



## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Corry Area Intermediate School		105251453
<b>Address 1</b>		
100 W. Main St.		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Corry	Pennsylvania	16407
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Sheri L. Yetzer		syetzer@corrysd.net
<b>Principal Name</b>		
Melissa Nuhfer		
<b>Principal Email</b>		
mnuhfer@corrysd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
8146644677		6105
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Daniel Daum		ddaum@corrysd.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Nuhfer	Principal	CAIS	mnuhfer@corrysd.net
Kim Martin	Parent	CAIS	kimberly.martin@bluestem.com
Brittany Buell	Title 1 teacher 3rd grade	CAIS	seastman@corrysd.net
Katie Goodwill	Title 1 Teacher 4th grade	CAIS	kgoodwill@corrysd.net
Kelly Wintemute	Title 1 Teacher 5th grade	CAIS	kwintemute@corrysd.net
Sherry Eastman	Teacher	CAIS	seastman@corrysd.net
Gina Proy	Parent	CAIS	dproy2031@corrystudents.net
Daniel Daum	District Level Leaders	School District	ddaum@corrysd.net
Leslie Bloomgren	District Level Leaders	School District	lbloomgren@corrysd.net
Jordan Lander	Principal	CAIS	jlander@corrysd.net
Ebony Reyda	Parent	CAIS	ebonyreyda@gmail.com

## Vision for Learning

### **Vision for Learning**

As adopted years ago, the vision of CAIS reads: Corry Area Intermediate School will provide a challenging yet positive and engaging school experience for every child, where academic, social, emotional, and physical growth are the result of careful planning, teacher collaboration, and strong community partnerships. Each year, this vision is discussed with parents, teachers, and other stakeholders, only to be adopted again and again.

## Future Ready PA Index

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

<b>False K</b>	<b>False 1</b>	<b>False 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Math and Science PSSA Proficiency	Math proficiency was 45.6% (exceeding the statewide average of 40.2%), while Science proficiency was 79.5% (exceeding 59.2%).
Attendance	Regular attendance was 88.4%, surpassing the statewide average of 78.1% by over 10%.
Career Standards Benchmark	Nearly 98.3% of students met the Career Standards Benchmark, exceeding both the statewide goal and average.
Growth in ELA and Science	ELA growth score was 88.0 and Science growth score was 97.0, significantly outperforming statewide growth standards (75.0 and 75.1, respectively).

### Challenges

Indicator	Comments/Notable Observations
Math Growth and Proficiency	Math growth dropped to 67.0, falling below the statewide average of 75.3, and proficiency was 45.6%, below the goal of 55.8%.
ELA Proficiency	ELA proficiency was 49.7%, below the statewide goal of 64.7%, though incremental year-over-year improvements were noted.
Grade 4 Performance	Grade 4 Math proficiency dropped to 33%, with growth stagnating at 39th percentile, requiring curriculum realignment.
Subgroup Performance Gaps	Subgroups (SwD and Economically Disadvantaged) continue to underperform in both Math and ELA proficiency metrics.

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

### Strengths

<b>Indicator</b> Science - Grade 4 Advanced <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> 11.3% more students scored advanced compared to the state average, reflecting excellence in science instruction.
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b>	<b>Comments/Notable Observations</b>

<b>Student Attendance</b> <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Regular attendance for all students reached 88.4%, over 10% higher than the state average of 78.1%.
<b>Indicator</b> Growth in ELA and Science <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b> CAIS students exceeded the statewide growth standards with scores of 88.0 in ELA and 97.0 in Science.
<b>Indicator</b> Multiracial Student Performance <b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)	<b>Comments/Notable Observations</b> This subgroup consistently met Math and Science proficiency standards.

### Challenges

<b>Indicator</b> ELA proficiency <b>ESSA Student Subgroups</b> 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	<b>Comments/Notable Observations</b> All subgroups did not meet the statewide proficiency standard of 64.7%, but all subgroups did increase from previous year.
<b>Indicator</b> Math proficiency <b>ESSA Student Subgroups</b> 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	<b>Comments/Notable Observations</b> With exception of Multiracial students, all other subgroups did not meet the statewide proficiency standard of 55.8%
<b>Indicator</b> Math Growth Score <b>ESSA Student Subgroups</b> 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	<b>Comments/Notable Observations</b> With exception of Multiracial students, all other subgroups did not meet the statewide growth standard. After two previous years of stabilized Math growth scores, we dropped significantly in 2024.

### 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.

Attendance at 88.4% exceeds state averages and provides a solid academic engagement foundation.
Growth scores in ELA (88.0) and Science (97.0) significantly surpass statewide standards, reflecting effective instructional strategies.
Exceptional achievement in Science, with 79.5% proficiency, exceeding state averages by 13.3%.
Nearly 98.3% of students met Career Standards Benchmarks, demonstrating readiness for post-secondary success.
Multiracial students consistently meet proficiency standards in both Math and Science.

### 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.

Math proficiency is below the statewide standard (45.6% vs. 55.8%) and growth has dropped to 67.0, requiring targeted interventions.
ELA proficiency remains a concern, with 49.7% proficiency, falling short of the statewide goal of 64.7%, despite slight improvements.
Grade 4 Math performance continues to lag, with proficiency at 33% and growth stagnant at the 39th percentile.
Subgroup performance gaps persist, particularly among Students with Disabilities and Economically Disadvantaged students in Math and ELA.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA Proficiency: ELA proficiency is 49.7%.	ELA proficiency is 49.7%, below the statewide average of 53.9%.
NWEA MAP Growth: Overall ELA growth percentile is 53rd percentile, with achievement increasing from 38th to 41st percentile.	Grade 5: Growth at 57th percentile, achievement improved from 43rd to 48th percentile. Grade 4: Growth remained at 38th percentile, and achievement stagnated at 38th percentile. Grade 3: Growth at 51st percentile, achievement rose from 35th to 38th percentile.

### English Language Arts Summary

#### Strengths

Growth in Grades 3 and 5: Above-average growth percentiles of 51st and 57th, reflecting the impact of effective instructional strategies.
Year-over-Year Improvements: Achievement increased slightly across grades, with Grade 5 showing the most growth.

#### Challenges

Grade 4 Underperformance: Growth and achievement at the 38th percentile requires instructional focus and targeted interventions.
Family and Community Engagement: Increasing family and community involvement in literacy, especially for early grades, remains a challenge. Expanded literacy-focused outreach programs and early intervention are needed.

### Mathematics

Data	Comments/Notable Observations
NWEA MAP Growth Math growth percentile is 47th, with achievement dropping slightly from 44th to 43rd percentile.	Grade 5: Growth at 60th percentile, achievement improved from 47th to 51st percentile. Grade 4: Growth at 39th percentile, achievement dropped from 39th to 33rd percentile. Grade 3: Growth at 46th percentile, achievement improved from 44th to 48th percentile. Grade 5: Growth at 60th percentile, achievement improved from 47th to 51st percentile. Grade 4: Growth at 39th percentile, achievement dropped from 39th to 33rd percentile. Grade 3: Growth at 46th percentile, achievement improved from 44th to 48th percentile.
PSSA Proficiency: Math proficiency is 45.6%.	Math proficiency is 45.6%, above the statewide average of 40.2% but below the statewide goal of 55.8%.

### Mathematics Summary

#### Strengths

Grade 5 Growth: Strong growth at 60th percentile, accompanied by an achievement increase from 47th to 51st percentile.
Grade 3 Improvements: Achievement improved from 44th to 48th percentile, supported by steady growth.

#### Challenges

NWEA Achievement and Growth in Grade 4 has decreased steadily. Grade 4 Declines: Growth (39th percentile) and achievement (33rd percentile) signal the
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need for curriculum realignment and teacher support. While teacher turnover has been prevalent, the curriculum has remained unchanged.

Consistency in Curriculum Delivery Across Grades: Ensuring consistency in the delivery of the mathematics curriculum across different grades and classrooms is crucial. This involves aligning teaching methods and materials to maintain a coherent learning progression for students.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science proficiency was 79.5%.	Science proficiency was 79.5%, significantly exceeding the statewide average of 59.2% and nearing the 2033 goal of 83.0%.
The science PSSA growth score was 97.	The growth score was 97, exceeding the statewide growth standard of 70 and surpassing the average growth score of 74.7.

### Science, Technology, and Engineering Education Summary

#### Strengths

Exceptional Achievement: Science PSSA proficiency outpaced state averages by 13.3%.

Exceeds Growth Targets: With a growth score of 97, CAIS demonstrates excellence in student progress.

#### Challenges

Assessment Coverage: Transition to Grade 5 Science testing limits trend analysis for Grades 3 and 4.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
98.3% of CAIS students met the Career Standards Benchmark, with all subgroups achieving or exceeding expectations.	Kudos to our guidance dept. for organizing the programs that meet eligibility requirements.
Students in all subgroups met or exceeded the benchmark	
Weekly guidance lessons, including Everyday Speech activities, have been instrumental in engaging students and meeting state benchmarks.	Student interest is piqued with Everyday Speech lessons.

### 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

**False** Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Course Offerings: All students receive PE instruction once a week.	All students receive PE instruction once a week, fostering foundational health and wellness habits.

### 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.

Career Standards Benchmark Success: With 98.3% of students meeting benchmarks, CAIS sets a high standard for career readiness, showcasing the effectiveness of the guidance program and curricular alignment.
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Guidance Department Excellence: Well-coordinated and engaging lessons ensure consistent alignment with state expectations.
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Health and Wellness: Weekly physical education classes encourage positive student engagement and foster foundational health habits.
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### 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.

Sustainability of High Standards: Maintaining 98.3% benchmark achievement will require ongoing innovation, engagement, and continuous improvement in career readiness programming.
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Expanding Early Exposure: Providing career readiness and technical education opportunities for younger grades could enhance long-term student success.
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Interdisciplinary Opportunities in Physical Education: Building interdisciplinary connections between physical education, social-emotional learning (SEL), and health education could amplify its impact on student well-being.
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## 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
PSSA Results: Students with Disabilities met the statewide growth standard in both ELA and Science. However, Math proficiency is at 7.1%, indicating significant learning gaps. Science growth declined from 98 to 77 in the last year, signaling a long-term downward trend.	While growth in ELA and Science is positive, proficiency rates remain far below state averages, particularly in Math and Science. Differentiated instruction and co-teaching models are critical to improving outcomes for this subgroup.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA Results: Economically Disadvantaged students met the statewide growth standard in both ELA and Science. Math proficiency: 39.8%, below the statewide goal of 55.8%. ELA proficiency: 43.8%, below the statewide average of 53.9%.	Achievement gaps persist, but meeting growth standards in ELA and Science reflects progress. Attendance and consistent instructional support are areas requiring further attention to bridge proficiency gaps.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
2 or More Races	Met the statewide proficiency standard in Math (45.6%) and Science (79.5%). Multiracial students consistently outperform other subgroups in both growth and achievement metrics. Growth in Math was higher than any other subgroup, showcasing promising engagement and instructional alignment.
White	Representing 88.2% of the population, this group shows proficiency levels slightly above schoolwide averages but below statewide targets. White students' performance aligns with school averages but requires focused intervention in Math and ELA proficiency.

## 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.

SwD Growth in ELA and Science: Despite proficiency gaps, Students with Disabilities have consistently met growth targets in these subjects.
Economically Disadvantaged Growth: Meeting statewide growth standards in ELA and Science reflects effective targeted interventions.
Multiracial Student Achievement: This subgroup has consistently met Math and Science proficiency standards.

### 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.

SwD Performance in Science: Growth scores for Students with Disabilities have dropped 17% over six years, with no improvement from last year.
Math Proficiency in Grade 4: Proficiency in Math has dropped 13.5% since 2018-2019, requiring immediate attention to curriculum and instruction.
Subgroup Proficiency Gaps: Economically Disadvantaged students and Students with Disabilities continue to lag far below state proficiency standards in Math and ELA.



## 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	Exemplary
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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	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	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

## Summary

### Strengths

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

CAIS has established a culture where students feel safe, supported, and motivated to learn, as evidenced by high attendance rates (88.4%). Climate surveys and positive behavior programs help sustain this environment.
Curricular materials and lesson plans are tightly aligned to PA Standards, driving Science proficiency (79.5%) and ELA growth (88.0) by ensuring instructional coherence and rigorous content delivery.
Teachers and leaders maintain a high-expectations culture, reflected in exceptional growth scores in ELA (88.0) and Science (97.0). Practices such as data-driven instruction, student goal-setting, and consistent feedback reinforce this excellence.
The guidance team delivers consistent career readiness success, with 98.3% of students meeting Career Standards Benchmarks. Weekly guidance lessons and targeted career exploration activities ensure alignment with state expectations.

### 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?

CAIS must establish a systematic process to evaluate the impact of professional learning on staff practices and student outcomes. Currently, no formal mechanisms exist to assess the connection between training and instructional improvement.
Expanding leadership opportunities for staff will address curriculum inconsistencies and subgroup performance gaps by empowering teachers as instructional leaders, strengthening peer collaboration, and supporting targeted interventions.
To address persistent challenges in math and ELA, the school improvement plan must be regularly monitored and adjusted. Current barriers include inconsistent timelines, accountability systems, and follow-through on data-driven actions.
Addressing proficiency gaps in math and ELA for Students with Disabilities and Economically Disadvantaged students requires targeted interventions, such as small-group instruction, progress monitoring, and additional support resources.



## 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
Attendance at 88.4% exceeds state averages and provides a solid academic engagement foundation.	True
100% of student body met the Career Standards Benchmark.	False
Growth scores in ELA (88.0) and Science (97.0) significantly surpass statewide standards, reflecting effective instructional strategies.	True
Exceptional achievement in Science, with 79.5% proficiency, exceeding state averages by 13.3%.	False
Nearly 98.3% of students met Career Standards Benchmarks, demonstrating readiness for post-secondary success.	False
Multiracial students consistently meet proficiency standards in both Math and Science.	False
Year-over-Year Improvements: Achievement increased slightly across grades, with Grade 5 showing the most growth.	False
Career Standards Benchmark Success: With 98.3% of students meeting benchmarks, CAIS sets a high standard for career readiness, showcasing the effectiveness of the guidance program and curricular alignment.	False
Grade 5 Growth: Strong growth at 60th percentile, accompanied by an achievement increase from 47th to 51st percentile.	False
Health and Wellness: Weekly physical education classes encourage positive student engagement and foster foundational health habits.	False
Exceptional Achievement: Science PSSA proficiency outpaced state averages by 13.3%.	False
Grade 3 Improvements: Achievement improved from 44th to 48th percentile, supported by steady growth.	False
Growth in Grades 3 and 5: Above-average growth percentiles of 51st and 57th, reflecting the impact of effective instructional strategies.	False
Exceeds Growth Targets: With a growth score of 97, CAIS demonstrates excellence in student progress.	False
Guidance Department Excellence: Well-coordinated and engaging lessons ensure consistent alignment with state expectations.	False
SwD Growth in ELA and Science: Despite proficiency gaps, Students with Disabilities have consistently met growth targets in these subjects.	False
CAIS has established a culture where students feel safe, supported, and motivated to learn, as evidenced by high attendance rates (88.4%). Climate surveys and positive behavior programs help sustain this environment.	False
Teachers and leaders maintain a high-expectations culture, reflected in exceptional growth scores in ELA (88.0) and Science (97.0). Practices such as data-driven instruction, student goal-setting, and consistent feedback reinforce this excellence.	False
Economically Disadvantaged Growth: Meeting statewide growth standards in ELA and Science reflects effective targeted interventions.	False
Curricular materials and lesson plans are tightly aligned to PA Standards, driving Science proficiency (79.5%) and ELA growth (88.0) by ensuring instructional coherence and rigorous content delivery.	False

Multiracial Student Achievement: This subgroup has consistently met Math and Science proficiency standards.	False
The guidance team delivers consistent career readiness success, with 98.3% of students meeting Career Standards Benchmarks. Weekly guidance lessons and targeted career exploration activities ensure alignment with state expectations.	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
Math proficiency is below the statewide standard (45.6% vs. 55.8%) and growth has dropped to 67.0, requiring targeted interventions.	True
ELA proficiency remains a concern, with 49.7% proficiency, falling short of the statewide goal of 64.7%, despite slight improvements.	False
Grade 4 Math performance continues to lag, with proficiency at 33% and growth stagnant at the 39th percentile.	False
Grade 4 Underperformance: Growth and achievement at the 38th percentile requires instructional focus and targeted interventions.	True
Students with Disabilities fell well below the ELA proficiency goal at 8.8 % P/A	False
Subgroup performance gaps persist, particularly among Students with Disabilities and Economically Disadvantaged students in Math and ELA.	False
Family and Community Engagement: Increasing family and community involvement in literacy, especially for early grades, remains a challenge. Expanded literacy-focused outreach programs and early intervention are needed.	False
Consistency in Curriculum Delivery Across Grades: Ensuring consistency in the delivery of the mathematics curriculum across different grades and classrooms is crucial. This involves aligning teaching methods and materials to maintain a coherent learning progression for students.	False
Assessment Coverage: Transition to Grade 5 Science testing limits trend analysis for Grades 3 and 4.	False
Sustainability of High Standards: Maintaining 98.3% benchmark achievement will require ongoing innovation, engagement, and continuous improvement in career readiness programming.	False
NWEA Achievement and Growth in Grade 4 has decreased steadily. Grade 4 Declines: Growth (39th percentile) and achievement (33rd percentile) signal the need for curriculum realignment and teacher support. While teacher turnover has been prevalent, the curriculum has remained unchanged.	False
SwD Performance in Science: Growth scores for Students with Disabilities have dropped 17% over six years, with no improvement from last year.	False
Expanding Early Exposure: Providing career readiness and technical education opportunities for younger grades could enhance long-term student success.	False
Interdisciplinary Opportunities in Physical Education: Building interdisciplinary connections between physical education, social-emotional learning (SEL), and health education could amplify its impact on student well-being.	False
CAIS must establish a systematic process to evaluate the impact of professional learning on staff practices and student	False

outcomes. Currently, no formal mechanisms exist to assess the connection between training and instructional improvement.	
Expanding leadership opportunities for staff will address curriculum inconsistencies and subgroup performance gaps by empowering teachers as instructional leaders, strengthening peer collaboration, and supporting targeted interventions.	False
To address persistent challenges in math and ELA, the school improvement plan must be regularly monitored and adjusted. Current barriers include inconsistent timelines, accountability systems, and follow-through on data-driven actions.	False
Math Proficiency in Grade 4: Proficiency in Math has dropped 13.5% since 2018-2019, requiring immediate attention to curriculum and instruction.	False
Subgroup Proficiency Gaps: Economically Disadvantaged students and Students with Disabilities continue to lag far below state proficiency standards in Math and ELA.	False
Addressing proficiency gaps in math and ELA for Students with Disabilities and Economically Disadvantaged students requires targeted interventions, such as small-group instruction, progress monitoring, and additional support resources.	False

### Most Notable Observations/Patterns

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

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math proficiency is below the statewide standard (45.6% vs. 55.8%) and growth has dropped to 67.0, requiring targeted interventions.	1. Inconsistent curriculum delivery across grades leads to gaps in student learning progression. 2. Insufficient use of diagnostic tools to inform targeted interventions, particularly in foundational skills. 3. Lack of regular monitoring and feedback cycles to ensure alignment between formative assessments (e.g., IXL diagnostics, NWEA) and state standards.	True
Grade 4 Underperformance: Growth and achievement at the 38th percentile requires instructional focus and targeted interventions.	1. Inconsistent implementation of instructional best practices and targeted supports for Grade 4. 2. High teacher turnover has impacted instructional consistency and classroom management, disrupting student growth. 3. Limited use of data-driven decision-making to differentiate instruction and target struggling learners effectively.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Attendance at 88.4% exceeds state averages and provides a solid academic engagement foundation.	1. Current attendance rates provide a strong foundation for student engagement and learning but are still below pre-pandemic levels. 2. Use attendance data to identify trends (e.g., by grade level or subgroup) and develop interventions for students at risk of chronic absenteeism. 3. Leverage attendance initiatives, such as parent outreach programs and incentives, to further improve academic outcomes.
Growth scores in ELA (88.0) and Science (97.0) significantly surpass statewide standards, reflecting effective instructional strategies.	1. High growth reflects successful implementation of evidence-based instructional strategies (e.g., small-group learning, differentiated instruction). 2. Investigate how teacher collaboration, PLCs, and formative assessment practices contributed to growth. Replicate these practices to address Math and Grade 4 underperformance. 3. Build on current instructional strategies by implementing aligned interventions in struggling areas, using the same data-driven frameworks.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strengthen curriculum consistency and alignment across grades by implementing targeted instructional strategies, regular progress monitoring (e.g., IXL diagnostics, NWEA MAP), and teacher collaboration to close Math proficiency and growth gaps.
	Implement data-driven instructional interventions, targeted small-group support, and professional learning opportunities to address gaps in Grade 4 performance and improve consistency in instructional delivery.



## Goal Setting

Priority: Implement data-driven instructional interventions, targeted small-group support, and professional learning opportunities to address gaps in Grade 4 performance and improve consistency in instructional delivery.

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, improve Grade 4 ELA proficiency by 5% on the PSSA and achieve a 10% increase in NWEA MAP Growth performance by piloting multiple ELA instructional programs, analyzing their effectiveness, and selecting a curriculum aligned to state standards and assessment data.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA Pilot Success			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Launch ELA pilot programs and conduct pre-assessments for ELA using NWEA MAP. Begin collecting observational data and feedback from teachers on pilot implementation.	Mid-year review of student performance, engagement, and program alignment with state standards. Conduct PLC discussions to identify initial trends in program efficacy.	Narrow pilot programs based on student progress monitoring and PSSA preparation. Align instructional practices with identified effective strategies.	Finalize program selection and implement professional development for teachers on the selected curriculum. Aim for a 5% improvement in Grade 4 ELA proficiency on PSSA and 10% growth in engagement scores.

Priority: Strengthen curriculum consistency and alignment across grades by implementing targeted instructional strategies, regular progress monitoring (e.g., IXL diagnostics, NWEA MAP), and teacher collaboration to close Math proficiency and growth gaps.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2025, increase Math proficiency by 8% and growth scores by 10 percentile points across all grades, with a targeted focus on Grade 4. This will be achieved by replicating successful Grade 5 strategies, including consistent implementation of IXL, fidelity in diagnostic use, targeted interventions, and alignment with the Math curriculum.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Consistency			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Ensure Grade 4 teachers are implementing IXL's diagnostic action plans and targeted interventions consistently. Title I Reading and Math intervention teachers to provide support in identifying and addressing skill gaps.	Monitor Grade 4 and 5 Math growth and intervention progress using IXL analytics and formative assessments. Share success stories and highlight effective practices to sustain teacher buy-in. Provide	Conduct mid-year data review of NWEA MAP and IXL diagnostics to evaluate student progress in closing skill gaps. Adjust interventions and groupings based on student performance. Begin planning for	Evaluate PSSA results for Grades 4 and 5 to measure the impact of interventions and curriculum alignment. Analyze IXL and diagnostic action plan data to identify additional areas of need for future curriculum

Conduct PLC sessions to review Grade 4 diagnostic data and provide coaching on best practices from Grades 3 and 5 implementation.	additional professional development for any teachers needing further support with IXL and diagnostic tools.	consistent implementation across Grades 3, 4, and 5 for the following school year, refining the model as needed.	refinement. Share results with teachers and celebrate growth achieved, while planning for scaling successful strategies to other grades.
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## Action Plan

### Measurable Goals

ELA Pilot Success	Math Consistency
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### Action Plan For: ELA Pilot Success

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2025, improve Grade 4 ELA proficiency by 5% on the PSSA and achieve a 10% increase in NWEA MAP Growth performance by piloting multiple ELA instructional programs, analyzing their effectiveness, and selecting a curriculum aligned to state standards and assessment data.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Launch and monitor ELA pilot programs: Train teachers, conduct pre-assessments (NWEA MAP), and collect baseline and observational data for pilot programs.		2024-09-01	2024-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Director of Elementary Education	Pilot program materials, NWEA MAP platform, teacher training content	Yes	
Action Step		Anticipated Start/Completion Date	
Mid-year evaluation and refinement: Analyze NWEA MAP data, student progress, and teacher feedback to identify top-performing programs and adjust instructional strategies.		2024-11-01	2025-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Director of Elementary Education	NWEA MAP growth data, student work samples, PLC meeting resources	No	
Action Step		Anticipated Start/Completion Date	
Finalize and implement selected curriculum: Select the final ELA program, provide professional development for teachers, and align instructional strategies to state standards.		2025-03-01	2025-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, PD Facilitator, Grade Level Coordinators	Selected ELA curriculum, PD training materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By the end of the year, the pilot ELA programs will be fully implemented and evaluated, with clear baseline and mid-year growth data from NWEA MAP guiding program effectiveness. Teachers will receive targeted professional development throughout the process, ensuring instructional alignment to state standards and data-driven strategies. By the fourth	The Principal, Director of Elementary, PD Facilitator, and Grade Level Coordinators will monitor implementation and progress through bi-monthly PLCs, classroom observations, and analysis of NWEA MAP data. Teachers will provide feedback on program implementation, while student work samples and formative assessment data will be reviewed to evaluate instructional impact. End-of-year results,



quarter, a new ELA curriculum will be selected based on evidence of student progress, classroom observations, and teacher feedback, with a focus on improving Grade 4 ELA proficiency and engagement.	including NWEA MAP growth and PSSA ELA scores, will determine success and inform the next steps.
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## Action Plan For: Math Consistency

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2025, increase Math proficiency by 8% and growth scores by 10 percentile points across all grades, with a targeted focus on Grade 4. This will be achieved by replicating successful Grade 5 strategies, including consistent implementation of IXL, fidelity in diagnostic use, targeted interventions, and alignment with the Math curriculum.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Implement consistent IXL diagnostic and intervention strategies: Train teachers on IXL tools and ensure targeted interventions are implemented with fidelity.		2024-08-26	2024-10-15
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building administrators	IXL platform, PD resources for diagnostics	Yes	
Action Step		Anticipated Start/Completion Date	
Monitor and refine instructional strategies: Conduct regular PLC meetings to review NWEA MAP and IXL growth data, share effective practices, and adjust interventions based on student performance.		2024-10-15	2025-03-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Principal, Grade 4 Teachers	NWEA MAP data, IXL reports, PLC discussion tools	No	
Action Step		Anticipated Start/Completion Date	
Evaluate growth and share results: Review end-of-year NWEA MAP, IXL growth reports, and PSSA Math results to measure progress and inform next year's plans.		2025-03-01	2025-06-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building administrators	NWEA MAP, IXL growth reports, PSSA results	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Grades 4 and 5 teachers will implement IXL diagnostic tools and targeted interventions consistently, using data to guide instruction and address skill gaps. Progress will be evident through improved NWEA MAP growth scores, increased IXL diagnostic completion rates, and refined instructional	The building administrators progress biweekly through IXL diagnostic reports and monthly NWEA MAP data analysis. Teacher collaboration and implementation fidelity will be monitored during PLC meetings, and intervention strategies will be adjusted as needed. End-of-year NWEA MAP and PSSA Math results will measure

practices. By year-end, Math growth and proficiency will increase, with successful strategies documented and shared for consistent implementation across all grades.	overall growth and guide plans for scaling successful practices.
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## 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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	teacher salary and benefits	432918
Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	Counselor	50863
Instruction	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	supplies, Seesaw	7911
Carryover Funds	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	teacher salary and benefits (being used first)	72907
Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	FPC travel	862
Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	FPC, Homeless Liaison, Foster POC	25378
Instruction	<ul style="list-style-type: none"><li>• ELA Pilot Success</li></ul>	Title 1 teacher sub coverage	7528

Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	homelessness	1200	
Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	Family Engagement Night events (2)	6441	
Other Expenditures	<ul style="list-style-type: none"><li>• ELA Pilot Success</li><li>• Math Consistency</li></ul>	Sapphire software	14900	
Total Expenditures				620908

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Pilot Success	Launch and monitor ELA pilot programs: Train teachers, conduct pre-assessments (NWEA MAP), and collect baseline and observational data for pilot programs.
ELA Pilot Success	Finalize and implement selected curriculum: Select the final ELA program, provide professional development for teachers, and align instructional strategies to state standards.
Math Consistency	Implement consistent IXL diagnostic and intervention strategies: Train teachers on IXL tools and ensure targeted interventions are implemented with fidelity.

### ELA Pilot Program Training and Selection

Action Step		
<ul style="list-style-type: none"><li>Launch and monitor ELA pilot programs: Train teachers, conduct pre-assessments (NWEA MAP), and collect baseline and observational data for pilot programs.</li><li>Finalize and implement selected curriculum: Select the final ELA program, provide professional development for teachers, and align instructional strategies to state standards.</li></ul>		
Audience		
Classroom Teachers (Grades 3-5), Instructional Coaches, Title I Teachers		
Topics to be Included		
Overview of pilot programs and their alignment to state standards Effective use of NWEA MAP data to inform instruction Classroom implementation strategies for each pilot program Collecting and analyzing observational and student performance data Implementation of the selected ELA curriculum and instructional alignment with state standards		
Evidence of Learning		
Teachers will implement pilot programs with fidelity, as evidenced by lesson plans and classroom observations. Use of NWEA MAP data and formative assessments to inform instructional adjustments. Teachers will complete reflective surveys on program implementation effectiveness.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building Administrators, Grade Level Coordinators	2024-09-01	2025-03-31

### Learning Format

Type of Activities	Frequency
Inservice day	Quarterly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"><li>3c: Engaging Students in Learning</li><li>3d: Using Assessment in Instruction</li></ul>	
This Step Meets the Requirements of State Required Trainings	

Structured Literacy
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## Math Consistency and IXL Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Implement consistent IXL diagnostic and intervention strategies: Train teachers on IXL tools and ensure targeted interventions are implemented with fidelity.</li> </ul>		
<b>Audience</b>		
Classroom Teachers (Grades 4 and 5), Grade Level Coordinators		
<b>Topics to be Included</b>		
Using IXL diagnostics to identify skill gaps and drive instruction Implementing targeted interventions based on diagnostic results Monitoring progress using IXL reports and student achievement data Aligning Math instruction to state standards and grade-level expectations		
<b>Evidence of Learning</b>		
Teachers consistently implement IXL diagnostic action plans, as evidenced by completed diagnostics and progress reports. Teachers use IXL data to adjust small group instruction and interventions. Improved NWEA MAP scores and classroom formative assessments for Grades 4 and 5.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Building Administrators, Grade Level Coordinators	2024-09-01	2025-06-06

## Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Melissa A Nuhfer	2025-01-06
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Daniel L Daum	2025-01-06