

**Wyoming Area Primary Ctr**

TSI Title 1 School Plan | 2025 - 2026

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Primary Center		000002874
<b>Address 1</b>		
55 Tenth Street Wyoming, PA 18644		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Wyoming	PA	18644
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Jon Pollard		jpollard@wyomingarea.org
<b>Principal Name</b>		
William Wright		
<b>Principal Email</b>		
wwright@wyomingarea.org		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
5706931914		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Deanna Mennig		dmennig@liu18.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
David Pacchioni	District Level Leaders	Curriculum Director	dpacchioni@wyomingarea.org
Judy Cefalo	Teacher	Reading Specialist (Primary Center)	jucefalo@wyomingarea.org
Caroline Flickinger	Education Specialist	Reading Specialist (Primary Center)	cflickinger@wyomingarea.org
William Wright	Principal	Primary Center	wwright@wyomingarea.org
Jon Pollard	Chief School Administrator	Wyoming Area School District	jpollard@wyomingarea.org
Crystal Smith	Parent	Parent of Student	crystal.smith0725@gmail.com
Carol Tabit	Education Specialist	Reading Specialist (Kindergarten)	ctabit@wyomingarea.org
Kirby Kunkle	Board Member	School Board	kkunkle@wyomingarea.org
Stephanie Arcerese	Parent	PAC Committee Member	sarcerese@gmail.com
Nicole Gilligan	Parent	PAC committee member	ngilligan@benco.com
Kristen Hazlet	Parent	PAC committee member	Kristen.Hazlet@gmail.com
Mindy Stevens	Community Member	Business Owner	mindy.steven@ymail.com
Jennifer Judge	Teacher	Reading Specialist (Primary Center)	jjudge@wyomingarea.org

## Vision for Learning

### **Vision for Learning**

Our Schoolwide Vision for Learning includes: -Increasing Parent and Family Engagement support to increase Student Attendance -Increasing Teacher knowledge and support of Structured Literacy -To increase Dibels Benchmark scores -Increasing teacher knowledge and support on using Multi-Tiered System of Supports - To increase IXL Reading and Math Diagnostic scores (New Program Implementation for the 2025-26 school year) -To increase achievement and growth scores on the PSSAs. -Providing personalized, blended, learning environments.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	True 1	True 2	True 3	False 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
2023-24: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average.	All Student Group: 47.1% State Average: 40.2%
2023-24: ELA/Literature All Student Group Percent Proficient or Advanced was higher than the State Average.	All Student Group: 65.9% State Average: 53.9%
2023-24: Mathematics/Algebra All Student Group Advanced Percentage was higher than the state average.	All Student Group: 15.2% State Average: 15.0%

### Challenges

Indicator	Comments/Notable Observations
2023-24: ELA All Student group did not meet Interim Goal/Improvement Target	All Student Group: 65.9% Statewide Average: 53..9%
2022-23: Regular Attendance All Student Group Did Not Meet Performance Standard.	All Student Group: 69.9% Statewide Average: 78.9%
2023-24: Math All Student group did not meet Interim Goal/Improvement Target	All Student Group: 47.1% State Average: 40.2%

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> ELA/Literature: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24) <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b> White: 69.0% Statewide Average: 53.9%
<b>Indicator</b> Mathematics: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24) <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> White: 49.6% Statewide Average: 40.2%

White	
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### Challenges

Indicator ESSA Student Subgroups	Comments/Notable Observations
<b>Indicator</b> Regular Attendance: Students who fell into the category of White, economically disadvantaged, Hispanic, and student with disabilities did not meet the requirement for Regular Attendance. (2022-23) <b>ESSA Student Subgroups</b> Hispanic, White, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> White: 71.4% Hispanic: 52.4% Economically Disadvantaged: 58.8% Student with Disabilities: 62.9% Combined Ethnicity: 62.4 Statewide 78.1%
<b>Indicator</b> English Language Arts/Literature: The Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity group was below the statewide average of 53.9% in advanced/proficient. (2023-24) <b>ESSA Student Subgroups</b> Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Economically Disadvantaged: 52.5% Combined Ethnicity: 47.8% Student with Disabilities 27.3%% Statewide 53.9%
<b>Indicator</b> Mathematics/Algebra: Economically Disadvantaged, Combined Ethnicity, and Student with Disabilities did not meet the statewide average for percent Advanced. (2023-24) <b>ESSA Student Subgroups</b> Combined Ethnicity, Economically Disadvantaged, Students with Disabilities	<b>Comments/Notable Observations</b> Economically Disadvantaged: 28.8% Combined Ethnicity: 34.8% Student with Disabilities 15.9% Statewide 40.2%

### Summary

#### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

2023-24: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average
2023-24: ELA/Literature All Student Group Percent Proficient or Advanced was higher than the State Average.
2023-24: Mathematics/Algebra All Student Group Advanced Percentage was higher than the state average.
ELA/Literature: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24)
Mathematics: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24)

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

2023-24: ELA All Student group did not meet Interim Goal/Improvement Target
2022-23: Regular Attendance All Student Group Did Not Meet Performance Standard.
2023-24: Math All Student group did not meet Interim Goal/Improvement Target
Regular Attendance: Students who fell into the category of White, economically disadvantages, Hispanic, and student with disabilities did not meet the requirement for Regular Attendance. (2022-23)
English Language Arts/Literature: The Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity group was below the statewide average of 53.9% in advanced/proficient. (2023-24)

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
DIBELS 8th Edition (2024-25) :	First Grade Students: Beginning of the Year Assessment: 60% Core Support/Core^ Support Mid-Year Assessment: 59% Core Support/Core^ Support End of the Year Assessment: 74% Core Support/Core^ Support Up 2% from previous school year Second Grade Students: Beginning of the Year Assessment: 54% Core Support/Core^ Support Mid-Year Assessment: 61% Core Support/Core^ Support End of the Year Assessment: 78% Core Support/Core^ Support Up 10% from previous school year Third Grade Students: Beginning of the Year Assessment: 56% Core Support/Core^ Support Mid-Year Assessment: 57% Core Support/Core^ Support End of the Year Assessment: 59% Core Support/Core^ Support Down 7% from previous school year
i-Ready ELA Diagnostic (2024-25)	First Grade: Beginning: 12% of students were early on grade level or above. Mid-Year: 40% of students were early on grade level or above. End: 71% of students were early on grade level or above. Up 10% from previous school year Second Grade: Beginning: 34% of students were early on grade level or above. Mid-Year: 52% of students were early on grade level or above. End: 66% of students were early on grade level or above. Stayed the same from previous year Third Grade: Beginning: 42% of students were early on grade level or above. Mid-Year: 58% of students were early on grade level or above. End: 62% of students were early on grade level or above. Down 3% from previous school year

### English Language Arts Summary

#### Strengths

Assessment results are immediate, and teachers are training in analyzing data.
Purchasing of new ELA textbook series for the 2025-26 school year.

#### Challenges

Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.
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### Mathematics

Data	Comments/Notable Observations
i-Ready Math Diagnostics (2023-24)	First Grade: Beginning: 9% of students were early on grade level or above. Mid-Year: 32% of students were early on grade level or above. End: 55% of students were early on grade level or above. Second Grade: Beginning: 6% of students were early on grade level or above. Mid-Year: 26% of students were early on grade level or above. End: 45% of students were early on grade level or above. Third Grade: Beginning: 10% of students were early on grade level or above. Mid-Year: 23% of students were early on grade level or above. End: 56% of students were early on grade level or above.
End of Unit assessments.	Common assessments are given after every unit and analyzed.

i-Ready Math Diagnostics (2024-25)	First Grade: Beginning: 8% of students were early on grade level or above. Mid-Year: 25% of students were early on grade level or above. End: 45% of students were early on grade level or above. Down 10% from previous school year Second Grade: Beginning: 13% of students were early on grade level or above. Mid-Year: 47% of students were early on grade level or above. End: 48% of students were early on grade level or above. Up 8% from previous school year Third Grade: Beginning: 8% of students were early on grade level or above. Mid-Year: 18% of students were early on grade level or above. End: 46% of students were early on grade level or above. Down 10% from previous school year
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**Mathematics Summary**

**Strengths**

The Primary Center will begin utilizing the IXL platform during the 2025-26 school year to assist in growth achievement.

**Challenges**

Students are tested multiple times a year resulting in test burnout.

**Science, Technology, and Engineering Education**

Data	Comments/Notable Observations
N/A	N/A

**Science, Technology, and Engineering Education Summary**

**Strengths**

N/A

**Challenges**

N/A

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Overgrad	Career readiness benchmarking will be recorded in the Overgrad College and Career Readiness Software

### 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.

School District purchased Overgrad to store career artifacts for grade levels.
We will begin exposing student to careers in the classroom.

### 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.

Overgrad has allow the district to get away from color coding folders for storage of career artifacts.
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Student will be encouraged to be engaged in activities for families in determine career choices.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

Data	Comments/Notable Observations
2023-24: Students with Disabilities scored below the statewide average of 53.9% in ELA/Literature for Advanced and Proficient.	Subgroup score was 27.3%.
2022-23: Students with Disabilities scored below the statewide average of 40.2% in Math for Advanced and Proficient.	Subgroup score was 15.9%
2022-23: Students with Disabilities scored below the statewide average of 78.1% in Regular Attendance.	Subgroup score was 62.9%

### 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.

2023-24: Students with Disabilities ELA/Literature scores went up from the previous school year.
The Primary Center is implementing a new core Reading series for the 2025-26 school year (Wonders 2023)
Grade 1 and 2 will continue implementing the UFLI phonics program in the core.

### 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.

Training will be during in-service schedule for the 2024-25 school year.
Student attendance will need to be addressed.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

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

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

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

## Summary

### Strengths

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

Professional Development: Faculty and staff began trainings in the Science of Reading and Structured Literacy. Training is on-going and will continue through the 2025-26 school year. (PaTTAN and IU18 are assisting in these trainings)

The Primary Center began to implement data team meetings throughout the 2024-25 school year to review student achievement and growth data on the Dibels 8th Edition Benchmark and i-Ready Diagnostics. This process will continue for the 2025-26 school year with the assistance and guidance of the IU18, with the addition of a new Reading series and the IXL learning platform.

### 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?

Improving the schools MTSS framework and Child Study Team meeting format would have a significant impact in moving our achievement scores in the right direction.

## 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
2023-24: Mathematics/Algebra All Student Group Advanced Percentage was higher than the state average.	False
ELA/Literature: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24)	False
Mathematics: Economically Disadvantage showed growth. (2022-23)	False
2021-22: Regular Attendance - 2 or more races subgroup was above the state average.	False
2023-24: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average	True
Purchasing of new ELA textbook series for the 2025-26 school year.	False
The Primary Center is implementing a new core Reading series for the 2025-26 school year (Wonders 2023)	False
The Primary Center will begin utilizing the IXL platform during the 2025-26 school year to assist in growth achievement.	False
We will begin exposing student to careers in the classroom.	False
Assessment results are immediate, and teachers are training in analyzing data.	False
N/A	False
2023-24: Students with Disabilities ELA/Literature scores went up from the previous school year.	True
School District purchased Overgrad to store career artifacts for grade levels.	False
Mathematics: White students exceeded the statewide average for percent Proficient or Advanced. (2023-24)	False
2023-24: ELA/Literature All Student Group Percent Proficient or Advanced was higher than the State Average.	True
Grade 1 and 2 will continue implementing the UFLI phonics program in the core.	False
The Primary Center began to implement data team meetings throughout the 2024-25 school year to review student achievement and growth data on the Dibels 8th Edition Benchmark and i-Ready Diagnostics. This process will continue for the 2025-26 school year with the assistance and guidance of the IU18, with the addition of a new Reading series and the IXL learning platform.	False
Professional Development: Faculty and staff began trainings in the Science of Reading and Structured Literacy. Training is on-going and will continue through the 2025-26 school year. (PaTTAN and IU18 are assisting in these trainings)	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
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Regular Attendance: Students who fell into the category of White, economically disadvantages, Hispanic, and student with disabilities did not meet the requirement for Regular Attendance. (2022-23)	False
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	True
2023-24: ELA All Student group did not meet Interim Goal/Improvement Target	True
2022-23: Regular Attendance All Student Group Did Not Meet Performance Standard.	False
2023-24: Math All Student group did not meet Interim Goal/Improvement Target	False
Student will be encouraged to be engaged in activities for families in determine career choices.	False
Student attendance will need to be addressed.	False
Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.	True
Overgrad has allow the district to get away from color coding folders for storage of career artifacts.	False
Students are tested multiple times a year resulting in test burnout.	False
Training will be during in-service schedule for the 2024-25 school year.	False
N/A	False
Improving the schools MTSS framework and Child Study Team meeting format would have a significant impact in moving our achievement scores in the right direction.	False
English Language Arts/Literature: The Economically Disadvantaged, Student with Disabilities, and Combined Ethnicity group was below the statewide average of 53.9% in advanced/proficient. (2023-24)	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
2022-23: Math All Student group did not meet Interim Goal/Improvement Target	The hypothesized root cause for this tied to students potentially lacking foundational skills in math due to learning gaps and curriculum alignment.	True
2023-24: ELA All Student group did not meet Interim Goal/Improvement Target	The hypothesized root cause for this is tied to students potentially lacking foundational skills in reading due to learning gaps and curriculum alignment.	True
Regular Attendance The Primary Centers All Student Group does not meet Performance Standards for regular attendance. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.	The hypothesized root cause for Parents and Families don't see the value in attending school regularly.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
2023-24: Students with Disabilities ELA/Literature scores went up from the previous school year.	
2023-24: Mathematics/Algebra All Student Group Percent Proficient or Advanced was higher than the State Average	
2023-24: ELA/Literature All Student Group Percent Proficient or Advanced was higher than the State Average.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To increase the overall Mathematics scores on the PSSA Math assessment and IXL Math end of year diagnostic for the 2025-26 School Year.
	To increase the overall ELA scores on the PSSA ELA assessment, Dibels 8th Edition, and IXL Reading end of year diagnostic for the 2025-26 School Year.
	To increase regular student attendance from the previous year.



## Goal Setting

Priority: To increase regular student attendance from the previous year.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). The School Attendance percentage decreased from 71.9% (21-22) to 69.9% (22-23).			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Primary Center Attendance Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Hold a meeting with students, parents, and families that includes a presentation on the importance of consistent student attendance and its impact on academic success.	Monitor student attendance on a weekly basis, send attendance letters as needed, and schedule SAIP meetings when appropriate to address ongoing concerns.	Conduct weekly reviews of student attendance, continue sending attendance letters, hold SAIP meetings as needed, conduct truancy hearings when required, and consistently monitor student progress.	By the end of the fourth marking period, Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25).

Priority: To increase the overall Mathematics scores on the PSSA Math assessment and IXL Math end of year diagnostic for the 2025-26 School Year.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the percentage of students that perform proficient or advanced on the Spring 2026 3rd Grade PSSA Math assessment by 5%. Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up Math Diagnostic assessment over the course of the 2025–2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PC (Mathematics Goals)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Get baseline data from beginning of the year IXL Math Diagnostic.	Data team meetings will be held to review IXL Math diagnostic data and previous year PSSA math data to see areas of strengths/weaknesses. Use information to make informed decision related to curriculum and instructional strategies/practices.	Increase the percentage of students that perform on grade or above on the IXL Math middle of the year diagnostic to 55%.	Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up Math Diagnostic assessment over the course of the 2025–2026 school year and increase the 2025 Spring Math PSSA by 5% from the previous year.

Priority: To increase the overall ELA scores on the PSSA ELA assessment, Dibels 8th Edition, and IXL Reading end of year diagnostic for the 2025-26 School Year.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the percentage of students that perform proficient or advanced on the Spring 2026 3rd Grade PSSA ELA assessment by 5%. Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up ELA Diagnostic assessment over the course of the 2025–2026 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PC (ELA Goal)			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Administer beginning of the year IXL Diagnostic Test and Dibels 8th Edition.	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer the mid-year IXL Diagnostic Assessment and the Dibels 8th Edition with the goal of achieving a 15% increase in overall student performance from the BOY.	Administer the end-year IXL Diagnostic Assessment and Dibels 8th Edition Benchmark with the goal of achieving seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up ELA Diagnostic assessment over the course of the 2025–2026 school year, and increase the overall percentage of students achieving Proficient or Advanced by 5% on the Spring 2026 3rd Grade PSSA ELA Assessment.

<b>Outcome Category</b>			
Early Literacy			
<b>Measurable Goal Statement (Smart Goal)</b>			
Increase the overall percentage of students that score core support or core^ support on Dibels 8th Edition Universal Screener to 72% through the 2025-26 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Primary Center Dibels Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Administer beginning of the year Dibels 8th Edition Benchmark	Convene as a data team to analyze results and develop a targeted action plan to improve performance on the next assessment.	Administer Mid-Year Dibels 8th Edition Benchmark. Goal is to have a 10% increase in overall performance from the BOY.	Administer the end-year Dibels 8th Edition Benchmark. Goal is to achieve an overall percentage of students that score Core Support or Core^ Support to 72% by the EOY Benchmark.



## Action Plan

### Measurable Goals

Primary Center Attendance Goal	PC (Mathematics Goals)
PC (ELA Goal)	Primary Center Dibels Goal

### Action Plan For: Coordinated Evidence-Based Student Supports for Learning

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase overall student attendance by 8% throughout the 2025-26 school year from the previous school year (2024-25). The School Attendance percentage decreased from 71.9% (21-22) to 69.9% (22-23).</li> </ul>

Action Step		Anticipated Start/Completion Date	
Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child’s academic and social-emotional needs.		2025-08-25	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principals, Truancy officer, Teachers, Guidance Counselors, Social Workers, Special Education Director, Crisis Counselor, School Nurse.	1. SWPBIS a. Child Study Team b. Social Worker(s) c. Positive Behavior instructional resources 2. Training in Trauma Informed Practices. 3. Community partners and related services.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Increased student academic engagement. 2. Positive student perception of the school experience. 3. Reduced discipline referrals. 4. Improved student attendance.	The administrative team will review student attendance and discipline data weekly or bi-weekly to identify trends, inform decisions, and implement timely interventions that support student success and a positive school environment.

### Action Plan For: Elevation of Student Achievement in English Language Arts

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Increase the percentage of students that perform proficient or advanced on the Spring 2026 3rd Grade PSSA ELA assessment by 5%. Seventy-five percent of students will demonstrate a minimum growth of 100 points—equivalent to one year of academic progress—on the IXL Level Up ELA Diagnostic assessment over the course of the 2025–2026 school year.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Review, revise current ELA curriculum around Implementation of new Reading series (Wonder 2023) and IXL learning program.		2025-08-25	2026-06-05
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Curriculum Director, Building Principal, teachers, staff.	Wonders Reading Series materials, Chromebooks, Computer-Based program (IXL), Professional Development with Wonders and IXL, Curriculum writing days.	Yes	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Implementing programs with fidelity will lead to increased student academic achievement and growth, as measured by annual DIBELS benchmarks, IXL Reading diagnostics, PSSA ELA scores in Grade 3, and individual student learning data. In addition, faithful implementation will strengthen teacher collaboration and build instructional capacity across the school.	Building principals, teachers, guidance counselors, reading specialists, school psychologists, and special education director. Student data will be reviewed quarterly through the common, diagnostic and formative assessments, DIBELS, IXL diagnostics, and progress monitoring that will be completed.

## 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.

<b>eGrant Budget Category (Schoolwide Funding)</b>	<b>Action Plan(s)</b>	<b>Expenditure Description</b>	<b>Amount</b>
Instruction	<ul style="list-style-type: none"><li>Elevation of Student Achievement in English Language Arts</li></ul>	Title I Reading Specialist Salary and Benefits	300000
Carryover Funds	<ul style="list-style-type: none"><li>Elevation of Student Achievement in English Language Arts</li></ul>	Materials/Resources	40000
<b>Total Expenditures</b>			<b>340000</b>

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Coordinated Evidence-Based Student Supports for Learning	Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child's academic and social-emotional needs.
Elevation of Student Achievement in English Language Arts	Review, revise current ELA curriculum around Implementation of new Reading series (Wonder 2023) and IXL learning program.

### Wonders 2023: Launch, Curriculum Writing/IXL Learning Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Review, revise current ELA curriculum around Implementation of new Reading series (Wonder 2023) and IXL learning program.</li> </ul>		
<b>Audience</b>		
1-3 Faculty (Regular Education, Special Education, Title I teachers and Administrators)		
<b>Topics to be Included</b>		
Navigation of the Wonders Reading Series (Online tool, workbooks, textbooks, etc.), Navigation of the IXL learning platform (Diagnostics, learning pathways, assessment, analytics, etc.)		
<b>Evidence of Learning</b>		
Increase the percentage of students that perform proficient or advanced on the Spring 2026 3rd Grade PSSA Reading assessment by 5%. Increase the overall percentage of students that perform on grade level of above on the end of the year IXL Reading diagnostic and Dibels 8th Edition Benchmark to 75%.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Wonders PD and IXL PD consultants, Curriculum Director, Building Principals, IU18 Consultant, Teachers, Staff.	2025-08-25	2026-06-05

### Learning Format

Type of Activities	Frequency
Inservice day	Based on availability of presenters, trainings could be monthly or quarterly.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3d: Using Assessment in Instruction</li> <li>3b: Using Questioning and Discussion Techniques</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>4e: Growing and Developing Professionally</li> </ul>	

<b>This Step Meets the Requirements of State Required Trainings</b>
Language and Literacy Acquisition for All Students

### Trauma Informed Care Training

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Develop and implement a coordinated, tiered support plan to ensure all students can access, engage in, and make meaningful progress within the school setting, while actively collaborating with families to support each child’s academic and social-emotional needs.</li> </ul>		
<b>Audience</b>		
All Faculty and Staff 1-3, Administration		
<b>Topics to be Included</b>		
The approach emphasizes the creation of safe, supportive, and empowering school environments to address the impact of trauma on students’ social-emotional development, academic achievement, and overall well-being. Topics to be discussed include trauma-informed practices, strategies for building resilience, promoting positive relationships, supporting staff well-being, and implementing systems that foster a culture of safety and belonging for all students		
<b>Evidence of Learning</b>		
There would be an increase in student attendance with fewer cases of chronic absenteeism. Behaviorally, there would be a reductions in office discipline referrals. A more positive school climate is reflected in higher scores on climate surveys, and an increased student sense of belonging. Staff indicators include improved morale, greater retention, and increased use of trauma-sensitive practices.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
IU18 consultants/PD presenters	2025-08-25	2026-06-05

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Based on availability of presenters, trainings could be monthly or quarterly.
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2a: Creating an Environment of Respect and Rapport</li> <li>2d: Managing Student Behavior</li> <li>3e: Demonstrating Flexibility and Responsiveness</li> <li>4e: Growing and Developing Professionally</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
At Least 1-hour of Trauma-informed Care Training for All Staff	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>