Profile and Plan Essentials

School		AUN/Branch
Lewistown Elementary School		111444602

Address 1		
1 Manor Drive		

Address 2		

City	**State**	**Zip Code**
Lewistown	PA	17044

Chief School Administrator		**Chief School Administrator Email**
Vance Varner		vsv55@mcsdk12.org

Principal Name		
Jennifer Esh		

Principal Email		
jle43@mcsdk12.org		

Principal Phone Number		**Principal Extension**
717-242-5823		

School Improvement Facilitator Name		**School Improvement Facilitator Email**
Alicia Hull		ahull@tiu11.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Esh	Principal	Lewistown Elementary	jle43@mcsdk12.org
Nicole O'Donnell	Assistant Principal	LES	no20@mcsdk12.org
Amy Remy	Title I Teacher	LES	abr41@mcsdk12.org
Paula Treaster	Title I Teacher	LES	pjt55@mcsdk12.org
Stephanie Rupert	Community Representative	Home and School President	lewistownhsa@gmail.com
Kimberly Kauffman	School Counselor	LES	ksk25@mcsdk12.org
Rebekah Wagner	School Psychologist	LES	rjw35@mcsdk12.org
Steven DeArment	Chief of Academics	MCSD	sfd12@mcsdk12.org
Jillian Kochenderfer	Parent	Parent LES	jmk37@mcsdk12.org
Amber Fuller	Teacher	LES	asf18@mcsdk12.org
Leslie Sweeney	Teacher	LES	lrs26@mcsdk12.org
Alison Treaster	Teacher	LES	aby48@mcsdk12.or
Meagan Byler	Teacher	LES	meb33@mcsdk12.org
Cheryl Himes	Teacher	LES	clh13@mcsdk12.org
Kali Turner	Teacher	LES	kdh48@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Frank Miller	District Level Leaders	MCSD	fwm28@mcsdk12.org
Meredith Stout	Parent	MCSD	mjh23@mcsdk12.org

Vision for Learning

Vision for Learning

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
Regular attendance	Our Black student group was at 44%
Regular attendance	Our English learner student group was at 41%

Challenges

Indicator	Comments/Notable Observations
30% of students were proficient or advanced on 2022-2023 ELA PSSA Assessment	The statewide average is 55%. MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data. Below state average by 25%
21% of students were proficient or advanced on 2022-2023 Math PSSA Assessment	The statewide average is 38%. MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data. Statewide 2030 goal is 71.8%

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

Strengths

Indicator	Comments/Notable Observations
Indicator ELA PSSA 2022-23 Proficient or Advanced **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Overall, 30% proficient or advanced
Indicator Math PSSA 2022-23 Proficient or Advanced **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** Overall, 21% proficient or advanced

Challenges

Indicator	Comments/Notable Observations
Indicator Regular attendance **ESSA Student Subgroups**	**Comments/Notable Observations** Attendance is at 48.96% for students with disabilities, 54.73% economically disadvantaged, and 61.4% white

White, Economically Disadvantaged, Students with Disabilities	
Indicator Achievement Math and ELA combined **ESSA Student Subgroups** White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** 4.11% of students with disabilities passed the 2022-23 Math and ELA combined assessments - proficient or advanced 16.3% of economically disadvantaged students passed the 2022-23 Math and ELA combined assessments 28.43% of white student group passed the 2022-23 Math and ELA combined assessments
Indicator **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations**

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.

Overall, 30% proficient or advanced in ELA PSSA 2022-2023
Overall, 21% proficient or advanced in Math PSSA 2022-2023

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.

Attendance is at 48.96% for students with disabilities, 54.73% economically disadvantaged, and 61.4% white
4.11% of students with disabilities passed the 2022-23 Math and ELA combined assessments - proficient or advanced 16.3% of economically disadvantaged students passed the 2022-23 Math and ELA combined assessments 28.43% of white student group passed the 2022-23 Math and ELA combined assessments

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA PSSA All Student Group	30% of students passed 2022-23 PSSA Assessment which is below state goal and statewide target
Acadience Grade K	78% of K students were at or above benchmark on the EOY Reading composite score
Acadience Grade 1	51% of 1st grade students were at or above benchmark on the EOY Reading composite score
Acadience Grade 2	55% of 2nd grade students were at or above benchmark on the EOY Reading composite score
Acadience Grade 3	50% of 3rd grade students were at or above benchmark on the EOY Reading composite score

English Language Arts Summary

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework. District psychologists worked collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.
Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use these resources with fidelity.

Challenges

There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency.

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	73.7% of students "met target" on Spring Screen, increase of 67.9% from Fall Screen 1 - 26.3% of students "met target" on Spring Screen, increase of 9.6% from Fall Screen 2 - 38.7% of students "met target" on Spring screen, increase of 6.8% from Fall Screen 3 - 10.3% of students "met target" on Spring screen, increase of 4.5% from Fall Screen
Math PSSA All student group	37.3% of students passed 2022 PSSA Assessment which is above the statewide average by 1.6%
Spring Math Grade 1	9.9% of students "met target" on Spring Screen, increase of 0.2% from Fall Screen
Spring Math Grade 2	73% of students "met target" on Spring screen, increase of 68.7% from Fall Screen
Spring Math Grade 3	6.9% of students "met target" on Spring screen, increase of 4.2% from Fall Screen

Mathematics Summary

Strengths

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework
Spring Math PD is scheduled for our 1st and 3rd grade teachers in the 2024-2025 school year along with fidelity checks by administration and coaches.
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.
LES teachers continue to use Spring Math with fidelity.

Challenges

Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets
Students get stuck on one skill for an extended period of time.

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

Data	Comments/Notable Observations
Economically Disadvantaged students were at 4.11% for achievement: Math and ELA combined.	This is well below expected progress
Regular Attendance	49% of students with disabilities attend regularly

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

Data	Comments/Notable Observations
Economically Disadvantaged students were at 16.3% for achievement: Math and ELA combined.	Not Meeting Statewide Goal/ Interim Target This is below expected progress
Regular Attendance	54% of economically disadvantaged students are regularly attending

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

Student Groups	Comments/Notable Observations
White	Achievement: Math and ELA combined - 28.43% Regular Attendance - 61.4%

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.

Data meetings are monthly as well as BOY, MOY, and EOY
Weekly meetings to ensure economically disadvantaged, white and students with disabilities are identified and serviced
Implementing a common WIN (What I Need) time in each grade level
Parent engagement activities throughout the year and the end of the year survey.
Tier 3 meetings are held every 8 weeks to determine change in intervention or recommendation for evaluation.

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.

Additional data reviews to ensure each child is having his/her individual needs met
16.3% achievement Math and ELA combined for our Economically Disadvantaged students
4.11% achievement Math and ELA combined for our Students with Disabilities
28.43% achievement Math and ELA combined for our white students

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Continue Implementing a multi-tiered system of supports for academics and behavior
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

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 evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

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
Overall, 30% proficient or advanced in ELA PSSA 2022-2023	False
Overall, 21% proficient or advanced in Math PSSA 2022-2023	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework. District psychologists worked collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.	True
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	True
Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use these resources with fidelity.	True
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	True
LES teachers continue to use Spring Math with fidelity.	False
Spring Math PD is scheduled for our 1st and 3rd grade teachers in the 2024-2025 school year along with fidelity checks by administration and coaches.	False
N/A	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 implement 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
The interface and platform have changed, making for better use for our staff and students.	False
Data meetings are monthly as well as BOY, MOY, and EOY	True
Weekly meetings to ensure economically disadvantaged, white and students with disabilities are identified and serviced	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Continue Implementing a multi-tiered system of supports for academics and behavior	True
Implementing a common WIN (What I Need) time in each grade level	True
Parent engagement activities throughout the year and the end of the year survey.	True

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	True
Tier 3 meetings are held every 8 weeks to determine change in intervention or recommendation for evaluation.	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
Attendance is at 48.96% for students with disabilities, 54.73% economically disadvantaged, and 61.4% white	True
4.11% of students with disabilities passed the 2022-23 Math and ELA combined assessments - proficient or advanced 16.3% of economically disadvantaged students passed the 2022-23 Math and ELA combined assessments 28.43% of white student group passed the 2022-23 Math and ELA combined assessments	True
	False
Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets	True
Students get stuck on one skill for an extended period of time.	False
	False
There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency.	True
N/A	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Additional data reviews to ensure each child is having his/her individual needs met	True
Implement evidence-based strategies to engage families to support learning	True
	False
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
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False
16.3% achievement Math and ELA combined for our Economically Disadvantaged students	True
	False
28.43% achievement Math and ELA combined for our white students	True
4.11% achievement Math and ELA combined for our Students with Disabilities	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.

Lewistown Elementary should continue to refine instructional practices to align Tier I, II and III practices in both ELA and Math. Continued implementation of these interventions and instructional practices will aid all students. The MTSS handbook has recently been updated and distributed to all K-3 staff.   Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional pratices Heggerty, UFLI, Early Reading Intervention, iReady, Flyleaf Decodable Readers and From Phonics to Reading, continue to be used as supplemental resources. In addition, a solid Tier I, II and Tier III PBIS system will help students to experience additional success. Continue to implement Spring Math. Pilot new math resources in the 2024-2025 school year.   Overall proficiency on the English Language Arts and Mathematics PSSA is still a concern. We want to focus on our students with disabilities, economically disadvantaged, and white: regular attendance and achievement in ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance is at 48.96% for students with disabilities, 54.73% economically disadvantaged, and 61.4% white	Lewistown Elementary School 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
4.11% of students with disabilities passed the 2022-23 Math and ELA combined assessments - proficient or advanced 16.3% of economically disadvantaged students passed the 2022-23 Math and ELA combined assessments 28.43% of white student group passed the 2022-23 Math and ELA combined assessments	Lewistown Elementary School 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.	False
Identifying reasons why our grades 1-3 are seeing a significant decrease in yearly growth and meeting targets	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	True
Implement evidence-based strategies to engage families to support learning	Title I and ESSER funds will support the purchase of MTSS resources, staff professional development and rewriting curriculum to help support and promote differentiated instruction.	False
There is a first grade Tier 1 deficit in core instruction. The focus will be on whole words read and oral reading fluency.	Implementation of UFLI, From Phonics to Reading, and flexible grouping at the Tier I level. Our students will use authentic text and decodables to build fluency. K-3 teachers will use a UFLI pacing guide to ensure students have exposure to corresponding grade level skills.	True
Additional data reviews to ensure each child is having his/her individual needs met	MTSS meetings and data review will occur with classroom teachers, administration, and school psychologists	False
16.3% achievement Math and ELA combined for our Economically Disadvantaged students		False
28.43% achievement Math and ELA combined for our white students		False
4.11% achievement Math and ELA combined for our Students with Disabilities		False

Analyzing Strengths

Analyzing Strengths	Discussion Points

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on an MTSS framework. District psychologists worked collaboratively with PaTTAN (Dr. Collins) to rewrite MTSS handbook.	
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	These will be additional resources to service the needs of the students.
Specific data driven interventions have shown growth and the process continues to be implemented - UFLI, West Virginia Phonics, 95%, Heggerty, Early Reading Intervention, Phonics for Reading, FlyLeaf Publications, Edmark Reading Program, and Reading Simplified. LES teachers continue to use these resources with fidelity.	LES teachers will continue to implement intervention with fidelity and use their professional judgment to determine what meets the needs of individual students.
Data meetings are monthly as well as BOY, MOY, and EOY	LES teachers and administrators will continue to meet and analyze and discuss data to meet the needs of all students.
Weekly meetings to ensure economically disadvantaged, white and students with disabilities are identified and serviced	Teachers and administration will continue to meet, analyze and discuss data to meet the needs of all students.
Implementing a common WIN (What I Need) time in each grade level	Both these practices should improve attendance
Parent engagement activities throughout the year and the end of the year survey.	Parent engagement and information will help us plan accordingly
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	Grade level monthly meetings are scheduled with the school psychologist, teachers, Title I and administration.
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Title I staff and resources will be used to provide research-based interventions and instruction. Title 1 and ESSER funds will support the purchase of MTSS resources, staff professional development (LETRS), and rewriting curriculum to help support and promote differentiated instruction as a direct result of the impact of the COVID pandemic.
Continue Implementing a multi-tiered system of supports for academics and behavior	Lewistown Elementary has worked very diligently over the last year to fully refine currently in place processes. The staff, specialists, and students have aligned priorities and have used common language this has increased our achievement and school climate. MTSS handbook will be rewritten with PaTTAN consultants during the summer of 2023.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Planned PD for our upcoming Act 80 days

Priority Challenges

Analyzing Priority Challenges	Priority Statements

	Lewistown Elementary will continue to use our school resource officer and social workers to connect and communicate with families/students that are not regularly attending school.
	Lewistown Elementary will continue the implementation of the SpringMath interactive platform to combine streamlined tools for assessment, reporting, and interventions to provide a clear path to math achievement for every student K-3.
	Lewistown Elementary will focus on improving Grade 1 - end of year scores; whole words read and oral reading fluency. We will be using Acadience/DIBELS to progress monitor throughout the school year. We will continue implementation of Heggerty Phonemic Awareness. UFLI will continue to be used with fidelity in all K-2 classrooms, along with From Phonics to Reading, and FlyLeaf Decodeable Readers. Story Champs will be used in all first grade classrooms.

Goal Setting

Priority: Lewistown Elementary will continue the implementation of the SpringMath interactive platform to combine streamlined tools for assessment, reporting, and interventions to provide a clear path to math achievement for every student K-3.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2025 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
SpringMath			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By November 1, 2024, 10% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2025, 20% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2025, 40% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 1, 2025, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Priority: Lewistown Elementary will focus on improving Grade 1 - end of year scores; whole words read and oral reading fluency. We will be using Acadience/DIBELS to progress monitor throughout the school year. We will continue implementation of Heggerty Phonemic Awareness. UFLI will continue to be used with fidelity in all K-2 classrooms, along with From Phonics to Reading, and FlyLeaf Decodeable Readers. Story Champs will be used in all first grade classrooms.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience WWR			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By November 1, 2024 1st grade students will be able to read 3 whole words.	By January 30, 2025 1st grade students will be able to read 17 whole words.	By March 31, 2025 1st grade students will be able to read 24 whole words.	By June 1, 2025 1st grade students will be able to read 25 whole words.

Priority: Lewistown Elementary will continue to use our school resource officer and social workers to connect and communicate with families/students that are not regularly attending school.

Outcome Category

Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 1, 2025 our regular attendance (all sub-groups) 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 Lewistown Elementary K-3 students will be in attendance.	By January 30, 2025 95% of Lewistown Elementary K-3 students will be in attendance.	By March 30, 2025 90% of Lewistown Elementary K-3 students will be in attendance.	By June 1, 2025 85% of Lewistown Elementary K-3 students will be in attendance.

Action Plan

Measurable Goals

	SpringMath
Acadience WWR	Attendance

Action Plan For: UFLI - University of Florida Institute

Measurable Goals:
• By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.

Action Step		**Anticipated Start/Completion Date**	
Grade 1 teachers will use UFLI and From Phonics to Reading in their daily curriculum to increase their WWR and ORF		2024-08-26	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Esh/Principal, Nicole O'Donnell/AP, Grade 1 teachers/Becky Wagner/School psychologist	Federal funds will support UFLI and FlyLeaf Decodeables	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase in WWR and ORF	Acadience data - Progress monitoring will be completed weekly for intensive students/biweekly for strategic and monthly for cutline students. Becky Wagner/School Psychologist, Jennifer Esh/Principal, Nicole O'Donnell/AP and classroom and Title I teachers

Action Plan For: Spring Math

Measurable Goals:
• By June 1, 2025 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		**Anticipated Start/Completion Date**	
K-3 classroom and Title Math instructors will administer Spring Math Assessment in Fall, Winter and Spring		2024-08-26	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
K-3 Classroom teachers, Title 1 Math instructors - Karin Muir, Meg Rupert, Amber Fuller	Federal funds will support SpringMath assessment	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Class-wide and individual interventions groups developed for students to be facilitated daily	Fall, Winter, and Spring Assessment results will be analyzed during scheduled data analysis time. (Monthly meetings, Act 80 days, and when deemed necessary for change in interventions)/Title Math instructors/classroom teachers/school psychologist - Becky Wagner/Principal - Jennifer Esh/Asst. Principal - Nicole O'Donnell

Action Plan For: PBIS

Measurable Goals:
• By June 1, 2025 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.   • By June 1, 2025 our regular attendance (all sub-groups) will be 85%.   • By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.

Action Step		Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students.		2024-08-26	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Esh - Principal Nicole O'Donnell - Asst. Principal PBIS Core Team PBIS Coaches	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 which will lead to a reduction of minor and major behavioral referrals.	ODRs (office discipline referrals will be reviewed daily and data reports will be shared monthly with the staff/team through email and in person meetings. Nicole O'Donnell/AP, Jennifer Esh/Principal, Kelly Strausburg/Building leader, PBIS team/teachers, PBIS coaches/Emma Wilson, Jillian Kochenderfer, Janel Ciancarelli, Casey Goss

Action Plan For: MTSS

Measurable Goals:
• By June 1, 2025 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.   • By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.

Action Step		Anticipated Start/Completion Date	
LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model		2024-08-30	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Esh- Principal Nicole O'Donnell - Asst. Principal Becky Wagner- Psychologist	Federal funds will support universal screeners, evidence-based interventions, standards-based core curriculum, reading and math intervention teachers.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier II levels of support	Frequent and direct monitoring and charting of student response to intervention. Academically - Progress monitoring will be completed weekly for intensive, biweekly for strategic, and monthly for cutline students. Tier 3 meetings are held every 8 weeks for students that are not making expected progress. Jennifer Esh/Principal, Becky Wagner/ School psychologist, Title I and classroom teachers Behaviorally - SRSS screener will be given 3 times a year (beginning, middle, end). Data will be used to identify supports needed for our students in need of Tier 2 and Tier 3 services. Weekly progress updates are communicated with families in tiered supports. Nicole O'Donnell/AP, Kim Kauffman/School counselor, Tier 2 team, Becky Wagner/school psychologist

Action Plan For: LETRS

Measurable Goals:
• By June 1, 2024 50% of Lewistown Elementary School first grade students will be performing at or above the 55th percentile Whole Words Read Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		2024-09-30	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
K-3 Classroom teachers, Jennifer Esh - principal, Nicole O'Donnell - Assistant principal, Title reading teachers, Becky Wagner-school psychologist	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. Tiu 11 PD Facilitators or LETRS Unit of Study	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effective and explicit teaching of reading and spelling in K-3 classroom. Increase the number of students reading at their respective grade level.	Effectiveness of instruction through monthly walkthroughs and formal evaluations, individual data meetings (2 times per year) to analyze Acadience data - Jennifer Esh/Principal, Nicole O'Donnell/AP, classroom teachers

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	• UFLI - University of Florida Institute • Spring Math • PBIS • MTSS • LETRS	9 Title I Reading and Math Teacher Salary/Benefits	951700
Instruction	• UFLI - University of Florida Institute • Spring Math • PBIS • MTSS • LETRS	Camp on the Way to Kindergarten Salary/benefits	13120
Other Expenditures	• UFLI - University of Florida Institute • Spring Math • PBIS • MTSS • LETRS	MTSS supplies	8026
Total Expenditures			972846

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
LETRS	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Language Essentials for Teachers of Reading and Spelling

Action Step		
• Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		
Audience		
Administration, teachers		
Topics to be Included		
LETRS, PD, Training Resources, LETRS for Administration		
Evidence of Learning		
Increase in the effectiveness of Reading and Spelling instruction in K-3 classrooms. Acadience EOY data.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Steven DeArment/Chief of Academics Frank Miller/Federal Programs Coordinator TIU 11 Professional Development Facilitators for LETRS Units of Study.	2024-08-26	2025-06-03

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-8 2024-2025
Observation and Practice Framework Met in this Plan	
• 3b: Using Questioning and Discussion Techniques	
• 1d: Demonstrating Knowledge of Resources	
• 4e: Growing and Developing Professionally	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 3c: Engaging Students in Learning	
• 1e: Designing Coherent Instruction	
• 1c: Setting Instructional Outcomes	
• 4a: Reflecting on Teaching	
• 1b: Demonstrating Knowledge of Students	
• 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Spring Math

Action Step		
• K-3 classroom and Title Math instructors will administer Spring Math Assessment in Fall, Winter and Spring		
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**
Jennifer Esh- Principal Nicole O'Donnell- Assistant Principal Title 1 Math teachers	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	
• 1d: Demonstrating Knowledge of Resources	
• 4e: Growing and Developing Professionally	
• 1c: Setting Instructional Outcomes	
• 3d: Using Assessment in Instruction	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 4d: Participating in a Professional Community	
• 3a: Communicating with Students	
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	2024-09-16
Building Principal Signature	**Date**
Jennifer L. Esh	2024-09-13
School Improvement Facilitator Signature	**Date**