students in this subgroup were consistently present for instruction during the 2024–2025 school year, increasing their opportunities for academic success. The improvement reflects the effectiveness of the school's comprehensive attendance initiatives, including proactive family outreach, regular attendance monitoring, individualized interventions, and collaboration among school staff to address barriers to attendance. Continued implementation of data-driven attendance practices, strong family partnerships, and strategic use of Title I resources will be essential to sustaining this positive trend and further improving attendance outcomes for students within the Combined Ethnicity subgroup.	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
The 2024–2025 PSSA English Language Arts results identify the Economically Disadvantaged Student Group as a continued area of need. Proficiency declined from 21.7% in 2023–2024 to 16.4% in 2024–2025, representing a 5.3 percentage point decrease. This decline indicates that fewer than one in six economically disadvantaged students met proficiency expectations and highlights the need for additional supports to improve literacy outcomes. The data suggest a need to strengthen Tier 1 core instruction while expanding access to targeted interventions, differentiated instruction, and evidence-based literacy practices that address the diverse academic needs of students experiencing economic disadvantage. Ongoing progress monitoring, collaborative data analysis, and strategic use of Title I resources will be essential to accelerating student achievement and reducing performance gaps for this subgroup.	False
The 2024–2025 PSSA English Language Arts results identify the Combined Ethnicity Student Group as a continued area of need. Proficiency declined from 21.1% in 2023–2024 to 17.9% in 2024–2025, representing a 3.2 percentage point decrease. Although the subgroup demonstrated improvement in the previous school year, the decline in 2024–2025 indicates that those gains were not sustained. Fewer than one in five students in this subgroup met proficiency expectations, highlighting the need for strengthened literacy instruction and targeted academic supports. The data suggest a	False

need to enhance Tier 1 core instruction through consistent implementation of Pennsylvania Core Standards, evidence-based literacy practices, and differentiated instruction, while providing timely interventions informed by ongoing progress monitoring. Strategic use of Title I resources and collaborative data analysis will be essential to improving literacy outcomes and closing achievement gaps for students within the Combined Ethnicity subgroup.	
The 2024–2025 PVAAS Mathematics growth results identify the Students with Disabilities subgroup as an area requiring continued attention. The subgroup earned a PVAAS growth score of 71.0, exceeding the state growth standard of 70.0 and indicating that students met annual academic growth expectations during the 2024–2025 school year. However, despite demonstrating adequate academic growth, this subgroup continues to experience the lowest mathematics proficiency rate (6.7%) among all reported student groups, highlighting a persistent gap between growth and overall achievement. Additionally, because the subgroup had insufficient sample sizes in the previous four reporting years, limited trend data are available to evaluate long-term growth patterns. The data suggest a continued need to strengthen specially designed instruction, ensure alignment between core instruction and individualized supports, and provide targeted, evidence-based interventions to accelerate student achievement. Ongoing collaboration between general and special education staff, frequent progress monitoring, and strategic use of Title I resources will be essential to translating positive academic growth into increased mathematics proficiency for students with disabilities.	False
The 2024–2025 PVAAS Mathematics growth results identify the Combined Ethnicity Student Group as a continued area of need. The subgroup's growth score declined from 77.0 in 2023–2024 to 62.0 in 2024–2025, a 15-point decrease that fell below the state growth standard of 70.0. This decline indicates that students in this subgroup did not meet annual academic growth expectations during the 2024–2025 school year. Although the subgroup exceeded the growth standard in the previous year, the current results suggest that those gains were not sustained. The data indicate a need to strengthen standards-aligned Tier 1 mathematics instruction, provide targeted interventions based on ongoing progress monitoring, and use collaborative data analysis to identify and address unfinished learning. Strategic implementation of evidence-based instructional practices and Title I supports will be essential to improving academic growth and moving the Combined Ethnicity Student Group toward meeting or exceeding annual growth expectations in mathematics.	False
Inconsistent benchmark attainment in the intermediate grades suggests a need to strengthen Tier 1 literacy instruction and improve alignment between core instruction and intervention supports to ensure all students can access grade-level learning.	False
Addressing these areas will help accelerate literacy achievement, increase benchmark attainment, and better position students for success on future state assessments by ensuring consistent implementation of the Wonders Curriculum and that the PA CORE Standards are taught with fidelity and accountability.	False
Although the school demonstrated strong progress in English Language Growth and Attainment during the 2024–2025 school year, with 59.1% of English Learners meeting growth and attainment expectations and exceeding the federal interim improvement target, the school has not yet reached the Pennsylvania statewide 2033 goal of 70.3%.	False

Although persistent attendance for the Hispanic Student Group improved from 66.8% in 2023–2024 to 72.9% in 2024–2025, representing a 6.1 percentage point increase, more than one in four Hispanic students were still chronically absent during the 2024–2025 school year. This indicates that attendance remains a barrier to consistent access to instruction for a portion of this student group. Continued efforts to strengthen family partnerships, provide culturally responsive outreach, monitor attendance data regularly, and implement targeted interventions will be essential to further increasing persistent attendance and ensuring all Hispanic students have equitable access to daily instruction.	False
Although persistent attendance for the Hispanic Student Group improved from 66.8% in 2023–2024 to 72.9% in 2024–2025, representing a 6.1 percentage point increase, this group is still not meeting the statewide goal target.	False
Although the White Student Group demonstrated continued improvement in persistent attendance during the 2024–2025 school year, increasing from 77.2% in 2023–2024 to 80.0% in 2024–2025, the subgroup has not yet met the Pennsylvania statewide performance standard of 94.1%.	False
A significant number of students in the primary grades continue to perform below benchmark expectations, highlighting the need to strengthen foundational literacy skills and early reading proficiency.	True
Too many students remain in the Well Below Benchmark category across multiple grade levels, indicating a need for more targeted interventions and accelerated support to close literacy gaps.	True
Third grade was the only grade level that experienced a decline in the percentage of students performing On/Above Grade Level, indicating a need to strengthen instruction around priority standards and ensure students are prepared for the increased rigor of the intermediate grades.	True
Although fourth and fifth grades demonstrated growth, they continue to have the lowest percentages of students performing On/Above Grade Level in the building. These results suggest a need to strengthen core instruction and intervention supports to accelerate learning and close longstanding skill gaps.	True
More than one-third of students remain Below Grade Level, with 14% still performing Far Below Grade Level at the end of the year. While progress is evident, reducing the number of students performing below grade-level expectations, particularly in grades 3 through 5, remains a critical area of focus as we work to improve overall math achievement and increase readiness for future state assessments.	True
Limited instructional time presents a challenge in fully addressing Science, Social Studies, and Leader in Me Career Readiness outcomes. With a large portion of the school day devoted to literacy and mathematics instruction and intervention, only 40–45 minutes remain for these areas, making it difficult to provide the depth of instruction necessary to maximize student growth and achievement.	False
Limited instructional time within the school day continues to be a challenge. Significant time is dedicated to literacy and mathematics instruction and intervention, leaving limited opportunities for deeper instruction in leadership development and enrichment experiences within our Leader In Me block.	False
Although the Economically Disadvantaged Student Group demonstrated meaningful improvement in persistent attendance during the 2024–2025 school year, increasing from 65.7% in 2023–2024 to 72.6% in 2024–2025, the subgroup has not yet met the	False

Pennsylvania statewide performance standard of 94.1%. While attendance improved by 6.9 percentage points, a 21.5 percentage point gap remains between current performance and the state's long-term target. This indicates that nearly one in four economically disadvantaged students did not meet the 90% attendance benchmark, limiting consistent access to instruction. Continued implementation of proactive attendance monitoring, family engagement, individualized interventions, and strategic use of Title I resources will be essential to further reduce chronic absenteeism and increase persistent attendance for economically disadvantaged students.	
Although the All Student Group maintained a high level of performance on the Career Standards Benchmark in 2024–2025 (96.4%), performance declined from 100.0% in the previous school year. This decrease indicates a need to strengthen the consistent implementation and documentation of Pennsylvania Career Education and Work Standards across Grade 5 to ensure all students successfully meet benchmark expectations. Continued monitoring, teacher support, and intentional integration of career readiness experiences will be necessary to return to and sustain 100% proficiency.	False
The All Student group's ELA score decreased from 23.8% in 2023-2024 to 22.2% in 2024-2025.	False
The All Students group's Math Growth expectations decreased from 73 in 2023-2024 to 57 in 2024-2025.	False
Limited professional development and collaborative planning focused on unpacking the Pennsylvania Core Standards presents a challenge in ensuring consistent implementation of grade-level expectations and mastery of essential ELA and Math standards across classrooms.	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.

Ensuring that literacy and math have solid core instruction and that teachers are promoting student engagement through the Danielson Framework, particularly within Domains 2 (The Classroom Environment) and 3 (Instruction). Additionally, ensuring that teachers fully understand the PA Core Standards and how to unpack them to align to their instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
A significant number of students in the primary grades continue to perform below benchmark expectations, highlighting the need to strengthen foundational literacy skills and early reading proficiency.		False
Too many students remain in the Well Below Benchmark category across multiple grade levels, indicating a need for more targeted interventions and accelerated support to close literacy gaps.	Although core literacy instruction and intervention systems are in place, inconsistencies in standards-aligned Tier 1 instruction, the use of Acadience data to drive instructional decisions, and the intensity of targeted interventions have contributed to too many students remaining in the Well Below Benchmark category across grade levels. Strengthening instructional alignment, data-based decision making, and MTSS implementation is expected to improve reading outcomes for these students.	True
Third grade was the only grade level that experienced a decline in the percentage of students performing On/Above Grade Level, indicating a need to strengthen instruction around priority standards and ensure students are prepared for the increased rigor of the intermediate grades.		False
Although fourth and fifth grades demonstrated growth, they continue to have the lowest percentages of students performing On/Above Grade Level in the building. These results suggest a need to strengthen core instruction and intervention supports to accelerate learning and close longstanding skill gaps.		False
More than one-third of students remain Below Grade Level, with 14% still performing Far Below Grade Level at the end of the year. While progress is evident, reducing the number of students performing below grade-level expectations, particularly in grades 3 through 5, remains a critical area of focus as we work to improve overall math achievement and	Although mathematics achievement improved across several grade levels during the school year, a significant number of students continue to perform below grade-level expectations. More than one-third of students remain Below Grade Level, with 14% performing Far Below Grade Level at the end of the year. These data indicate that while targeted interventions and instructional supports are positively impacting	True

increase readiness for future state assessments.	student growth, additional emphasis is needed to strengthen Tier 1 mathematics instruction and accelerate learning for students who require intensive support. This need is particularly evident in grades 3 through 5, where continued focus on grade-level rigor, data-driven instruction, and targeted intervention will be essential to improving overall mathematics achievement and increasing student readiness for future state assessments.	
Limited professional development and collaborative planning focused on unpacking the Pennsylvania Core Standards presents a challenge in ensuring consistent implementation of grade-level expectations and mastery of essential ELA and Math standards across classrooms.	Teachers have not had sufficient, ongoing opportunities to collaboratively unpack the Pennsylvania Core Standards, analyze student expectations, and align instruction, assessment, and tasks to grade-level rigor. This has contributed to inconsistencies in instructional planning and implementation, limiting students' access to rigorous, standards-aligned learning experiences.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Acadience benchmark data revealed several strengths across grade levels that contributed to improved literacy outcomes throughout the school year. Kindergarten reduced the percentage of students identified as Well Below Benchmark, indicating stronger development of foundational literacy skills. First grade demonstrated the largest increase in benchmark attainment, with the percentage of students scoring At/Above Benchmark increasing by 19.5 percentage points.	Early literacy outcomes demonstrate positive momentum across the primary grades. Kindergarten reduced the percentage of students identified as Well Below Benchmark, reflecting stronger development of foundational literacy skills, while first grade achieved the largest gain in benchmark attainment, increasing the percentage of students scoring At/Above Benchmark by 19.5 percentage points. These results suggest that strengthened early literacy instruction and intervention efforts are having a positive impact and provide a strong foundation for continued reading growth in the primary grades.
Second grade also showed growth in benchmark attainment while maintaining a strong composite score, suggesting that Tier 1 literacy instruction is effectively supporting student learning. Third grade achieved the highest percentage of students scoring At/Above Benchmark at the end of the year, with 70% of students meeting benchmark expectations.	Intermediate-grade literacy performance continued to strengthen during the 2024–2025 school year. Second grade increased the percentage of students achieving Benchmark while maintaining a strong overall composite score, suggesting that high-quality Tier 1 literacy instruction is effectively supporting student learning. Third grade demonstrated the strongest end-of-year performance, with 70% of students scoring At/Above Benchmark, indicating that a majority of students are meeting grade-level reading expectations.

Fourth grade made significant progress by reducing the percentage of students in the Well Below Benchmark category from 52% to 40%, moving more students toward grade-level literacy performance. Fifth grade demonstrated continued growth in benchmark attainment, increasing the percentage of students At/Above Benchmark by 9.1 percentage points while maintaining a strong overall literacy composite score.	Upper elementary literacy outcomes demonstrated meaningful improvement during the 2024–2025 school year. Fourth grade reduced the percentage of students performing in the Well Below Benchmark category from 52% to 40%, indicating that more students are making progress toward grade-level reading expectations. Fifth grade also demonstrated continued growth, increasing the percentage of students scoring At/Above Benchmark by 9.1 percentage points while maintaining a strong overall literacy composite score. These results suggest that targeted literacy interventions, effective Tier 1 instruction, and data-informed instructional practices are positively impacting student achievement and moving more students toward reading proficiency.
Kindergarten achieved 100% of students performing On/Above Grade Level by the end of the year, representing the largest increase in the building. First grade continued to build on a strong foundation, with nearly 88% of students performing On/Above Grade Level.	Primary mathematics outcomes demonstrated exceptional growth during the 2024–2025 school year. Kindergarten achieved 100% of students performing On/Above Grade Level by the end of the year, representing the largest increase across all grade levels and indicating strong development of foundational mathematics skills. First grade continued to build on this success, with 87.5% of students performing On/Above Grade Level, reflecting the effectiveness of high-quality Tier 1 mathematics instruction and early intervention efforts. These results suggest that students are developing a strong mathematical foundation in the primary grades, positioning them for continued success as they progress through the elementary mathematics curriculum.
Second grade showed one of the most significant improvements, increasing benchmark attainment by more than 20 percentage points.	Second grade demonstrated one of the most significant gains in mathematics achievement during the 2024–2025 school year, increasing the percentage of students performing On/Above Grade Level by more than 20 percentage points. This substantial improvement suggests that high-quality Tier 1 mathematics instruction, targeted interventions, and data-informed instructional practices are effectively accelerating student learning and strengthening grade-level mathematical proficiency.
In the upper grades, fifth grade demonstrated growth not only in the percentage of students performing On/Above Grade Level but also in reducing the number of students in the Far Below category. While	Upper elementary mathematics data indicate positive progress in supporting students across performance levels. Fifth grade increased the percentage of students performing On/Above Grade

third grade's overall On/Above percentage declined slightly, the reduction in students performing Far Below Grade Level suggests that some of the most academically at-risk students made meaningful progress.	Level while also reducing the number of students performing Far Below Grade Level, reflecting both improved overall achievement and targeted support for struggling learners. Although third grade experienced a slight decline in the percentage of students performing On/Above Grade Level, the reduction in the Far Below category suggests that some of the school's most academically at-risk students made meaningful progress. These trends indicate that intervention efforts are helping move students toward grade-level expectations while highlighting the need to continue strengthening core instruction to increase overall proficiency.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen Tier 1 literacy instruction and implement targeted, data-driven interventions to reduce the number of students performing Well Below Benchmark and accelerate progress toward grade-level reading proficiency.
	Strengthen Tier 1 mathematics instruction and implement targeted, data-driven interventions to reduce the number of students performing Below and Far Below Grade Level, particularly in grades 3 through 5, and increase overall mathematics proficiency.

Goal Setting

Priority: Strengthen Tier 1 literacy instruction and implement targeted, data-driven interventions to reduce the number of students performing Well Below Benchmark and accelerate progress toward grade-level reading proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 2027, reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading from 36% to 26%.			
Measurable Goal Nickname (35 Character Max)			
Acadience			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading from 36% to 34%.	Reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading to 31%	Reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading to 28%.	Reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading to 26%.

Priority: Strengthen Tier 1 mathematics instruction and implement targeted, data-driven interventions to reduce the number of students performing Below and Far Below Grade Level, particularly in grades 3 through 5, and increase overall mathematics proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 2027, reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic from 36% to 26%.			
Measurable Goal Nickname (35 Character Max)			
IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic from 36% to 34%.	Reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic to 31%.	Reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic to 28%.	Reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic to 26%.

Action Plan

Measurable Goals

Acadience	IXL
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Action Plan For: Implement content focused professional learning (Literacy)

Measurable Goals:
By June 2027, reduce the percentage of students performing Below and Well Below Benchmark on Acadience Reading from 36% to 26%.

Action Step	Anticipated Start Date	Anticipated Completion Date
Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for English Language Arts, identifying essential learning targets, strengthening Tier 1 literacy instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.	2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Principal, Intervention Specialist	Acadience, FLITE, PA Core Standards, Wonders Curriculum, District Pacing Guides/Scope and Sequence	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduced percentage of students performing Below and Well Below Benchmark on Acadience by 10 percentage points (from 36% to 26%) by the end of the year.	Principal, intervention specialists, classroom teachers, district instructional coaches. Measuring data biweekly based on progress monitoring through Acadience and FLITE as well as benchmark data.

Action Plan For: Implement content focused professional learning (Math)

Measurable Goals:
By June 2027, reduce the percentage of students performing Below Grade Level and Far Below Grade Level on the IXL Diagnostic from 36% to 26%.

Action Step	Anticipated Start Date	Anticipated Completion Date
Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for Math, identifying essential learning targets, strengthening Tier 1 math instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.	2026-08-24	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

Principal, District Math Coaches, Consultant	Reveal Math Curriculum, IXL, PA Core Standards, District Pacing Guides	Yes	
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reduced percentage of students performing Below and Far Below Benchmark on IX by 10 percentage points (from 36% to 26%) by the end of the year.	Principal, district math coaches, consultant, classroom teachers. Measuring data biweekly based on progress monitoring through Reveal Unit Assessments, Exit Tickets, IXL skills, as well as diagnostic benchmarks.

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	• Implement content focused professional learning (Literacy) • Implement content focused professional learning (Math)	Salary	216277	
Instruction	• Implement content focused professional learning (Literacy) • Implement content focused professional learning (Math)	Benefits	80723	
Total Expenditures				297000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement content focused professional learning (Literacy)	Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for English Language Arts, identifying essential learning targets, strengthening Tier 1 literacy instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.
Implement content focused professional learning (Math)	Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for Math, identifying essential learning targets, strengthening Tier 1 math instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.

Job-Embedded Coaching (Literacy)

Action Step		
Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for English Language Arts, identifying essential learning targets, strengthening Tier 1 literacy instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.		
Audience		
K-5 Teachers, Reading Specialists		
Topics to be Included		
Instructional Teaching Practices, PA Core Standards		
Evidence of Learning		
Core Instruction and Assessment Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Job-Embedded Coaching (Math)

Action Step
Provide ongoing, content-focused professional learning for K–5 teachers centered on unpacking the Pennsylvania Core Standards for Math, identifying essential learning targets, strengthening Tier 1

math instruction, and using high-impact instructional practices to ensure all students have access to rigorous, grade-level learning.		
Audience		
K-5 Teachers		
Topics to be Included		
Instructional Teaching Practices, PA Core Standards		
Evidence of Learning		
Core Instruction and Assessment Data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principal	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
• 3a: Communicating with Students • 3c: Engaging Students in Learning • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Renato Lajara	2026-08-07
Building Principal Signature	Date
Ashlee Woodson	2026-07-20
School Improvement Facilitator Signature	Date
Nicole Bouhana	2026-08-07