Delaware Valley El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Delaware Valley El Sch		120522003
Address 1		
500 Avenue S		
Address 2		
City	**State**	**Zip Code**
Matamoras	PA	18336
Chief School Administrator		**Chief School Administrator Email**
Dr Brian Blaum		BBlaum@dvsd.org
Principal Name		
MaryAnn Olsommer		
Principal Email		
molsommer@dvsd.org		
Principal Phone Number		**Principal Extension**
570-296-1821		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kimberly Skorski	Education Specialist	DVES	skorskik@dvsd.org
Jennifer Slain	Education Specialist	DVES	slainj@dvsd.org
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Joy Sweller	District Level Leaders	DVSD	jsweller@dvsd.org

Vision for Learning

Vision for Learning

Delaware Valley School District, in partnership with our community, stands committed to maximizing student potential, fostering life-long learning and promoting responsible citizenship. Delaware Valley- Educating for Life's Journey

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**True** 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
Academic Growth Expectations	DVES exceeds the standard for demonstrating growth in both English Language Arts and Mathematics.
Regular Attendance	DVES meets the performance standard for percent regular attendance among all student groups.
Career Standards Benchmark	DVES exceeds the performance standard for the percent of students meeting career standards benchmarks.

Challenges

Indicator	Comments/Notable Observations
English Language Arts Proficiency	DVES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.
Mathematics Proficiency	DVES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in Mathematics.

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

Strengths

Indicator Academic Growth Expectation **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically	**Comments/Notable Observations** DVES exceeds the standard for demonstrating academic growth in both English Language Arts and Math across all student groups. Students from various demographics are showing significant progress in these core subjects.

Disadvantaged, English Learners, Students with Disabilities	
Indicator Regular Attendance **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** DVES "Meets Performance Standard" for the All Student Group in Percent Regular Attendance. This is important as it suggests consistent school engagement across all school groups.

Challenges

Indicator Percent proficient or advanced in English Language Arts **ESSA Student Subgroups** Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** DVES had 64.2% of all students attain proficient or advanced on English Language Arts. 27.9% of students with disabilities scored proficient or advanced while 51.1% of economically disadvantages students scored proficient or advanced.
Indicator On Track Measures **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** 70% of students meet the Grade 3 Reading Early Indicator of Success Benchmark, 67.6% of economically disadvantaged students meet this benchmark.

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.

Academic Growth Expectations DVES exceeds the standard for demonstrating growth in both English Language Arts and Mathematics.
Regular Attendance DVES meets the performance standard for percent regular attendance among all student groups.

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.

English Language Arts Proficiency DVES did not meet the interim goal or improvement target for the percentage of students proficient or

advanced in English Language Arts.
Percent proficient or advanced in English Language Arts DVES had 64.2% of all students attain proficient or advanced on English Language Arts. 27.9% of students with disabilities scored proficient or advanced while 51.1% of economically disadvantaged students scored proficient or advanced.
On Track Measures 70% of students meet the Grade 3 Reading Early Indicator of Success Benchmark, 67.6% of economically disadvantaged students meet this benchmark.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
K DIBELS Composite Score BOY	Kindergarten DIBELS scores 41% Well Below Benchmark, 19% Below Benchmark, 10% At Benchmark, 30% Above Benchmark
1 DIBELS Composite Score BOY	First Grade DIBELS scores 23% Well Below Benchmark, 15% Below Benchmark, 35% At Benchmark, 27% Above Benchmark
2 DIBELS Composite Score BOY	Second Grade DIBELS scores 23% Well Below Benchmark, 15% Below Benchmark, 42% At Benchmark, 20% Above Benchmark
3 DIBELS Composite Score BOY	Third Grade DIBELS scores 18% Well Below Benchmark, 16% Below Benchmark, 30% At Benchmark, 36% Above Benchmark
4 DIBELS Composite Score BOY	Fourth Grade DIBELS scores 17% Well Below Benchmark, 20% Below Benchmark, 48% At Benchmark, 15% Above Benchmark
5 DIBELS Composite Score BOY	Fifth Grade DIBELS scores 25% Well Below Benchmark, 21% Below Benchmark, 38% At Benchmark, 16% Above Benchmark

English Language Arts Summary

Strengths

There is a significant reduction in the percentage of students scoring Well Below Benchmark from Kindergarten 41% to First Grade 23%. Early interventions are helping struggling readers catch up.
Third Grade shows the highest combined percentage of students At or Above Benchmark across all grades. Reading instruction and interventions are effective at this level.

Challenges

There is a high percentage of struggling readers in Kindergarten, 60%, this presents a significant challenge for early literacy instruction.
The data shows a fluctuation in performance across different grade levels. This inconsistency suggests that there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress throughout the grades.

Mathematics

Data	Comments/Notable Observations
Kindergarten IXL Math Screener	In Math Kindergarten students scored 60% on or above grade level, 24% below grade level and 5% far below level.

First Grade STAR Math Winter	In Math, first grade students scored 25% at or above benchmark, 37% at or above minimum proficiency, 24% intervention and 14% urgent intervention.
Second Grade STAR Math Winter	In Math, second grade students scored 34% at or above benchmark, 30% at or above minimum proficiency, 20% intervention and 16% urgent intervention.
Third Grade STAR Math Winter	In Math, third grade students scored 24% at or above benchmark, 36% at or above minimum proficiency, 28% intervention and 13% urgent intervention.
Fourth Grade STAR Math Winter	In Math, fourth grade students scored 34% at or above benchmark, 41% at or above minimum proficiency, 17% intervention and 8% urgent intervention.
Fifth Grade STAR Math Winter	In Math, fifth grade students scored 27% at or above benchmark, 33% at or above minimum proficiency, 24% intervention and 16% urgent intervention.

Mathematics Summary

Strengths

60% of Kindergarten students are performing at or above grade level in Math. This indicates a solid foundation for early Math skills.
Fourth Grade shows the highest combined percentage of students at/above benchmark or at/above proficiency, 75%. Math instruction and interventions may be particularly effective at this grade level.

Challenges

Across all grade levels from First to Fifth, there is a consistent percentage of students falling into the urgent intervention category. A portion of students is struggling significantly with math and may require intensive, individualized support.
The data shows a fluctuation in performance across different grade levels. This inconsistency suggests that there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress throughout the grades.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science grades Quarter 2 K-5	Science grades K-5 A 329, B 43, C 9
Science PSSA Fourth Grade	All student group exceeds statewide goal for proficiency with 95% scoring proficient or advanced in science in fourth grade.
Science PSSA Fourth Grade	All student group exceeds the standard demonstrating growth, scoring a 100.

Science, Technology, and Engineering Education Summary

Strengths

The vast majority of students, 86% are scoring an A in science.
95% of students scored proficient or advanced on the science PSSA, exceeding the statewide goal for proficiency.

Challenges

The overall performance is excellent, there are still 9 C grades. This indicates a small group may be struggling with the curriculum.
With such high performance levels there may be a risk of complacency among educators and students. Maintaining this may become increasingly difficult.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.
Smart Futures	By the end of third grade all students are expected to complete 2 artifacts in Smart Futures. These artifacts are based in four strands including: career awareness and preparation, entrepreneurship, career retention and advancement, and career acquisition.

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 program maintains a consistent structure from third to fifth grade, with students expected to complete two artifacts each year.
The program covers four important strands of career education. This broad approach ensures students are exposed to various aspects of career development at an early age.

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.

With only two artifacts required per year, there may be a challenge in comprehensively covering all four strands.
Since the same four strands are covered each year form third to fifth grade, there may be a challenge in ensuring that the content and activities are sufficiently differentiated and progressively more advanced to provide new learning opportunities each year.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
There is an insufficient sample of English learners	There is an insufficient sample of English learners

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA ELA	Students with disabilities did not meet statewide proficiency goal in ELA, but did increase in performance from the previous year.
PSSA Math	Students with disabilities did not meet statewide proficiency goal in Math, but did increase in performance from the previous year.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA ELA	Economically disadvantaged students did not meet statewide proficiency goal in ELA, but did increase in performance from the previous year.

PSSA Math	Economically disadvantaged students did not meet statewide proficiency goal in Math, but did increase in performance from the previous year.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic subgroup did not meet statewide proficiency goal in Math and decreased in performance from previous year.
2 or More Races	2 or More Races subgroup did not meet statewide proficiency goal in Math and decreased in performance from previous year.

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.

Students with disabilities improved in performance although they did not meet the statewide proficiency goal. Supports for this group are having a positive impact.
Economically disadvantaged students also made progress in both ELA and Math even though they did not meet the statewide proficiency goal. Supports for this group are having a positive impact.

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.

Despite improvements, students with disabilities and economically disadvantaged students are still not meeting statewide proficiency goals in ELA and Math. Targeted interventions are needed to close this gap.

Hispanic and two or more races subgroups both failed to meet the statewide proficiency goal in Math and decreased in performance. There is a need for focused attention and potentially revised strategies to support these subgroups.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	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	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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement an evidence-based system of schoolwide positive behavior interventions and support

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement a multi-tiered system of supports for academics and behavior

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
Academic Growth Expectations DVES exceeds the standard for demonstrating growth in both English Language Arts and Mathematics.	False
Regular Attendance DVES meets the performance standard for percent regular attendance among all student groups.	False
Academic Growth Expectations DVES exceeds the standard for demonstrating growth in both English Language Arts and Mathematics.	False
Regular Attendance DVES meets the performance standard for percent regular attendance among all student groups.	False
There is a significant reduction in the percentage of students scoring Well Below Benchmark from Kindergarten 41% to First Grade 23%. Early interventions are helping struggling readers catch up.	False
Third Grade shows the highest combined percentage of students At or Above Benchmark across all grades. Reading instruction and interventions are effective at this level.	False
60% of Kindergarten students are performing at or above grade level in Math. This indicates a solid foundation for early Math skills.	True
Fourth Grade shows the highest combined percentage of students at/above benchmark or at/above proficiency, 75%. Math instruction and interventions may be particularly effective at this grade level.	True
The vast majority of students, 86% are scoring an A in science.	False
95% of students scored proficient or advanced on the science PSSA, exceeding the statewide goal for proficiency.	False
The program maintains a consistent structure from third to fifth grade, with students expected to complete two artifacts each year.	False
The program covers four important strands of career education. This broad approach ensures students are exposed to various aspects of career development at an early age.	False
Students with disabilities improved in performance although they did not meet the statewide proficiency goal. Supports for this group are having a positive impact.	False
Economically disadvantaged students also made progress in both ELA and Math even though they did not meet	False

the statewide proficiency goal. Supports for this group are having a positive impact.	
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement an evidence-based system of schoolwide positive behavior interventions and support	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
English Language Arts Proficiency DVES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.	False
Percent proficient or advanced in English Language Arts DVES had 64.2% of all students attain proficient or advanced on English Language Arts. 27.9% of students with disabilities scored proficient or advanced while 51.1% of economically disadvantaged students scored proficient or advanced.	False
On Track Measures 70% of students meet the Grade 3 Reading Early Indicator of Success Benchmark, 67.6% of economically disadvantaged students meet this benchmark.	False
English Language Arts Proficiency DVES did not meet the interim goal or improvement target for the percentage of students proficient or advanced in English Language Arts.	False
Percent proficient or advanced in English Language Arts DVES had 64.2% of all students attain proficient or advanced on English Language Arts. 27.9% of students with disabilities scored proficient or advanced while 51.1% of economically disadvantages students scored proficient or advanced.	False
On Track Measures 70% of students meet the Grade 3 Reading Early Indicator of Success Benchmark, 67.6% of economically disadvantaged students meet this benchmark.	False
There is a high percentage of struggling readers in Kindergarten, 60%, this presents a significant challenge for early literacy instruction.	False
The data shows a fluctuation in performance across different grade levels. This inconsistency suggests that there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress throughout the grades.	False
Across all grade levels from First to Fifth, there is a consistent percentage of students falling into the urgent intervention category. A portion of students is struggling significantly with math and may require intensive, individualized support.	True
The data shows a fluctuation in performance across different grade levels. This inconsistency suggests that	True

there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress throughout the grades.	
The overall performance is excellent, there are still 9 C grades. This indicates a small group may be struggling with the curriculum.	False
With such high performance levels there may be a risk of complacency among educators and students. Maintaining this may become increasingly difficult.	False
With only two artifacts required per year, there may be a challenge in comprehensively covering all four strands.	False
Since the same four strands are covered each year form third to fifth grade, there may be a challenge in ensuring that the content and activities are sufficiently differentiated and progressively more advanced to provide new learning opportunities each year.	False
Despite improvements, students with disabilities and economically disadvantaged students are still not meeting statewide proficiency goals in ELA and Math. Targeted interventions are needed to close this gap.	False
Hispanic and two or more races subgroups both failed to meet the statewide proficiency goal in Math and decreased in performance. There is a need for focused attention and potentially revised strategies to support these subgroups.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement a multi-tiered system of supports for academics and behavior	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
Across all grade levels from First to Fifth, there is a consistent percentage of students falling into the urgent intervention category. A portion of students is struggling significantly with math and may require intensive, individualized support.	Computation is a problem, students are not identifying key words in word problems, teachers need to reteach in small groups and differentiate, lack of resource knowledge	True
The data shows a fluctuation in performance across different grade levels. This inconsistency suggests that there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress throughout the grades.	Look at BOY and EOY data, analyze strategies in classrooms where students are performing well or struggling, look at the curriculum for gaps and address	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
60% of Kindergarten students are performing at or above grade level in Math. This indicates a solid foundation for early Math skills.	Strong foundational skills in math can be used to ensure students can continue to build on these skills throughout subsequent grades. Integrating math related literacy activities can help support both math and reading achievement. Continue to monitor students closely to identify early students who may need intervention.
Fourth Grade shows the highest combined percentage of students at/above benchmark or at/above proficiency, 75%. Math instruction and interventions may be particularly effective at this grade level.	Identify what is working in fourth grade and replicate these practices across other grades. Encourage students to explain math problems in written forms to strengthen writing skills. Provide targeted interventions to at risk students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Across all grade levels, from First to Fifth, there is a consistent percentage of students falling into the urgent intervention category, particularly in math. A significant portion of students is struggling with computation, word problem identification, and understanding key math concepts, which may require intensive, individualized support. Teachers need to reteach and differentiate instruction in small groups, and there is a lack of resource knowledge to fully address these challenges. To support student success, we will implement targeted interventions, provide professional

	development on effective reteaching strategies, and ensure that teachers have the necessary resources and support to meet the needs of all students.
	The data shows a fluctuation in performance across different grade levels, indicating potential gaps in the curriculum or inconsistencies in teaching methods. To ensure steady progress throughout all grades, we will analyze both Beginning of Year and End of Year data, identifying trends in classrooms where students are performing well or struggling. This analysis will guide the review of the curriculum for gaps, with a focus on addressing and improving instructional strategies to ensure consistent growth for all students.

Goal Setting

Priority: Across all grade levels, from First to Fifth, there is a consistent percentage of students falling into the urgent intervention category, particularly in math. A significant portion of students is struggling with computation, word problem identification, and understanding key math concepts, which may require intensive, individualized support. Teachers need to reteach and differentiate instruction in small groups, and there is a lack of resource knowledge to fully address these challenges. To support student success, we will implement targeted interventions, provide professional development on effective reteaching strategies, and ensure that teachers have the necessary resources and support to meet the needs of all students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, students in grades 1 through 5 will demonstrate a 20-point increase in their IXL math proficiency scores through repeated exposure to explicit instruction of numbers and operations, algebraic operations and thinking, geometry, and measurement, data, and probability activities, as measured by IXL analytics and classroom progress monitoring.			
Measurable Goal Nickname (35 Character Max)			
Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.

Priority: The data shows a fluctuation in performance across different grade levels, indicating potential gaps in the curriculum or inconsistencies in teaching methods. To ensure steady progress throughout all grades, we will analyze both Beginning of Year and End of Year data, identifying trends in classrooms where students are performing well or struggling. This analysis will guide the review of the curriculum for gaps, with a focus on addressing and improving instructional strategies to ensure consistent growth for all students.

Outcome Category
English Language Arts
Measurable Goal Statement (Smart Goal)
Through repeated exposure to targeted structured literacy strategies, student in Kindergarten through second grade will demonstrate measurable growth by increasing their benchmark scores by 20% from the beginning to the end of the academic year.
Measurable Goal Nickname (35 Character Max)
Early Literacy Skills

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
5% increase in progress monitoring data.	5% increase in progress monitoring data.	5% increase in benchmark scores.	5% increase in benchmark scores.

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)
By the end of the school year, students in grades 3 through 5 will demonstrate a 20-point increase in their IXL literacy proficiency scores through repeated exposure to structured literacy strategies, including phonemic awareness, decoding, vocabulary, and comprehension activities, as measured by IXL analytics and classroom progress monitoring.

Measurable Goal Nickname (35 Character Max)
ELA Comprehension

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.	90% of students will have a 5 point increase in their IXL score.

Action Plan

Measurable Goals

Early Literacy Skills	Math
ELA Comprehension	

Action Plan For: Structured Literacy Strategies

Measurable Goals:
• Through repeated exposure to targeted structured literacy strategies, student in Kindergarten through second grade will demonstrate measurable growth by increasing their benchmark scores by 20% from the beginning to the end of the academic year.

Action Step		**Anticipated Start/Completion Date**	
Train teachers on the components of structured literacy (phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics), including hands-on practice lesson modeling, and follow-up coaching to support classroom implementation.		2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
IU 20 staff	Time during Act 80 day for teachers to complete training	Yes	
Action Step		**Anticipated Start/Completion Date**	
Train teachers on Acadience Reading progress monitoring, tools, data use, and instructional strategies.		2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists	Time during Act 80 Day OR PLC time	Yes	
Action Step		**Anticipated Start/Completion Date**	
Determine Acadience Reading baseline scores and set incremental growth targets.		2025-09-02	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist	Acadience training	Yes	

Action Step		Anticipated Start/Completion Date	
Schedule regular targeted skill practice and progress monitoring.		2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists/Classroom Teachers	supplemental materials targeted for interventions	No	
Action Step		**Anticipated Start/Completion Date**	
Use Acadience Reading progress monitoring at PLC Data Reviews and adjust supports and strategies based on data.		2025-10-01	2026-05-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialist, principal	Reading specialist or principal available during PLC meetings	No	
Action Step		**Anticipated Start/Completion Date**	
Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students		2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists	Intervention programs	No	
Action Step		**Anticipated Start/Completion Date**	
Communicate benchmarks and progress monitoring, and provide resources for home use.		2025-10-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers	family information from assessment programs	No	
Action Step		**Anticipated Start/Completion Date**	
Benchmark Data Reviews: Leadership reviews progress and adjusts support as needed.		2025-09-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Principal	Benchmark data as appropriate for grade level	No	
Action Step		**Anticipated Start/Completion Date**	
Recognition and Motivation: Student-led goals to increase and celebrate achievements.		2025-09-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers	Student goal trackers	No	
Action Step		**Anticipated Start/Completion Date**	
Final Evaluation: Compare final Acadience Reading scores to baseline and analyze strategy effectiveness.		2025-05-01	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal/Reading Specialists	Benchmark score comparisons	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Kindergarten through 2nd-grade teachers will consistently implement targeted structured literacy strategies—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—during daily instruction. Instructional materials, lesson plans, and progress monitoring data will reflect these practices, leading to improved fidelity of implementation across classrooms and setting the foundation for a 20% increase in students' Acadience Reading composite scores by year's end.	Principal, Vice Principal, K-2 Classroom Teachers, Reading Specialists, Special Education Teachers, Acadience Reading progress monitoring, Benchmark Data Reviews, Final Evaluation

Action Plan For: Structured Literacy Comprehension Strategies

Measurable Goals:
• By the end of the school year, students in grades 3 through 5 will demonstrate a 20-point increase in their IXL literacy proficiency scores through repeated exposure to structured literacy strategies, including phonemic awareness, decoding, vocabulary, and comprehension activities, as measured by IXL analytics and classroom progress monitoring.

Action Step		Anticipated Start/Completion Date	
Train teachers on IXL tools, data use, and instructional strategies.		2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Supervisor of Academics	IXL professional learning	Yes	
Action Step		**Anticipated Start/Completion Date**	
Train teachers on the components of structured literacy principles with close reading strategies, emphasizing explicit instruction in vocabulary, syntax, and text structure, and provide teachers with modeled lessons, guided practice, and planning support.		2025-09-02	2026-03-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists IU 20	IU 20 professional learning	Yes	
Action Step		**Anticipated Start/Completion Date**	
Determine IXL baseline scores and set incremental growth targets.		2025-09-02	2025-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists	IXL software	No	
Action Step		**Anticipated Start/Completion Date**	
Schedule regular IXL practice.		2025-10-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers	IXL software	No	
Action Step		**Anticipated Start/Completion Date**	
Schedule regular IXL practice.		2025-10-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom Teachers	IXL software	No	
Action Step		**Anticipated**	

		Start/Completion Date
Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students	2025-10-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Classroom teacher	intervention materials	Yes
Action Step		**Anticipated Start/Completion Date**
Communicate progress and provide resources for home use.	2025-09-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Classroom teachers	family information from assessment programs	No
Action Step		**Anticipated Start/Completion Date**
Quarterly Data Reviews: Leadership reviews progress and adjusts support as needed.	2025-09-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Principal	Data from district/local assessments	No
Action Step		**Anticipated Start/Completion Date**
Recognition and Motivation: Student-led goals to increase and celebrate achievements.	2025-09-26	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Classroom teachers	Student goal trackers	No
Action Step		**Anticipated Start/Completion Date**
Final Evaluation: Compare final IXL scores to baseline and analyze strategy effectiveness.	2026-05-01	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**
Principal	Data from district/local assessments	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers in grades 3 through 5 will implement structured literacy strategies with	Principal, Vice Principal, 3-5 Teachers, Reading

consistency and fidelity, incorporating decoding, vocabulary, and comprehension activities into daily literacy instruction. Instructional plans, student work samples, and classroom observations will reflect these practices, supporting the targeted 20-point increase in IXL literacy proficiency scores by the end of the school year, as measured by IXL analytics and classroom progress monitoring.	Specialists, Special Education Teachers, weekly IXL Analytics, Quarterly Data Reviews, Final Evaluation

Action Plan For: Explicit Mathematics Instruction

Measurable Goals:
• By the end of the school year, students in grades 1 through 5 will demonstrate a 20-point increase in their IXL math proficiency scores through repeated exposure to explicit instruction of numbers and operations, algebraic operations and thinking, geometry, and measurement, data, and probability activities, as measured by IXL analytics and classroom progress monitoring.

Action Step		Anticipated Start/Completion Date	
Train teachers on IXL tools, data use, and instructional strategies.		2025-09-02	2026-03-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Supervisor of Academics	IXL professional learning	Yes	
Action Step		**Anticipated Start/Completion Date**	
Train teachers on effective strategies for teaching and assessing math constructed responses, focusing on modeling clear, grade-appropriate responses, using rubrics, and guiding students in explaining their mathematical thinking using words, numbers, and visuals.		2025-09-02	2026-03-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
IU 20	IU created professional learning programs	Yes	
Action Step		**Anticipated Start/Completion Date**	
Determine IXL baseline scores and set incremental growth targets.		2025-09-	2025-05-

			02	30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Classroom teachers	IXL software		No	
Action Step			**Anticipated Start/Completion Date**	
Schedule regular IXL practice.			2025-09-02	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Classroom teachers	IXL software		No	
Action Step			**Anticipated Start/Completion Date**	
Use IXL analytics weekly at PLC Data Reviews and adjust supports and strategies based on data.			2025-10-01	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Principal	IXL software, data tracking		No	
Action Step			**Anticipated Start/Completion Date**	
Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students			2025-09-16	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Classroom teachers	intervention materials		Yes	
Action Step			**Anticipated Start/Completion Date**	
Communicate progress and provide resources for home use.			2025-09-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	
Classroom teacher	Family information from assessment platforms		No	
Action Step			**Anticipated Start/Completion Date**	

Quarterly Data Reviews: Leadership reviews progress and adjusts support as needed.		2025-10-30	2026-05-22
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	District/local assessments and data tracking sheets	No	
Action Step		**Anticipated Start/Completion Date**	
Recognition and Motivation: Student-led goals to increase and celebrate achievements.		2025-10-01	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Classroom teachers	Student goal trackers	No	
Action Step		**Anticipated Start/Completion Date**	
Final Evaluation: Compare final IXL scores to baseline and analyze strategy effectiveness.Final Evaluation: Compare final IXL scores to baseline and analyze strategy effectiveness.v		2026-05-01	2026-05-29
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	IXL software, data sheets	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By the end of the school year, students in grades K through 5 will show measurable growth in mathematical understanding, evidenced by a minimum 20-point increase in IXL math proficiency scores. This improvement will result from consistent, explicit instruction and targeted practice in numbers and operations, algebraic thinking, geometry, and measurement and data, as tracked through IXL analytics and corroborated by classroom progress monitoring data.	Principal, Vice Principal, K-5 Teachers, Reading Specialists, Special Education Teachers, weekly IXL Analytics, Quarterly Data Reviews, Final Evaluation

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	• Structured Literacy Strategies • Structured Literacy Comprehension Strategies • Explicit Mathematics Instruction	Salary and benefits for reading specialists	120000	
Total Expenditures			120000	

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy Strategies	Train teachers on the components of structured literacy (phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics), including hands-on practice lesson modeling, and follow-up coaching to support classroom implementation.
Structured Literacy Strategies	Train teachers on Acadience Reading progress monitoring, tools, data use, and instructional strategies.
Structured Literacy Strategies	Determine Acadience Reading baseline scores and set incremental growth targets.
Structured Literacy Comprehension Strategies	Train teachers on IXL tools, data use, and instructional strategies.
Structured Literacy Comprehension Strategies	Train teachers on the components of structured literacy principles with close reading strategies, emphasizing explicit instruction in vocabulary, syntax, and text structure, and provide teachers with modeled lessons, guided practice, and planning support.
Structured Literacy Comprehension Strategies	Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students
Explicit Mathematics Instruction	Train teachers on IXL tools, data use, and instructional strategies.
Explicit Mathematics Instruction	Train teachers on effective strategies for teaching and assessing math constructed responses, focusing on modeling clear, grade-appropriate responses, using rubrics, and guiding students in explaining their mathematical thinking using words, numbers, and visuals.
Explicit Mathematics Instruction	Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students

IXL Professional Learning

Action Step
• Train teachers on IXL tools, data use, and instructional strategies. • Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students
Audience
Elementary Teachers
Topics to be Included
IXL software use, assessment explanations, how assessment drives instruction

Evidence of Learning		
IXL use will increase, student IXL scores will increase		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal	2025-08-25	2025-03-20

Learning Format

Type of Activities	Frequency
Inservice day	3xs per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Acadience Reading Training

Action Step
• Train teachers on Acadience Reading progress monitoring, tools, data use, and instructional strategies.
• Determine Acadience Reading baseline scores and set incremental growth targets.
Audience
Classroom teachers
Topics to be Included
How to read Acadience results, how to apply data to effective instruction and interventions
Evidence of Learning
Student Acadience scores will increase

Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Reading Specialists	2025-09-30	2026-03-20

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	2 times per month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

IU 20 professional learning opportunities

Action Step
• Train teachers on the components of structured literacy (phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics), including hands-on practice lesson modeling, and follow-up coaching to support classroom implementation. • Train teachers on the components of structured literacy principles with close reading strategies, emphasizing explicit instruction in vocabulary, syntax, and text structure, and provide teachers with modeled lessons, guided practice, and planning support. • Train teachers on effective strategies for teaching and assessing math constructed responses, focusing on modeling clear, grade-appropriate responses, using rubrics, and guiding students in explaining their mathematical thinking using words, numbers, and visuals. • Tiered Intervention Support: Provide flexible small groups or individual instruction for struggling students

Audience
Classroom teachers/reading specialists

Topics to be Included
Close reading strategies, explicit instruction in vocabulary, syntax and text structure, reading specialists provide support after training via push-in model. Explicit instruction in math constructed responses, modeling clear grade-appropriate responses guiding students in explaining their mathematical thinking. Train teachers on foundational literacy skills including hands on practice lesson modeling and coaching support.

Evidence of Learning
Student scores on district and local assessments improve

Lead Person/Position	Anticipated Start	Anticipated Completion
IU 20	2025-08-29	2025-03-20

Learning Format

Type of Activities	Frequency
Inservice day	3 times per year with learning modeled throughout school year

Observation and Practice Framework Met in this Plan

This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

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