Profile and Plan Essentials

School		AUN/Branch	
Indian Valley El Sch		111444602	
Address 1			
125 Kish Rd			
Address 2			
City	**State**	**Zip Code**	
Reedsville	PA	17084	
Chief School Administrator		**Chief School Administrator Email**	
Mr Vance S Varner		vsv55@mcsdk12.org	
Principal Name			
Dave Portzline			
Principal Email			
dmp49@mcsdk12.org			
Principal Phone Number		**Principal Extension**	
717-667-2123		4503	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	
N/A		N/A	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dave Portzline	Principal	MCSD/Indian Valley Elementary School	dmp49@mcsdk12.org
Frank Miller	Coordinator of Federal Programs	MCSD	fwm28@mcsdk12.org
Karla Traxler	Kindergarten Title I teacher	MCSD/Indian Valley Elementary School	kmt27@mcsdk12.org
Nancy Love	1st Grade Title I teacher	MCSD/Indian Valley Elementary School	nll26@mcsdk12.org
Michelle Hartzler	2nd Grade Title I teacher	MCSD/Indian Valley Elementary School	mlh13@mcsdk12.org
Kari Steele	3rd Grade Title I teacher	MCSD/Indian Valley Elementary School	kcs15@mcsdk12.org
Erin Campbell	School Counselor	MCSD/Indian Valley Elementary School	emr23@mcsdk12.org
Kaytlin Clarke	School Psychologist	MCSD/Indian Valley Elementary School	kfc04@mcsdk12.org
Jennifer Johnson	Regular Education Teacher	MCSD/Indian Valley Elementary School	jlc52@mcsdk12.org
Angela Bonson	Special Education Teacher	MCSD/Indian Valley Elementary School	adb33@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Julie Martin	Home & School Association	Indian Valley Elementary Home & School Association	julie.manfred@gmail.com
Nicole O'Donnell	Parent	Indian Valley Elementary Parent	nodonnell319@gmail.com
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Abby Peachey	Community Member	Community Representation	abbypeachey@yahoo.com
Staci McClure	Teacher	MCSD/Indian Valley Elementary	smw25@mcsdk12.org

Vision for Learning

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The Relentless Pursuit of Excellence!

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
49.1% of All Student Group were Advanced/Proficient on 2022-2023 ELA PSSA.	Statewide average is 54.5%.
50.9% of All Student Group were Advanced/Proficient on 2022-2023 Mathematics PSSA.	Statewide average is 38.3%.
88.3% of All Student Group met performance standard for regular attendance.	Statewide average is 73.9%.

Challenges

Indicator	Comments/Notable Observations
49.1% of All Student Group were Basic/Below Basic on 2022-2023 Math PSSAs.	MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.
7.4% of All Student Group were Advanced on 2022-2023 ELA PSSA.	Statewide Average is 15.0%.
Only 5.0% of Students with Disabilities scored proficient on the 2022-2023 ELA PSSA.	This is 49.5% below the Statewide Average of 54.5% in ELA.
Only 4.8% of Students with Disabilities scored proficient on the 2022-2023 Math PSSA.	This is 33.5% below the Statewide Average of 38.3% in math.
Attendance rate was only 71.8% with Students with Disabilities.	This is a 2.1% different from the Statewide Average of 73.9%.

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

Strengths

Indicator	Comments/Notable Observations
Indicator 100% of Students with Disabilities participated on the 2022-2023 Mathematics PSSAs. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Students with Disabilities are excited to take the PSSA as noted by the 100% participation in the Students with Disabilities.
Indicator 51% of the White Student Group is meeting the interim target on the 2022-2023 Mathematics PSSAs.	**Comments/Notable Observations** This is over 13% above the Statewide Average of 38.3%

ESSA Student Subgroups White	
Indicator 89.1% of White Student Group Meets Performance Standard for Regular Attendance **ESSA Student Subgroups** White, Students with Disabilities	**Comments/Notable Observations** Statewide average is 73.9%

Challenges

Indicator 95% of the Student with Disabilities Group is not meeting the statewide goal or interim target on the 2022-2023 ELA PSSAs. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.
Indicator 63.0% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2022-2023 Math PSSAs. **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.
Indicator Attendance rate was only 71.8% with Students with Disabilities. **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** This is a 2.1% different from the Statewide Average of 73.9%.

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.

88.3% of All Student Group met performance standard for regular attendance.
50.9% of the All Student Group is meeting the interim target on the 2022-2023 Mathematics PSSAs.

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.

50.9% of the All Student Group is not meeting the statewide goal or interim target on the 2022-2023 ELA PSSAs.
Attendance rate was only 71.8% with Students with Disabilities.
Only 5.0% of Students with Disabilities scored proficient on the 2022-2023 ELA PSSA.
Only 4.8% of Students with Disabilities scored proficient on the 2022-2023 Math PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 81/92 or 88% of kindergarten students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 1	EOY Acadience data reports 50/81 or 62% of 1st Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 2	EOY Acadience data reports 50/86 or 58% of 2nd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 3	EOY Acadience data reports 60/88 or 60% of 3rd Grade students are performing at or above the 26th percentile on their Reading Composite Score.

English Language Arts Summary

Strengths

Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.
Use of Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.
Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, i-Ready, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers continues to use these resources with fidelity.

Challenges

Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K-3	In Spring 2023-24, 43% of Indian Valley Elementary At/Above Instructional Target, an increase of 6% from 2022-2023.

Mathematics Summary

Strengths

Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

Students get stuck on one skill for an extended period of time.
Teachers are still working on implementing all components of the lesson with fidelity.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our data source used is Xello/CCspark. CCspark is the K-2 platform and 3rd grades works in the Xello platform which follows them to high school. Xello/CCspark, has been carefully designed to help students acquire early career development concepts and foster critical thinking skills, through an age-appropriate approach to National Career Development Standards.	After reviewing data and making notable observation over the past year, some strengths would be our educators and specialist staff allow students to explore their interests and skills within the daily life of their classrooms concurrently with the Xello/CCspark. program which meet the career readiness criteria. The online program has many benefits, allows our students to have a portfolio which follow their career, it allows for our schools to track and assure all students are meeting the states criteria in a standardized way. Additional strengths of our career readiness program, students are exposed to career readiness through multiple field trips and experiences outside of the classroom throughout the school year and at the different grade levels. Challenges faced would specifically be making time for the Xello/CCspark. program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Xello/CCspark. program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class. Challenges faced would specifically be making time for the Career Cruising program on top of the other initiatives our educators uphold in their classrooms. Although our educators and staff are implementing career readiness within their classrooms daily, the Career Cruising program specifically tracks the data that is needed for the state. An added challenge is the general technical difficulty implementing the online program such as the log in process with children of this age. Although the program is helpful with tracking data, it has some short comings in terms of accounting for the enriching experiences our students receive in class.

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.

Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.
The interface and platform have changed, making for better use for our staff and students.

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.

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

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

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

Students Considered Economically Disadvantaged
True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity
True This student group is not a focus in this plan.

Summary

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

51.0% of the White Ethnicity Group is meeting the interim target on the 2022-2023 Mathematics PSSAs. This is a 3.6% increase from the previous year.
There is an insufficient sample of the Hispanic Ethnicity Group. This indicates that this race/ethnicity subgroup does not display any inequity in performance.
50.0% of White Ethnicity Group is meeting the interim target on the 2022-2023 ELA PSSAs. This is a 4.2% increase from the previous year.
N/A
N/A

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.

Only 1.9% of the Economically Disadvantaged Group scored advanced on the 2022-2023 ELA PSSAs.
The state wide average for Economically Disadvantaged Students was 54.5%. This is a 13.8% difference of Economically Disadvantaged student not proficient for 2022-2023 ELA PSSAs from the Statewide Average.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
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	Operational

Summary

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

Use 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.
Monitor and evaluate the impact of professional learning on staff practices and student learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

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?

Provide frequent, timely, and systematic feedback and support on instructional practices
Align curricular materials and lesson plans to the PA Standards
Identify and address individual student learning needs

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
88.3% of All Student Group met performance standard for regular attendance.	True
50.9% of the All Student Group is meeting the interim target on the 2022-2023 Mathematics PSSAs.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	True
Use of Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.	False
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.	False
Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, i-Ready, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers continues to use these resources with fidelity.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
51.0% of the White Ethnicity Group is meeting the interim target on the 2022-2023 Mathematics PSSAs. This is a 3.6% increase from the previous year.	False
There is an insufficient sample of the Hispanic Ethnicity Group. This indicates that this race/ethnicity subgroup does not display any inequity in performance.	False
Implement a multi-tiered system of supports for academics and behavior.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
N/A	False

50.0% of White Ethnicity Group is meeting the interim target on the 2022-2023 ELA PSSAs. This is a 4.2% increase from the previous year.	False
N/A	False
N/A	False
The interface and platform have changed, making for better use for our staff and students.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
50.9% of the All Student Group is not meeting the statewide goal or interim target on the 2022-2023 ELA PSSAs.	True
Attendance rate was only 71.8% with Students with Disabilities.	True
Only 5.0% of Students with Disabilities scored proficient on the 2022-2023 ELA PSSA.	True
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False
Students get stuck on one skill for an extended period of time.	False
Teachers are still working on implementing all components of the lesson with fidelity.	False
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	False
The state wide average for Economically Disadvantaged Students was 54.5%. This is a 13.8% difference of Economically Disadvantaged student not proficient for 2022-2023 ELA PSSAs from the Statewide Average.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Only 4.8% of Students with Disabilities scored proficient on the 2022-2023 Math PSSA.	True
Only 1.9% of the Economically Disadvantaged Group scored advanced on the 2022-2023 ELA PSSAs.	False
N/A	False
Align curricular materials and lesson plans to the PA Standards	False
Identify and address individual student learning needs	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.

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. Nearly 1/2 of the population in ELA and 1/2 of the population in Mathematics is not performing proficient or advanced on these assessments. 2023 PSSA results released by PDE reports 49.1% of our 3rd grade students scored at the advanced/proficient level in ELA. Increase of 5.4% of grade 3 students who performed at the advanced/proficient level in ELA from 2022 PSSA result. In the 2023 PSSA results released by PDE reports 50.9% of our 3rd grade students scored at the advanced/proficient level in Math. Increase of 5.3% of grade 3 students who performed at the advanced/proficient level in Math from 2022 PSSA result.   Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessment (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice Heggarty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers use these resources with fidelity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50.9% of the All Student Group is not meeting the statewide goal or interim target on the 2022-2023 ELA PSSAs.	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	False
Attendance rate was only 71.8% with Students with Disabilities.	IVEC will use our school social workers to assist families who show habitual truancy. The school social workers will assist families in accessing resources and supports to combat barriers to student attendance.	True
Only 5.0% of Students with Disabilities scored proficient on the 2022-2023 ELA PSSA.	IVEC is currently piloting new resources in ELA and Mathematics. Additionally, support is also scheduled to offer professional development to our K-3 classroom teachers to implement Spring Math with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with disabilities to meet their needs and close the gap. Additional regular education classroom time will be spent along with Special Education teachers and Paraprofessionals to provide exposure to grade level material in ELA.	True
Only 4.8% of Students with Disabilities scored proficient on the 2022-2023 Math PSSA.	IVEC is currently piloting new resources in ELA and Mathematics. Additionally, support is also scheduled to offer professional development to our K-3 classroom teachers to implement Spring Math with fidelity. MTSS will be used to help provide appropriate and meaningful intervention through the Spring Math program to those students with disabilities to meet their needs and close the gap. Additional regular education classroom time will be spent along with Special Education teachers and Paraprofessionals to provide exposure to grade level material in Math.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports. Grade level monthly meetings are scheduled with the school psychologist, teachers, Title I and administration.
88.3% of All Student Group met performance standard for regular attendance.	Overall, the Regular Attendance of all student groups is 14.4% higher then the state average of 73.9%. Continue to analyze ways to improve Student with Disabilities attendance rate based on All Student Groups interventions.
Implement a multi-tiered system of supports for academics and behavior.	Continue to develop/refine a Multi-Tiered System of Support and ensure fidelity of implementation by all stakeholders through the use of the TIPS-2 model.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe	All members of the school community feel welcomed and know they are a contributing member.

in school: socially, emotionally, intellectually and physically	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Programs Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan. Utilizing Learning Support and Paraprofessionals to improve student learning outcome.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IVEC will use RDS (Raystown Development Services) to assist families who show habitual truancy. RDS will assist families in accessing resources and supports to combat barriers to student attendance.
	Implementation of core instruction in regular education classroom with learning support teachers and paraprofessionals to expose Students with Disabilities to core instruction.
	Implementation of core instruction in regular education classroom with learning support teachers and paraprofessionals to expose Students with Disabilities to core instruction. Indian Valley Elementary will continue with implementation of the Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Goal Setting

Priority: IVEC will use RDS (Raystown Development Services) to assist families who show habitual truancy. RDS will assist families in accessing resources and supports to combat barriers to student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 1, 2025 our regular attendance (Student with Disabilities) will be 85%.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By November 1, 2024, 99% of Indian Valley Elementary K-3 Students with disabilities will demonstrate regular attendance by attending 90% of the school days.	By January 30, 2025 95% of Indian Valley Elementary K-3 Students with disabilities will demonstrate regular attendance by attending 90% of the school days.	By March 30, 2025 90% of Indian Valley Elementary K-3 Students with disabilities will demonstrate regular attendance by attending 90% of the school days.	By June 1, 2025 our regular attendance (Student with Disabilities) will be 85%.

Priority: Implementation of core instruction in regular education classroom with learning support teachers and paraprofessionals to expose Students with Disabilities to core instruction.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2025, 40% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience Reading Composite			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By November 1, 2024, 5% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2025, 10% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2025, 15% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2025, 40% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Priority: Implementation of core instruction in regular education classroom with learning support teachers and paraprofessionals to expose Students with Disabilities to core instruction. Indian Valley Elementary will continue with implementation of the Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Outcome Category
Mathematics

Measurable Goal Statement (Smart Goal)
By June 1, 2023, 50% of All Student Group at Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Measurable Goal Nickname (35 Character Max)
Spring Math

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2024, 10% of All Student Group at Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2025, 20% of All Student Group at Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2025, 40% of All Student Group at Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 1, 2023, 50% of All Student Group at Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Action Plan

Measurable Goals

Attendance	Acadience Reading Composite
Spring Math	

Action Plan For: Spring Math

Measurable Goals:
• By June 1, 2023, 50% of All Student Group at Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Action Step	Anticipated Start/Completion Date	
K-3 classroom and Title Math instructors will administer Spring Math Assessment in Fall, Winter and Spring -BOY assessment administration by classroom teachers -BOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on BOY data analysis -MOY assessment administration by classroom teachers -MOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on MOY data analysis -EOY assessment administration by classroom teachers -EOY assessment data analysis with classroom teachers and Title 1 math instructor -Continuous school year support in Spring Math from IU 11 along with coaching from Title 1 math instructor	2024-08-26	2025-06-03

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom teachers, Title 1 Math instructors - Staci McClure	Federal funds will support Spring Math assessment	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Class-wide and individual interventions groups developed for students	Fall, Winter, and Spring Assessments during scheduled data analysis time/Title Math instructors/classroom teachers

Action Plan For: PBIS

Measurable Goals:
• By June 1, 2025 our regular attendance (Student with Disabilities) will be 85%.
• By June 1, 2023, 50% of All Student Group at Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.
• By June 1, 2025, 40% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students.		0024-08-26	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
David Portzline - Principal Travis Zook - Assistant Principal PBIS Coaches PBIS Core Team	Federal funds will support PBIS handbook/funding for PBIS rewards and celebrations.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals. Students will also feel a sense of community and want to attend school or a regular basis.	ODRs (office discipline referrals) will be reviewed daily and data reports will be shared monthly with the staff/team. Daily student attendance report will be shared to actively monitor students with disabilities.

Action Plan For: Acadience Reading Composite

Measurable Goals:
• By June 1, 2025, 40% of Indian Valley Students with Disabilities in grades K-3 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Continued use of Flyleaf Decodable Literature Library along with University of Florida Literacy Institute Phonics (UFLI) into K-3 small group instruction for targeted students. -Initial data mining completed using Core Phonics Survey given at the BOY -Utilization of the data to make informed decisions on student's progress through UFLI phonics lessons complete on a daily-basis along with Flyleaf Decodable Literature -Progress monitoring of students through monthly data meeting -MOY Core Phonics Survey given to review student's progress -Continued monthly data meeting with progress monitoring to make adjustments to student's learning -EOY Core Phonics Survey		2024-08-26	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
David Portzline - Principal Travis Zook - Assistant Principal Title 1 teacher Learning Support Teachers K-3 classroom teachers	Flyleaf Decodable Readers and (UFLI) for all K-3 classrooms	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)

| Improvement with DIBELS student progress monitoring in FSF, PSF, NWF/WWR | Acadience data BOY, MOY, EOY |

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	• Spring Math • PBIS • Acadience Reading Composite	5 Title I Reading/Math Teacher Salary/Benefits	475228
Instruction	• Spring Math • PBIS • Acadience Reading Composite	Camp on the Way to Kindergarten Salary/Benefits	12500
Other Expenditures	• Spring Math • PBIS • Acadience Reading Composite	MTSS Supplies	5215
Total Expenditures			492943

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Spring Math	K-3 classroom and Title Math instructors will administer Spring Math Assessment in Fall, Winter and Spring -BOY assessment administration by classroom teachers -BOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on BOY data analysis -MOY assessment administration by classroom teachers -MOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on MOY data analysis -EOY assessment administration by classroom teachers -EOY assessment data analysis with classroom teachers and Title 1 math instructor -Continuous school year support in Spring Math from IU 11 along with coaching from Title 1 math instructor

Spring Math

Action Step
• K-3 classroom and Title Math instructors will administer Spring Math Assessment in Fall, Winter and Spring -BOY assessment administration by classroom teachers -BOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on BOY data analysis -MOY assessment administration by classroom teachers -MOY assessment data analysis with classroom teachers and Title 1 math instructor -Development of interventions for student based on MOY data analysis -EOY assessment administration by classroom teachers -EOY assessment data analysis with classroom teachers and Title 1 math instructor -Continuous school year support in Spring Math from IU 11 along with coaching from Title 1 math instructor

Audience
K-3 Classroom Teachers, Special Ed Teachers, and Title 1 Math Teachers

Topics to be Included
Implementation with fidelity, reviewing strategies to combat barriers

Evidence of Learning
K-3 Spring Math Data EOY Spring Math Scores

Lead Person/Position	Anticipated Start	Anticipated Completion
David Portzline - Principal Travis Zook - Assistant Principal Title 1 Math teacher	2024-08-26	2025-06-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	October 2024

Observation and Practice Framework Met in this Plan
• 4a: Reflecting on Teaching
• 3d: Using Assessment in Instruction
• 1c: Setting Instructional Outcomes
• 4e: Growing and Developing Professionally

• 1d: Demonstrating Knowledge of Resources
• 3a: Communicating with Students
• 1a: Demonstrating Knowledge of Content and Pedagogy
• 4d: Participating in a Professional Community
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Approvals & Signatures

Uploaded Files
• MCSD School Plans Affirmation Statement 2024.pdf

Chief School Administrator	Date
Vance S. Varner	2024-08-27
Building Principal Signature	**Date**
David M. Portzline	2024-07-24
School Improvement Facilitator Signature	**Date**