Shohola El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Shohola El Sch		120522003
Address 1		
940 Twin Lakes Road		
Address 2		
City	**State**	**Zip Code**
Shohola	PA	18458
Chief School Administrator		**Chief School Administrator Email**
Dr Brian Blaum		BBlaum@dvsd.org
Principal Name		
Nathan Kroptavich		
Principal Email		
nkroptavich@dvsd.org		
Principal Phone Number		**Principal Extension**
570-296-3601		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Katherine Hunt	Teacher	SES	huntk@dvsd.org
Nathan Kroptavich	Principal	SES	nkroptavich@dvsd.org
Stephanie Osborn	Education Specialist	SES	osborns@dvsd.org
Lisa Cunningham	Parent	SES	cunninghaml@dvsd.org
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 School District – 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 in English Language Arts	All Student Group meets the standard demonstrating growth in ELA.
Percent Regular Attendance	All Student Group meets performance standard for regular attendance.

Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in English Language Arts	All Student Group did not meet interim goal for percent proficient/advanced in ELA.
Percent Proficient/Advanced in Mathematics	All Student Group did not meet interim goal for percent proficient/advanced in Math.

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

Strengths

Indicator Math PSSA **ESSA Student Subgroups** Combined Ethnicity, White, Economically Disadvantaged	**Comments/Notable Observations** The combined ethnicity, white and economically disadvantaged groups all exceeded the growth measure for Math and improved over last year.
Indicator ELA PSSA **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Economically disadvantaged students met the target for growth on the ELA PSSA.

Challenges

Indicator	**Comments/Notable Observations**

ELA PSSA **ESSA Student Subgroups** Combined Ethnicity, Hispanic, White, Economically Disadvantaged, Students with Disabilities	Hispanic, White, economically disadvantaged, students with disabilities, and combined ethnicity groups all went down in percent advanced/proficient in ELA PSSA from the previous year. These groups did not meet the target for proficiency.
Indicator Math PSSA **ESSA Student Subgroups** Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** White, economically disadvantaged, students with disabilities, and combined ethnicity groups all went down in percent advanced/proficient in Math PSSA from the previous year. These groups did not meet the target for proficiency.

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.

All Student Group meets the standard demonstrating growth in ELA.
The combined ethnicity, white and economically disadvantaged groups all exceeded the growth measure for Math and improved over last year.

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.

Hispanic, White, economically disadvantaged, students with disabilities, and combined ethnicity groups all went down in percent advanced/proficient in ELA PSSA from the previous year. These groups did not meet the target for proficiency.
All Student Group did not meet interim goal for percent proficient/advanced in Math.
All Student Group did not meet interim goal for percent proficient/advanced in ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
BOY DIBELS Composite Scores K	In Kindergarten 32% scored Well Below Benchmark, 25% scored Below Benchmark, 20% scored At Benchmark, 23% scored Above Benchmark.
BOY DIBELS Composite Scores 1	In First Grade 6% scored Well Below Benchmark, 18% scored Below Benchmark, 45% scored At Benchmark, 31% scored Above Benchmark.
BOY DIBELS Composite Scores 2	In Second Grade 22% scored Well Below Benchmark, 12% scored Below Benchmark, 36% scored At Benchmark, 30% scored Above Benchmark.
BOY DIBELS Composite Scores 3	In Third Grade 21% scored Well Below Benchmark, 14% score Below Benchmark, 33% scored At Benchmark, 32% scored Above Benchmark.
BOY DIBELS Composite Scores 4	In Fourth Grade 11% scored Well Below Benchmark, 23% scored Below Benchmark, 49% scored At Benchmark, 17% scored Above Benchmark.
BOY DIBELS Composite Scores 5	In Fifth Grade 18% scored Well Below Benchmark, 11% scored Below Benchmark, 30% scored At Benchmark, 41% scored Above Benchmark.

English Language Arts Summary

Strengths

First grade had strong student performance with 76% of students scoring at or above benchmark.
Fifth grade students have 41% of students scoring above benchmark, the highest percentage across all grades.

Challenges

High percentage of struggling students in Kindergarten with 57% scoring below or well below benchmark, indicating a need for strong early intervention support.
There are fluctuations in performance across grades, suggesting there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress.

Mathematics

Data	Comments/Notable Observations
K IXL Universal Screener	Kindergarten students have 51% on or above grade level 25% below grade level and 1% far below grade level.
1 STAR Math Winter	First Grade has 24% At/Above Benchmark, 29% At/Above Minimum Proficiency, 38% Intervention, 9% Urgent

	Intervention
2 STAR Math Winter	Second Grade has 18% At/Above Benchmark, 45% At/Above Minimum Proficiency, 25% Intervention, 12% Urgent Intervention
3 STAR Math Winter	Third Grade has 11% At/Above Benchmark, 40% At/Above Minimum Proficiency, 33% Intervention, 15% Urgent Intervention
4 STAR Math Winter	Fourth Grade has 17% At/Above Benchmark, 46% At/Above Minimum Proficiency, 23% Intervention, 14% Urgent Intervention
5 STAR Math Winter	Fifth Grade has 31% At/Above Benchmark, 37% At/Above Minimum Proficiency, 13% Intervention, 20% Urgent Intervention

Mathematics Summary

Strengths

Kindergarten students are performing well with 51% at or above grade level and only 1% far below. A solid foundation for early learners is being provided.
Fifth grade shows the highest percentage of students at or above benchmark after Kindergarten. This suggests many students are meeting or exceeding expectations by the end of elementary school.

Challenges

Across all grade levels there is a persistent group of students between 9 and 20% who require urgent intervention. These students are significantly struggling across grades, indicating current interventions may not be addressing the needs of the most at risk students.
There is a high percentage of students in grades 2-4 in need of urgent intervention or intervention. This indicates a need for targeted support and intervention strategies to help these students catch up to grade level expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science Grades Quarter 2 K-5	Science Grades 313 A, 21 B, 9 C, 1 F
4th Grade Science PSSA	On fourth grade science PSSA, 79.7% of students were proficient or advanced.
4th grade Science PSSA	On fourth grade science PSSA Shohola had a 100 growth measure.

Science, Technology, and Engineering Education Summary

Strengths

The grade distribution shows high academic performance in science.
Strong PSSA performance shows a majority of students receiving proficient or advanced and a strong growth measure suggesting effective

teaching strategies in Science.

Challenges

A small group of students may be struggling with science curriculum and may need additional support or intervention.
There is a potential gap between classroom performance and standardized test results with 97% of students achieving As or Bs while only 79% scored proficient or advanced on PSSA. Classroom assessments may need to be aligned more closely to PA standards.

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 fourth 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 fifth 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
Insufficient sample size	This sub group is not large enough to produce meaningful data

Students with Disabilities

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

Data	Comments/Notable Observations
ELA PSSA	Students with disabilities have been on a downward trend in ELA starting in 19-20 with 59% proficient or advanced. In 23-24 there were 16.7f% of this subgroup scoring proficient or advanced.
Math PSSA	Students with disabilities have been on a downward trend in ELA starting in 19-20 with 59% proficient or advanced. In 23-24 there were 16.7f% of this subgroup scoring proficient or advanced.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	Economically disadvantaged students meet or exceed the interim growth target in ELA, maintaining the same performance as last year.

Math PSSA	Economically disadvantaged students exceeded the interim target for growth in Math, increasing 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	Did not meet interim proficiency target in Math but did increase performance from last year.
2 or More Races	Did not meet interim proficiency target in Math and decreased in performance from last 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.

Growth in math for economically disadvantaged students suggests there are effective strategies in place to support this subgroup in Math.
Economically disadvantaged students met or exceeded the interim growth target in ELA, maintaining the same performance as last year. Support systems for this subgroup are stable and effective.

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.

There has been a dramatic downward trend in ELA and Math proficiency for students with disabilities. This indicates a critical need for intervention and improved support for this subgroup in ELA.
The interim proficiency targets in Math were not met for Hispanic and dual ethnicity students. This indicates a possible need for culturally responsive instruction in Math.

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	Emerging
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	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	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	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Not Yet Evident

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Operational
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?

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement evidence-based strategies to engage families to support learning.

Challenges

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports.

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
All Student Group meets the standard demonstrating growth in ELA.	False
The combined ethnicity, white and economically disadvantaged groups all exceeded the growth measure for Math and improved over last year.	False
First grade had strong student performance with 76% of students scoring at or above benchmark.	False
Fifth grade students have 41% of students scoring above benchmark, the highest percentage across all grades.	True
Kindergarten students are performing well with 51% at or above grade level and only 1% far below. A solid foundation for early learners is being provided.	True
Fifth grade shows the highest percentage of students at or above benchmark after Kindergarten. This suggests many students are meeting or exceeding expectations by the end of elementary school.	False
The grade distribution shows high academic performance in science.	False
Strong PSSA performance shows a majority of students receiving proficient or advanced and a strong growth measure suggesting effective teaching strategies in Science.	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
Growth in math for economically disadvantaged students suggests there are effective strategies in place to support this subgroup in Math.	False
Economically disadvantaged students met or exceeded the interim growth target in ELA, maintaining the same performance as last year. Support systems for this subgroup are stable and effective.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement evidence-based strategies to engage families to support learning.	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
Hispanic, White, economically disadvantaged, students with disabilities, and combined ethnicity groups all went down in percent advanced/proficient in ELA PSSA from the previous year. These groups did not meet the target for proficiency.	False
All Student Group did not meet interim goal for percent proficient/advanced in Math.	False
All Student Group did not meet interim goal for percent proficient/advanced in ELA.	False
High percentage of struggling students in Kindergarten with 57% scoring below or well below benchmark, indicating a need for strong early intervention support.	False
There are fluctuations in performance across grades, suggesting there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress.	True
Across all grade levels there is a persistent group of students between 9 and 20% who require urgent intervention. These students are significantly struggling across grades, indicating current interventions may not be addressing the needs of the most at risk students.	True
There is a high percentage of students in grades 2-4 in need of urgent intervention or intervention. This indicates a need for targeted support and intervention strategies to help these students catch up to grade level expectations.	False
A small group of students may be struggling with science curriculum and may need additional support or intervention.	False
There is a potential gap between classroom performance and standardized test results with 97% of students achieving As or Bs while only 79% scored proficient or advanced on PSSA. Classroom assessments may need to be aligned more closely to PA standards.	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
There has been a dramatic downward trend in ELA and Math proficiency for students with disabilities. This indicates a critical need for intervention and improved support for this subgroup in ELA.	False
The interim proficiency targets in Math were not met for Hispanic and dual ethnicity students. This indicates a possible need for culturally responsive instruction in Math.	False

Implement an evidence-based system of schoolwide positive behavior interventions and supports.	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
There are fluctuations in performance across grades, suggesting there may be gaps in the curriculum or teaching methods that need to be addressed to ensure steady progress.	Look for gaps in DIBELS, analyze data broken into strands, communicate data analysis to teachers, create reading incentives around DIBELS and AR goals	True
Across all grade levels there is a persistent group of students between 9 and 20% who require urgent intervention. These students are significantly struggling across grades, indicating current interventions may not be addressing the needs of the most at risk students.	Teachers need support with data analysis in math, flexible grouping across grades and explicit instruction professional learning	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports.	The school is working in a team to implement PBIS next school year, goals created will help support this work.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Fifth grade students have 41% of students scoring above benchmark, the highest percentage across all grades.	Integrate literacy into math instruction, use peer assisted learning strategies, create targeted reading interventions for those still struggling.
Kindergarten students are performing well with 51% at or above grade level and only 1% far below. A solid foundation for early learners is being provided.	Use math themed storybooks to reinforce numeracy and literacy skills, implement phonics activities using numbers, celebrate math achievements aligned with PBIS principles.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	Create a safe learning environment for students, reinforce positive behaviors, strengthen school-family partnerships.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Address fluctuations in academic performance in reading by conducting a comprehensive analysis of benchmark data to identify curriculum gaps, refine instructional strategies, and implement targeted interventions. Align reading

	incentives with benchmark assessments and Accelerated Reader (AR) goals to motivate students while fostering collaboration with teachers through clear data communication and resource sharing.
	Implement a comprehensive, data-driven math intervention strategy to address the persistent 9-20% of students requiring urgent support across all grade levels. Enhance teacher capacity through targeted professional development in data analysis, flexible grouping, and explicit instruction techniques to effectively meet the needs of our most at-risk math learners.
	Establish and implement a comprehensive, evidence-based system of schoolwide Positive Behavioral Interventions and Supports (PBIS) to foster a positive learning environment, enhance student behavior, and improve academic outcomes. Leverage the existing PBIS team's efforts to ensure seamless integration of PBIS principles across all aspects of school operations for the upcoming school year.

Goal Setting

Priority: Address fluctuations in academic performance in reading by conducting a comprehensive analysis of benchmark data to identify curriculum gaps, refine instructional strategies, and implement targeted interventions. Align reading incentives with benchmark assessments and Accelerated Reader (AR) goals to motivate students while fostering collaboration with teachers through clear data communication and resource sharing.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 school year, increase the percentage of students meeting or exceeding DIBELS benchmark goals by 15% across all grade levels, through implementing a comprehensive data analysis and intervention system that includes: Conducting monthly data meetings where reading specialists and special education teachers lead the analysis of DIBELS data broken down by strands, with 100% teacher participation. Aligning curriculum with identified DIBELS gaps, as evidenced by a completed curriculum map that addresses all deficit areas by December 2025. Dedicating 50% of PLC time to unpacking standards and discussing data-driven instructional strategies, with reading specialists modeling effective instruction in at least one classroom per grade level each month. Tracking student progress through bi-weekly DIBELS progress monitoring for students below benchmark, with 90% completion rate.			
Measurable Goal Nickname (35 Character Max)			
Reading			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Complete benchmark assessment to determine the percentage of the school population that is proficient or above.	The percentage of students scoring proficient or above on the benchmark assessment will increase by at least 7% from the baseline.	Progress monitoring indicates that 90% of students are on or above their projected aim line.	The percentage of students scoring proficient or above on the benchmark assessment will increase by a total of at least 15% from the baseline.

Priority: Implement a comprehensive, data-driven math intervention strategy to address the persistent 9-20% of students requiring urgent support across all grade levels. Enhance teacher capacity through targeted professional development in data analysis, flexible grouping, and explicit instruction techniques to effectively meet the needs of our most at-risk math learners.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 school year, reduce the percentage of students requiring urgent math intervention from 9-20% to 5-10% across all grade levels by implementing a comprehensive, data-driven intervention strategy that includes: teachers participating in data meetings,

at least once quarterly with 100% participation, to analyze student performance data and identify specific skill deficits. Implementing a grade flexible grouping system for math instruction, with groups reassessed and adjusted monthly based on student performance data. Establishing a weekly 30-minute "Math Power Hour" intervention block, where students requiring urgent intervention receive small-group, targeted instruction focused on specific strands identified through data analysis. Developing and implementing explicit instruction plans for the top three identified deficit strands, as determined by data analysis, with weekly progress monitoring for students in urgent intervention groups.
Measurable Goal Nickname (35 Character Max)
Math

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Complete benchmark assessment to determine the percentage of the school population that is proficient or above.	The percentage of students scoring within the urgent intervention math range will decrease by a total of at least 5% from the baseline.	The percentage of students scoring withing the urgent intervention math range will decrease by a total of at least 7 % from the baseline.	The percentage of students scoring withing the urgent intervention range will decrease by a total of at least 10% from the baseline.

Priority: Establish and implement a comprehensive, evidence-based system of schoolwide Positive Behavioral Interventions and Supports (PBIS) to foster a positive learning environment, enhance student behavior, and improve academic outcomes. Leverage the existing PBIS team's efforts to ensure seamless integration of PBIS principles across all aspects of school operations for the upcoming school year.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
By the end of the 2025-2026 school year, fully implement a comprehensive PBIS system that positively impacts student behavior and academic outcomes, as evidenced by: 100% of students participating in at least one behavior or academic incentive program, with 80% of students receiving multiple recognitions throughout the year. 100% of staff members actively engaging in the PBIS system by presenting Shohola Schillings (or equivalent reward) to students at least once per month, with 90% of staff reporting increased positive interactions with students. Sending personalized "caught being good" communications (phone call, note, or message) to the parents/guardians of all students by the end of the school year, with a 95% completion rate. Conducting monthly PBIS team meetings with 90% attendance, where data is reviewed and action plans are developed to address emerging behavioral trends. Providing at least 8 hours of PBIS-related professional development to all staff members, with a 95% completion rate by March 2026.
Measurable Goal Nickname (35 Character Max)
PBIS

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

25% of students will have participated in at least one behavior or academic incentive program.	50% of students will have participated in at least one behavior or academic incentive program.	75% of students will have participated in at least one behavior or academic incentive program.	100% of students will have participated in at least one behavior or academic incentive program.

Action Plan

Measurable Goals

Reading	Math
PBIS	

Action Plan For: Multisensory Language Programs (Orton Gillingham, UFLI)

Measurable Goals:
• By the end of the 2025-2026 school year, increase the percentage of students meeting or exceeding DIBELS benchmark goals by 15% across all grade levels, through implementing a comprehensive data analysis and intervention system that includes: Conducting monthly data meetings where reading specialists and special education teachers lead the analysis of DIBELS data broken down by strands, with 100% teacher participation. Aligning curriculum with identified DIBELS gaps, as evidenced by a completed curriculum map that addresses all deficit areas by December 2025. Dedicating 50% of PLC time to unpacking standards and discussing data-driven instructional strategies, with reading specialists modeling effective instruction in at least one classroom per grade level each month. Tracking student progress through bi-weekly DIBELS progress monitoring for students below benchmark, with 90% completion rate.

Action Step		**Anticipated Start/Completion Date**	
Conducting monthly data meetings where reading specialists and special education teachers lead the analysis of DIBELS data broken down by strands and discussing data-driven instructional strategies, with 100% homeroom teacher participation.		2025-09-30	2026-05-16
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading Specialists	IU 20 consultant, Acadience Reports, Google Forms, Common meeting times (teacher and specialist).	Yes	
Action Step		**Anticipated Start/Completion Date**	
Aligning curriculum with identified DIBELS gaps, as evidenced by a completed curriculum map that addresses all deficit areas by May 2026.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
ELA curriculum revision committee	ELA curriculum, IU 20 consultant, assessment data	No	
Action Step		**Anticipated**	

		Start/Completion Date	
Reading specialists will model effective reading instruction, including multisensory language programs at least once a month.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading specialists	DV approved programs and curricula	Yes	
Action Step		**Anticipated Start/Completion Date**	
Track student progress through bi-weekly progress monitoring for students below benchmark, with 90% completion rate.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Reading specialists	Assessment data, Chromebooks, Google Sheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the 2025-2026 school year, we will increase the percentage of students meeting or exceeding DIBELS benchmark goals by 15% across all grade levels.	Principal, reading specialists, benchmark assessments given 3 times a year, progress monitoring assessments given bi-weekly to students below benchmark

Action Plan For: Data driven intervention instruction

Measurable Goals:
• By the end of the 2025-2026 school year, reduce the percentage of students requiring urgent math intervention from 9-20% to 5-10% across all grade levels by implementing a comprehensive, data-driven intervention strategy that includes: teachers participating in data meetings, at least once quarterly with 100% participation, to analyze student performance data and identify specific skill deficits. Implementing a grade flexible grouping system for math instruction, with groups reassessed and adjusted monthly based on student performance data. Establishing a weekly 30-minute "Math Power Hour" intervention block, where students requiring urgent intervention receive small-group, targeted instruction focused on specific strands identified through data analysis. Developing and implementing explicit instruction plans for the top three identified deficit strands, as determined by data analysis, with weekly progress monitoring for students in urgent intervention groups.

Action Step	Anticipated Start/Completion Date

Grade level teachers will meet at least once quarterly, with 100% participation, to analyze student performance data and identify specific skill deficits.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	Assessment data Math curriculum	Yes	
Action Step		**Anticipated Start/Completion Date**	
Establish a weekly 30-minute "Math Power Block" intervention block, where student requiring urgent intervention receive small-group, targeted instruction focused on specific strands identified through data analysis.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and grade level team leaders	intervention materials, assessment data, Math Power Block built into each grade-level schedule for ease with flexible groupings across the grade levels.	No	
Action Step		**Anticipated Start/Completion Date**	
Develop and implement explicit instruction plans for the top three identified deficit strands, as determined by grade-level data analysis, with bi-weekly progress monitoring for student in urgent intervention groups.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and grade level team leaders	grade level specific progress monitoring assessments, data reflection time	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
By the end of the 2025-2026 school year, we will reduce the percentage of students requiring urgent math intervention from 9-20% to 5-10% across all grade levels.	Principal, grade level lead teachers, assessment data garnered three times a year for all and bi-weekly for students below benchmark

Action Plan For: PBIS Implementation Year 1

Measurable Goals:
• By the end of the 2025-2026 school year, fully implement a comprehensive PBIS system that positively impacts student behavior and academic outcomes, as evidenced by: 100% of students participating in at least one behavior or academic incentive program, with 80% of students receiving multiple recognitions throughout the year. 100% of staff members actively engaging in the PBIS system by presenting Shohola Schillings (or equivalent reward) to students at least once per month, with 90% of staff reporting increased positive interactions with students. Sending personalized "caught being good" communications (phone call, note, or message) to the

parents/guardians of all students by the end of the school year, with a 95% completion rate. Conducting monthly PBIS team meetings with 90% attendance, where data is reviewed and action plans are developed to address emerging behavioral trends. Providing at least 8 hours of PBIS-related professional development to all staff members, with a 95% completion rate by March 2026.

Action Step		**Anticipated Start/Completion Date**	
100% of students will participate in at least one behavior incentive program ,with 80% of students receiving multiple incentives throughout the year.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS committee	Shohola Schillings, incentive events, tangible rewards and experiences	Yes	
Action Step		**Anticipated Start/Completion Date**	
100% of staff members will actively engage in the PBIS system by presenting Shohola Schillings (or equivalent reward) to students at least once per month.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS committee	Shohola Schillings, incentive events, tangible rewards and experiences Google Forms for record keeping	Yes	
Action Step		**Anticipated Start/Completion Date**	
Shohola staff will send personalized "caught being kind" communications (phone calls, notes or messages) to the parent/guardians of 100% of students by the end of the school year.		2025-09-02	2026-05-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS committee	Various methods of communication (PowerHub, hand-written notes, phone calls, emails) Google Form for tracking	No	
Action Step		**Anticipated Start/Completion Date**	
90% of PBIS committee members will actively participate in monthly meetings, where PBIS data is reviewed and action plans are developed. The team will share this data at monthly faculty meetings and through weekly principal emails to address emerging behavioral trends with SES staff.		2025-09-02	2026-05-15

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS committee	Google data tracking forms	No	
Action Step		**Anticipated Start/Completion Date**	
Shohola students will participate in all district-approved elementary mini-lessons by January 30th that model behavioral expectations in a variety of school-based settings (hallway, bathroom, bus, classroom, cafeteria, playground ect).		2025-09-02	2026-01-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PBIS committee	district-wide PBIS lesson plans, scheduled time for PBIS lessons	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Quarterly review of data will demonstrate steady growth toward 100% participating by SES staff in distributing incentives. Quarterly data will demonstrate steady growth toward 100% participation by SES student in earning incentives.	PBIS team quarterly using PBIS data forms

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	• Multisensory Language Programs (Orton Gillingham, UFLI)	Reading specialist salary and benefits	85654	
Total Expenditures				85654

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multisensory Language Programs (Orton Gillingham, UFLI)	Conducting monthly data meetings where reading specialists and special education teachers lead the analysis of DIBELS data broken down by strands and discussing data-driven instructional strategies, with 100% homeroom teacher participation.
Multisensory Language Programs (Orton Gillingham, UFLI)	Reading specialists will model effective reading instruction, including multisensory language programs at least once a month.
Data driven intervention instruction	Grade level teachers will meet at least once quarterly, with 100% participation, to analyze student performance data and identify specific skill deficits.
PBIS Implementation Year 1	100% of students will participate in at least one behavior incentive program ,with 80% of students receiving multiple incentives throughout the year.
PBIS Implementation Year 1	100% of staff members will actively engage in the PBIS system by presenting Shohola Schillings (or equivalent reward) to students at least once per month.

Student Centered Coaching

Action Step		
• Conducting monthly data meetings where reading specialists and special education teachers lead the analysis of DIBELS data broken down by strands and discussing data-driven instructional strategies, with 100% homeroom teacher participation. • Reading specialists will model effective reading instruction, including multisensory language programs at least once a month.		
Audience		
Reading specialists		
Topics to be Included		
Student centered coaching		
Evidence of Learning		
Reading specialists will complete one coaching cycle with a classroom teacher		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Supervisor of Academics	2025-10-01	2026-05-15

Learning Format

Type of Activities	Frequency
Seminar(s)	three times per year

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

PBIS training

Action Step		
• 100% of students will participate in at least one behavior incentive program ,with 80% of students receiving multiple incentives throughout the year. • 100% of staff members will actively engage in the PBIS system by presenting Shohola Schillings (or equivalent reward) to students at least once per month.		
Audience		
School Staff		
Topics to be Included		
PBIS strategies and implementation		
Evidence of Learning		
Teachers will implement PBIS strategies leading to positive behavior outcomes.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
PBIS core team	2025-09-30	2026-05-15

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	
This Step Meets the Requirements of State Required Trainings	

Math intervention strategies/data analysis

Action Step
• Grade level teachers will meet at least once quarterly, with 100% participation, to analyze student performance data and identify specific skill deficits.
Audience
Classroom teachers

Topics to be Included		
IXL platform including data analysis and individualized learning opportunities		
Evidence of Learning		
Teachers will successfully identify skill gaps in math using IXL assessments and develop individualized plans for growth.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal/assistant principal	2025-09-30	2026-05-15

Learning Format

Type of Activities	Frequency
Inservice day	2 times a 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**