Education Committee

Monday, August 10, 2026 5:15 PM
QCSD District Service Center - Community Room, 100 Commerce Drive, Quakertown, PA 18951

1.	**COMMITTEE MEMBERS**	
2.	**CALL TO ORDER**	
3.	**APPROVAL OF MINUTES**	
4.	**TEXTBOOKS FOR REVIEW**	
5.	**DISCUSSION ITEMS**	
5.A.	QCHS Future Readiness Center Presentation	**Speaker(s):** Eric Gozzard
5.B.	Overview of Spring 2026 State Testing Data	
5.C.	Math Focused Inquiry	
6.	**INFORMATION ITEMS**	
6.A.	Chief Science Officers Program Grant MOU with the BCIU #22	
6.B.	Strayer ATSI non-Title 1 School Plan 2026-2027	
6.C.	Quakertown Community High School TSI non-Title 1 School Plan 2026-2027	
6.D.	Neidig Elementary Title I Schoolwide Plan 2026-2027	
6.E.	Enrollment Update	
7.	**PUBLIC COMMENT**	
8.	**ADJOURNMENT**	

Quakertown Community School District
Board of School Directors
100 Commerce Drive
Quakertown, PA 18951
(215) 529-2002
FAX (215) 529-2042

EDUCATION COMMITTEE MEETING - Date: 5/11/26 Meeting Start Time: 5:30 p.m.

This Committee Meeting is an informational meeting (no voting takes place) that is open to the public as well as live-streamed. *Click here to view the recorded live stream.*

Education Committee Meeting Agenda/Minutes

Committee Members Present:
Brian Reimers - Chair
Amanda Hahn
Jon Kern

Additional Board Members In Attendance:
Roberta Rogers
David O'Donnell

Administration In Attendance:
Dr. Lisa Hoffman

Topics for Discussion:

Approval of Minutes
The April meeting minutes were approved.

Environmental Education Grant
The District has been awarded an Environmental Education Grant in the amount of $22,590. This is the second year the district has received this funding. Last year's funding went towards an outdoor learning space at Trumbauersville Elementary. This year, the funding will be used for all 5 Elementary schools.

Before and After Care RFP
The District went out for RFP for before and after care services. The administration plans to have the award ready for the May Board meeting.

Enrollment Updates
Enrollment updates are attached to the agenda. Kindergarten registration must be completed by May 31st, 2026 to guarantee placement in a neighborhood school. The District will continue its efforts to get the word out there.

The Quakertown Community School District does not discriminate on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of job-related medical conditions or physical challenges.

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Monthly Update
6GC / QES Update
The administration is receiving feedback to compile into a new Frequently Asked Questions sheet. Discussion ensued regarding documentation going out with more information about the combined Sixth grade center and Quakertown Elementary campus.

Canvas Discussion
The committee and administration discussed the Canvas platform and its current use in the district. Discussion ensued about potential platform options to switch to.

Public Comment (on agenda item topics only):
None

The meeting adjourned at 6:00 p.m.

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The Office for Teaching and Learning is seeking approval for the adoption of the following teacher materials for implementation in the corresponding College Board Advanced Placement courses starting in the 2026-2027 School Year.

Course	Text
AP Human Geography (Grade 9)	*The Cultural Landscape, An Introduction to Human Geography AP® Edition (HS Binding), 14th edition* by James M Rubenstein. ISBN: 978-01-379-9221-8
AP Economics	*Krugman's Economics for the AP Course (BFW), 4th edition* by David Anderson and Margaret Ray ISBN: 978-1-319-40932-6
AP United States Government & Politics	*AMSCO Advanced Placement® Edition* *United States Government & Politics, 3rd edition* *by David Wolfford* ISBN: 978-1-6636-9272-6
AP Psychology	*Myers' Psychology for the AP Course (BFW), 4th edition* by David G. Myers, C. Nathan DeWall, Elizabeth Yost Hammer ISBN: 978-1-319-28116-8
AP European History	*AP European History Premium (Barrons), 14th edition* by Seth A. Roberts M.A. ISBN: 978-1-506-29655-5
AP World History Modern	*AP World History: Modern 7th Edition Traditions and Encounters A Global Perspective on the Past*. *by Jerry H. Bentley, Herbert Ziegler, Heather Streets-Salter, Craig Benjamin* ISBN: 978-1-26-654532-0 & *AP World History: Modern Premium (Barrons) 2026* by John McCannon, Ph.D.

	ISBN: 978-1-5062-9678-4
AP US History	*America's History for the AP Course, 11th Edition* by Edwards, Hinderaker, Self, and Henretta ISBN: 978-1-319-53565-0

QCHS
Future Readiness Center
Year In Review
&
Class of 2026 Future Plans

The Three Pillars of the Future Readiness Center

- In the 2nd year of existence - Started 24/25 SY
- Career exploration, college searching, college applications, financial aid, military, trade schools, and apprenticeships
- Future planning with an emphasis on financial responsibility.

“If you build it they will come” - Field of Dreams - 1989

Create opportunities. Remove barriers. Students will engage.

- Students are taking ownership of their future like never before.
- Awareness of college, career, military, and trade pathways has never been greater.
- Families are more informed and engaged in the planning process.
- Students are making smarter, more financially responsible post-secondary decisions.

How does this happen?

Hundreds of individual student meetings

Admissions Panel Discussions

Creation of the FRC Website

Dual Enrollment Expansion

Parent Communication

Student Engagement

Community Partnerships

Field Trips

College Fair

Enhanced Financial Awareness

And Much More!

Panel Discussions

Organizations Attending:

23/24 - 32

FRC 24/25 - 28

FRC 25/26 - 59

New for 25/26

Student Participation:

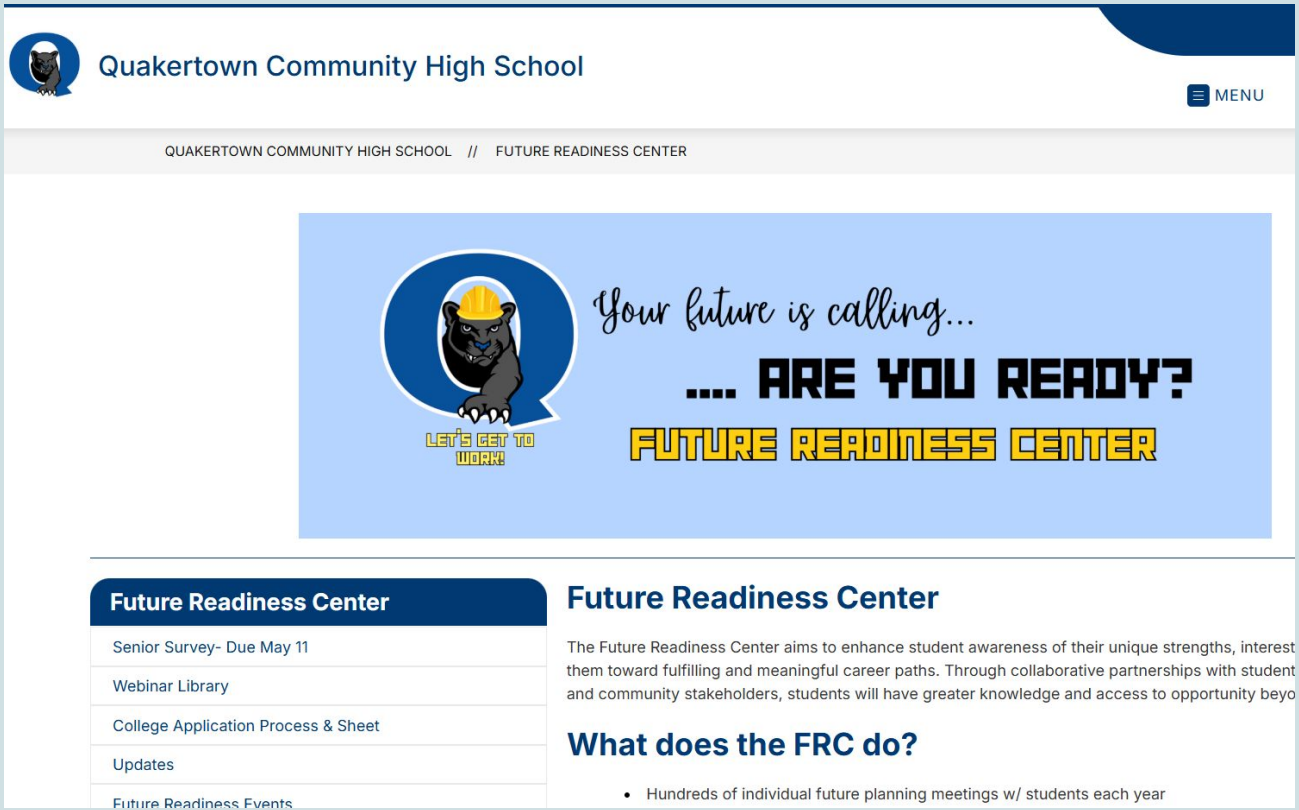
23/24 - 184

FRC 24/25 - 231

FRC 25/26 - 525

Graduated Students Panel Discussion

FRC Website Creation - New for 25/26



- Senior Survey- Due May 11
- Webinar Library
- College Application Process & Sheet
- Updates
- Future Readiness Events
- Timeline for College Admissions
- College Application Essay Tips
- College Application Tracking Sheet - Make a Copy
- Common App - Get Started
- Activities Log - Make a Copy
- Presentations & Webinars
- Dual Enrollment
- RIASEC - Connect the Work
- Onet - Connect Strengths to Careers
- ACT / SAT Testing Info
- Financial Aid Information
- Scholarships
- Apprenticeship Opportunities
- Pathways to Graduation - Act 158
- Trade School
- Volunteer Opportunities
- Naviance Login

Thanks Missy Hartney!

BCCC/QCHS Dual Enrollment Expansion

2025-26

- 25 opportunities for DE college credit

2026-27

- Possible additions: 17 BCCC/QCHS DE options
- Live PSU Lehigh Valley - Spring 2027
- Live BCCC Upper Campus - Spring 2027

Bucks County Community College - DE - 25/26 & 26/27			Harrisburg University - DE - 25/26 & 26/27		
QCHS Courses	Taught by QCHS Teachers	Optional Purchase of BCCC Equivalent Courses. $390 w/ a $130 or $195 scholarship for all. Total cost $260 or $195*	QCHS Courses	Taught by QCHS Teachers	Optional Purchase of Harrisburg University Equivalent Courses Total cost $300 or $400 ^
AP Calculus AB or BC	Mr. Hunsicker	MATH 140: Calculus 1	AP English Language	Mr. Harvey	ENGL 105 College Composition
AP Economics	Mr. Boquist	ECON 111: Prin. of Econ: Macro	AP Calculus AB or BC	Mr. Hunsicker	MATH 220 Calculus
AP Economics	Mr. Boquist	ECON 112: Prin. of Econ: Micro	AP Statistics	Dr. Hood	MATH 280 Introductory Statistics
AP European History	Mr. Anderson	HIST 112: Hist of Western Civ II	AP Chemistry	Mrs. Hardy	CHEM 151/152 General Chemistry ^
AP Government and Politics	Mr. Boquist	POLI 111: American Nat. Gov.	AP Physics 1	Mr. Swavely	PHYS 121/122 General Physics ^
AP Language	Mr. Harvey	COMP 110: English Composition	AP Physics 2	Mr. Auger	PHYS 131/132 General Physics II ^
AP Literature	Mr. Burch	LITR 205: Eng Lit to the 19th Century	AP Environmental Science	Mrs. Sullivan	ENVS 101 Introduction to Env. Sci.
AP Music Theory	Mrs. Camburn	MUSC 111: Music Theory 1	AP Biology	Mrs. Hoffman	BIO 102/103 Biology I ^
AP Psychology	Mrs. Eisennman	PSYC 110: Intro to Psychology	ESports - Intro to Comp Gaming	Mr. Kaar	ESPT 110 Competitive Gaming
AP US History	Mr. Brader	HIST 151: Young America & HIST 152: Modern America**	ESports - Intro to Game Design	Mr. Kaar	GAME 145 Intro to Game Design
			Human Forensics & Forensics 2	Mr. Stoneback	FORS 125 Forensic Sciences
Sociology and Anthropology	Mr. Brader	SOC 110: Intro to Sociology	Most college courses are worth college 3 credits - ^ = 4 / HU Cost per credit $100		
Bucks County Community College - DE - Live - 2026/27			**University of Pittsburgh - DE - 2026/27**		
BCCC Courses Taught at QCHS	Taught by BCCC Professors	Required Purchase of BCCC Course - $390 w/ $130 Scholarship - $260 Total	QCHS Courses	Taught by QCHS Teachers	Optional Purchase of Univ. of Pittsburgh Equivalent Courses $275
Intro to Sociology	BCCC Professor	SOCI 110 Intro to Sociology	African American Literature	Mr. Nelson	ENGLIT 1230 20th Cent. African
Interpersonal Communications	BCCC Professor	COMM 105 Interpersonal Com	AP European History	Mr. Anderson	HIST 0101 Western Civilization 2
Intro to Admin of Criminal Justice	BCCC Professor	CRIJ 100 Intro to Admin of CJ	Broadcasting	Mr. Kaar	FLIMST 1001 Broadcasting
* Scholarship depends on class enrollment size			Intro to Film Studies	Mr. Kaar	FMST 0120 Intro to Film

Parent Communication

QCHS Future Readiness Center
July – Senior Update

Can You Believe Your Child Is a Senior!?

I can hardly believe it either — I have a senior at home currently navigating the college application process. So, whether you're feeling excited, overwhelmed, or a mix of both, you're not alone — we're in this together!

What Is the Future Readiness Center?

My name is **Eric Gozzard**, and I serve as the **Future Readiness Coordinator** at **Quakertown Community High School**. You may be wondering: *What does a Future Readiness Coordinator do to support your child?* Great question!

QCHS Future Readiness Center
Seniors - It's Scholarship Season!

Free Money for Your Education:

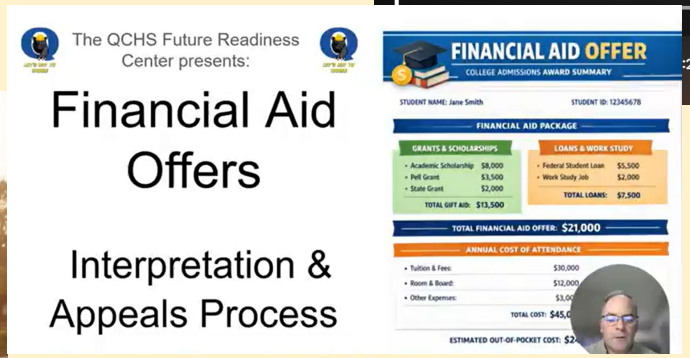
Seniors, now that most of your college, trade school, and FAFSA applications are wrapping up, it's time to shift your focus to **scholarships and grants**. This is *free money* for your education — and the best part is, you don't have to pay it back!

Parent Connect Ed Emails:

23/24 - ? - Very Few

FRC 24/25 - 24

FRC 25/26 - 41



Parent Engagement Sessions:

23/24 - 3

FRC 24/25 - 6

FRC 25/26 - 9

Live parent info nights, help sessions, webinars, and posted videos

Student Engagement

Instagram - @QCHSFUTUREREADINESS

Instagram Posts:

23/24 - None

FRC 24/25 - 29

FRC 25/26 - 35

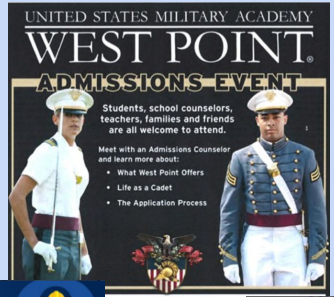
Instagram Followers:

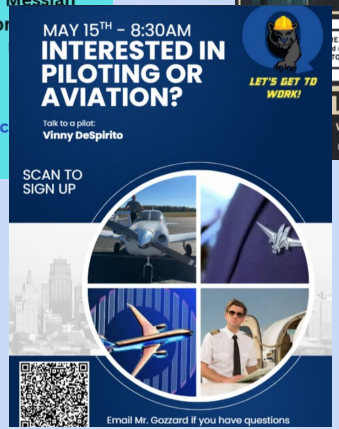
23/24 - None

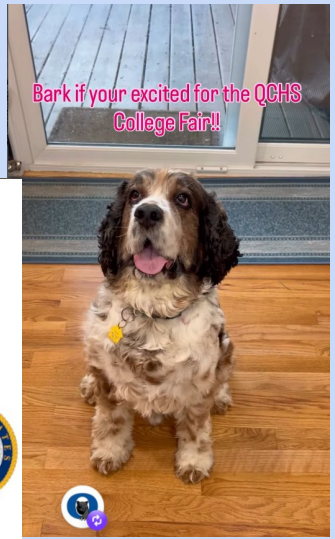
FRC 24/25 - 94

FRC 25/26 - 242

QCHSFUTUREREADINESS







Student Communications & Opportunities

Grade Specific Email Communications:

23/24 - ? - Very Few

FRC 24/25 - 36

FRC 25/26 - 95

Colleges/Trade Schools and Money

Financial Aid Offers - Interpretation & Appeals Process
And
Paying for College – Avoiding Excessive Student Loan Debt

Who: Hosted by Mr. Gozzard of the QCHS Future Readiness Center

Why: The goal of both presentations is to help seniors make smart academic choices while also thinking carefully about the financial impact of college/trade schools. For many students, college will be the second-largest financial decision they make in their lifetime (after buying a home). Even if you've already committed to a college, attending these presentations is a smart move—your future self will thank you.

***Event 1*: Financial Aid Offers – Interpretation & Appeals Process - March 3rd 2026 during period 2 – in the QPAC**

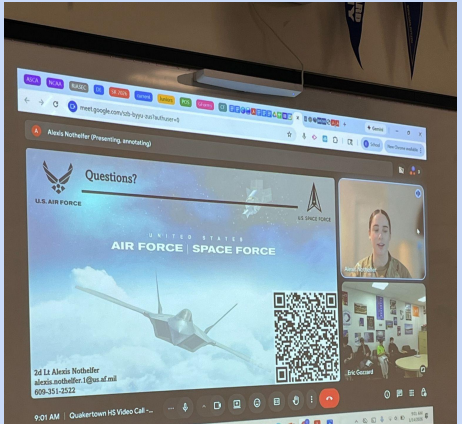
***Event 2:* Paying for college – Avoiding Excessive Student Loan Debt – March 17th 2026 during period 3 – in the QPAC**

Prior registration is required for both events – use this QR code to sign up!

LET'S GET TO WORK!

Paying for College and Trade Schools - In a Financially Responsible Way - 2026

By: QCHS – Future Readiness Coordinator
Mr. Gozzard



U.S. AIR FORCE ROTC

QCHS Future Readiness Center Presents

GRADUATED STUDENTS DISCUSSION PANEL

Learn from recent QCHS graduates what college is really like and how to make a successful transition

January 9th

9:00 - 9:45AM

QCHS QPAC

Host: Mr. Gozzard
For: 9th - 12th grade students
Guests: 10 QCHS Class of 2024 Grads
Prior Registration is REQUIRED - Scan or see below

https://docs.google.com/forms/d/e/1FAIpQLSeHMQoIMQjaixcLc6FCLIXlOLGGBlzo1ND5Fjgtb2vEj_eNfQ/viewform?usp=dialog

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BCCC & QCHS

PARTNERSHIP

LET'S GET TO WORK!

Are you thinking about Bucks County Community College as your next move after high school? QCHS & BCCC has a partnership to get you there!

- **BCCC APPLICATION WORK SESSION – JANUARY 22ND**
- **BCCC CAMPUS TOUR – PERKASIE – MARCH 6TH**
- **BCCC PLACEMENT TESTING APRIL 8TH – AT QCHS**
- **PICKING FALL BCCC CLASSES APRIL 24TH – AT QCHS**

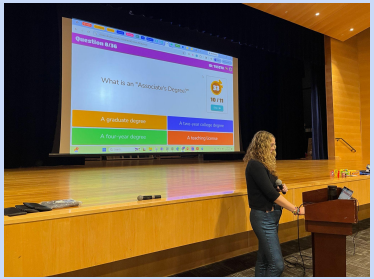
Prior Registration for individual events is required. Scan the QR Code. Contact Mr. Gozzard with questions egozzard@qcsd.org

BCCC & QCHS Partnership Senior Signup Link

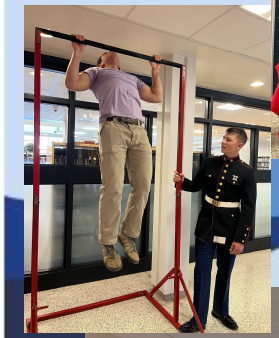
Scholarship Interviews:

Thank you QCHS Alumni Association & QT Business and Professional Women's Club!

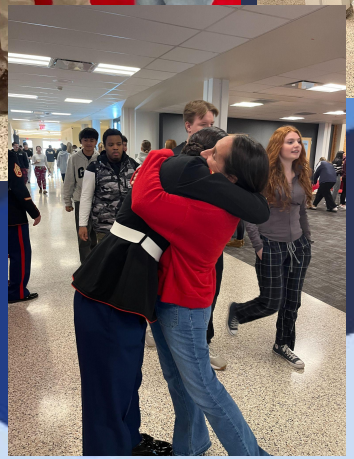
$1,500 Each!!



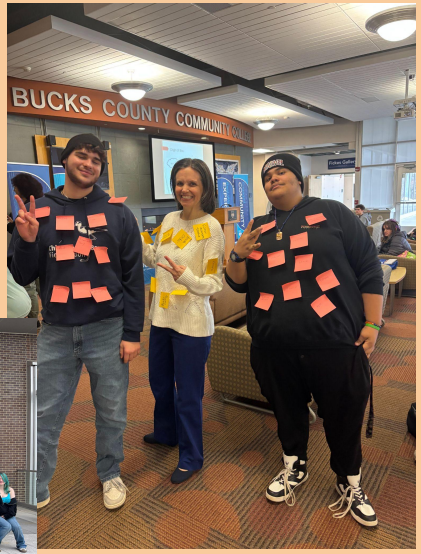
Military Engagement



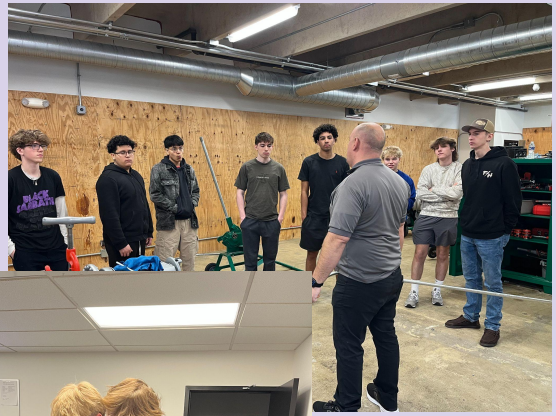
Graduates Ava & Logan



Field Trips



KUTZTOWN
GOLDEN BEARS



I.B.E.W.
AFL-CIO
LOCAL UNION NO. 375
ALLENTOWN PA

New Partnership Created!

3 SRs will do a 40 hour Pre-apprenticeship in 26/27!

Annual College Fair!

Mr. Kaar's
TV News

Mr. Polk's
Chefs
Class

Promotion of Financial Aid Appeals - New for 25/26

$484,000 (over 4 years)

28 Sr/families reported increased aid after an appeal

Average Sr/family savings - $17,285 (over 4 years)

Parent Feedback - 12 Responses - AI Generated Analysis

1. Outstanding Communication (Most Common Theme)

This was the strongest theme throughout the survey.

Parents repeatedly praised:

- Clear communication
- Frequent updates
- Timely reminders
- Transparent information
- Step-by-step guidance

Representative comments:

> "Excellent step-by-step communication with clear critical dates."
>
> "Always clear information, always helpful."
>
> "Your communication was greatly appreciated."

2. Making a Complicated Process Understandable

Parents repeatedly mentioned how overwhelming today's college process has become.

They appreciated:

- Breaking the process into manageable steps
- Explaining timelines
- Parent presentations
- Videos
- Workshops

Representative comments:

> "The college process is vastly different than when we went through it 30 years ago."
>
> "Thank you for all the help with a confusing process."

3. Financial Aid Guidance

Financial aid was mentioned in nearly every survey.

Parents specifically appreciated:

- Financial aid presentations
- FAFSA information
- Appeals process
- Scholarship information

One parent wrote:

> "The financial aid appeal process saved our son $20,000 and allowed him to attend his first-choice school."

That is an incredibly powerful testimonial.

4. Availability and Personal Support

Parents repeatedly described you as:

- available
- approachable
- supportive
- caring
- trustworthy

Several commented that their children:

- trusted you
- felt comfortable asking questions
- frequently talked about you at home

One parent wrote:

> "Your name was mentioned in our home many times."

That speaks volumes about the relationships you've built.

Student Feedback - 150 Responses - AI Generated Analysis

Overall, the feedback is overwhelmingly positive. Students consistently described the Future Readiness Center as one of the most valuable supports they received during high school. The comments suggest that students value personal relationships, clear guidance, and practical assistance far more than one-time informational sessions.

Actual Student feedback quotes:

"Mr. Gozzard is amazing and truly helped me feel grounded and made the process not seem so intimidating. He truly made all of my issues feel heard and not as large. I have a huge financial gap that is a struggle for me and he truly helped bridge that gap and made it feel smaller."

"During my senior year my personal circumstances changed dramatically. Mr. Gozzard helped me navigate the process of communicating with my college, and effectively apply for scholarships that would aid my situation."

"The program gave me the idea of getting into the electrical industry. It gave me something to be passionate about and want to do."

"Mr. Gozzard has been incredibly helpful throughout the entire process of applying and getting into colleges. Without his help, I wouldn't be where I am right now. I am incredibly grateful for all the assistance and guidance along the way."

Top Strengths

1. Individual Meetings Were the Biggest Success

This was by far the most common theme.

Students repeatedly said that one-on-one meetings:

- Reduced stress
- Made them feel heard
- Helped clarify their plans
- Built confidence
- Made the college process less intimidating

Representative comments:

- "Personal meetings were super helpful."
- "I felt seen and understood."
- "Walking through a plan with someone made everything less stressful."
- "Meeting with Mr. Gozzard gave me confidence."

Takeaway:
Students clearly value personalized attention more than anything else.

2. Making the College Process Less Overwhelming

Many students commented that the FRC:

- broke the process into manageable steps
- explained everything thoroughly
- provided timelines
- reduced anxiety
-

Several students specifically said:

> "The process wasn't as scary because of the help."

3. Financial Aid & FAFSA Support

This was another major theme.

Students appreciated help with:

- FAFSA
- financial aid offers
- scholarships
- understanding college costs
- avoiding excessive debt

Many students mentioned that finances became much less intimidating after meeting with you.

4. Caring and Availability

Students repeatedly mentioned your personality.

Common descriptors:

- caring
- approachable
- understanding
- knowledgeable
- encouraging
- personable
- always available

Many comments were simply variations of:

> "Mr. Gozzard genuinely cares."

This appeared dozens of times.

Overall AI Analysis

The Future Readiness Center continues to serve as a trusted resource for students and families by providing personalized guidance, practical planning tools, and equitable access to postsecondary opportunities. Student and parent feedback demonstrates that the program is making a meaningful difference in preparing graduates for success beyond high school.

- Full Student Feedback Report LINK
- Full Parent Feedback Report LINK

Initiatives for 2026-27

- **Expansion of Dual Enrollment**
  - **BCCC/QCHS options added**
  - **Addition of Penn State Lehigh Valley Live Classes - Spring 2027**
  - **Addition of BCCC Upper Campus Live Classes - Spring 2027**
- **Junior Future Planning Digital Workbook**
- **Expand Pre-Apprenticeship opportunities - IBEW 375**
- **Explore effective forms of communication with students**
- **Expansion of field trip opportunities**
- **Greater Engagement 9th-10th**
- **College essays completed in 11th grade English**

The Class of 2026!!!

Senior Awards Night

Special Thanks to Mrs. McGinty & Community Donors!
108 Organizations/Donors - 179 Awards - $115,925 to QCHS Seniors!

Decision Day - May 1

Class of 2026
“Oh the Places They Will Go”

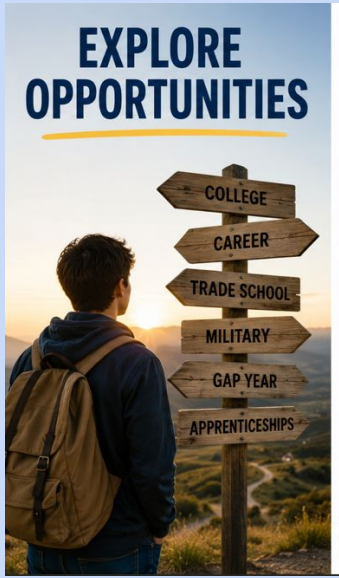
Most Common Schools Our Seniors Are Attending
Bucks County Community College
Penn State University – Main & Satellites
DeSales University
Kutztown University
West Chester University
Shippensburg University
Cedar Crest College
Pennsylvania College of Technology
Temple University
Drexel University
Lehigh University
University of Pittsburgh
Lincoln Technical Institute
Millersville University

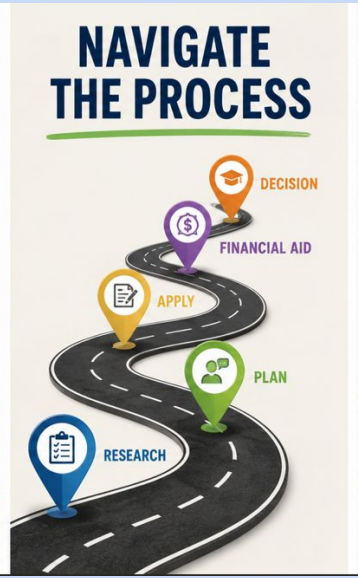
Selective Colleges Where Our Students Were Accepted	Acceptance Rate
University of Pennsylvania	5%
Cornell University	7%
Villanova University	25%
Lehigh University	37%
Clemson University	38%
George Washington University	43%
Fordham University	53%
Pennsylvania State University	54%
Virginia Tech	55%
University of Pittsburgh	58%

Top 20 Most Identified Majors
Nursing
Psychology
Early Childhood Education
Finance
Business
Accounting
Biology
Computer Science
Biochemistry
Mechanical Engineering
Business Administration
Civil Engineering
Criminal Justice
Engineering
Political Science
Secondary Education
Special Education
Undecided
Architecture
Cosmetology

ALUMNI FIELD

QCHS - Future Readiness Center!





LET'S GET TO WORK!

QUAKERTOWN COMMUNITY SCHOOL DISTRICT

QCSD Multiyear Keystone Comparison

2020-21 through 2025-26

Literature

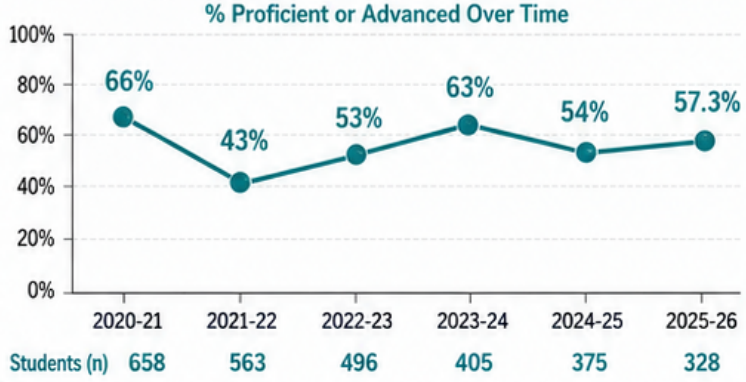
Quakertown Senior High School

57.3%
2025-26 % Proficient or Advanced

328
Students
(n = 328)

+3.3
Points
vs. 2024-25

188 Proficient/Advanced Students in 2025-26



Algebra I (HS)

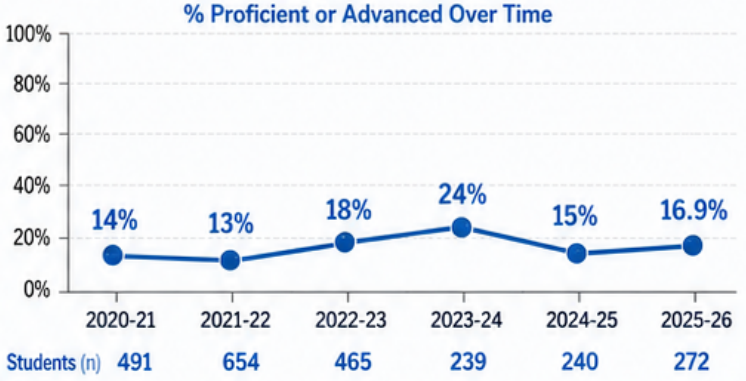
Quakertown Senior High School / grades 9-12

16.9%
2025-26 % Proficient or Advanced

272
Students
(n = 272)

+1.9
Points
vs. 2024-25

46 Proficient/Advanced Students in 2025-26



Algebra I (MS)

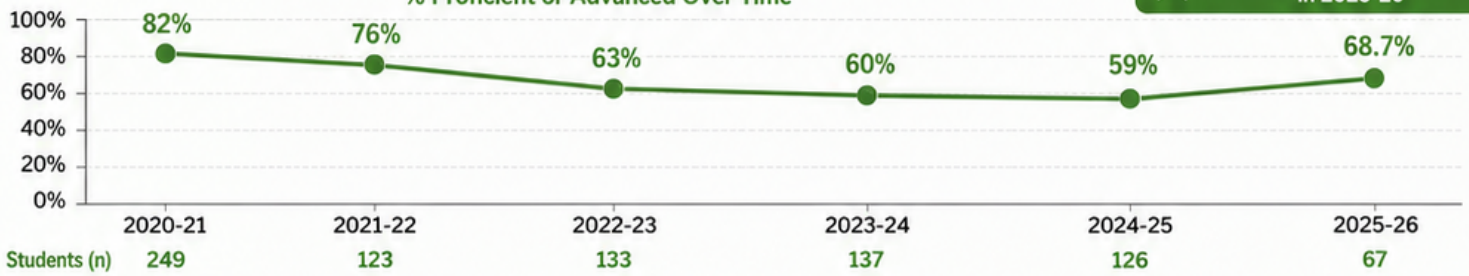
Strayer Middle School / grades 7-8

68.7%
2025-26 % Proficient or Advanced

67
Students
(n = 67)

+9.7 Points
vs. 2024-25

46 Proficient/Advanced Students in 2025-26



2025-26 Snapshot

Literature	Algebra I (HS)	Algebra I (MS)	Algebra I Total
57.3%	16.9%	68.7%	27.1%
% Proficient or Advanced	% Proficient or Advanced	% Proficient or Advanced	% Proficient or Advanced
328 Students	272 Students	67 Students	339 Students
★ 188 Proficient/Advanced	★ 46 Proficient/Advanced	★ 46 Proficient/Advanced	★ 92 Proficient/Advanced

Note: Algebra I Total combines middle-school and high-school Algebra I in 2025-26.

Sources: QCHS 5-Year Keystone Achievement Report (2020-21 to 2024-25); Strayer Middle School 5-Year Keystone Achievement Report (2020-21 to 2024-25); Keystone Raw Data File (2025-26).

PSSA Proficient & Advanced Overview

2015–16 to 2025–26 | Summary of ELA and Math P/A trends

1 TOP SUMMARY / KEY TAKEAWAYS

ELA district avg (grades 3–8)

23-24	46.2%
24-25	44.3%
25-26	42.0%

Down 4.2 pts over two years.

Math district avg (grades 3–8)

23-24	40.3%
24-25	37.3%
25-26	44.0%

Up 6.7 pts from 24-25 to 25-26.

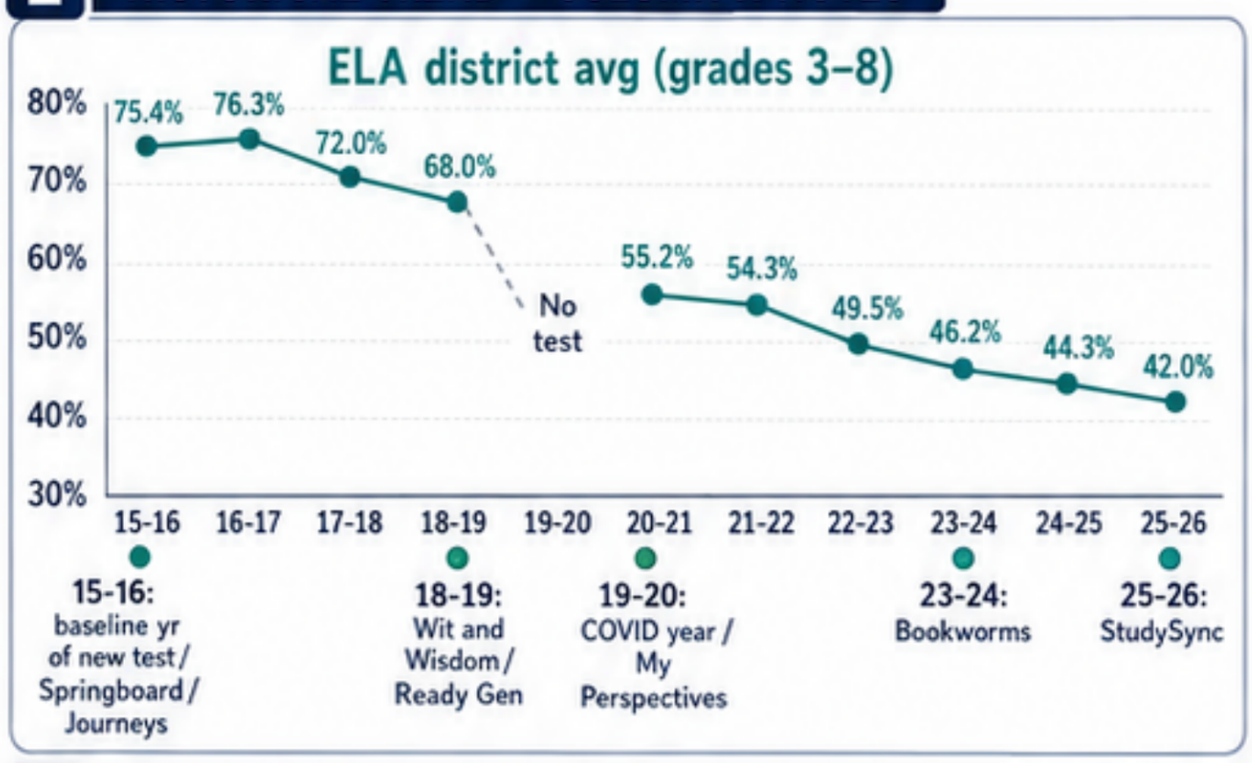
25-26 highest district grades

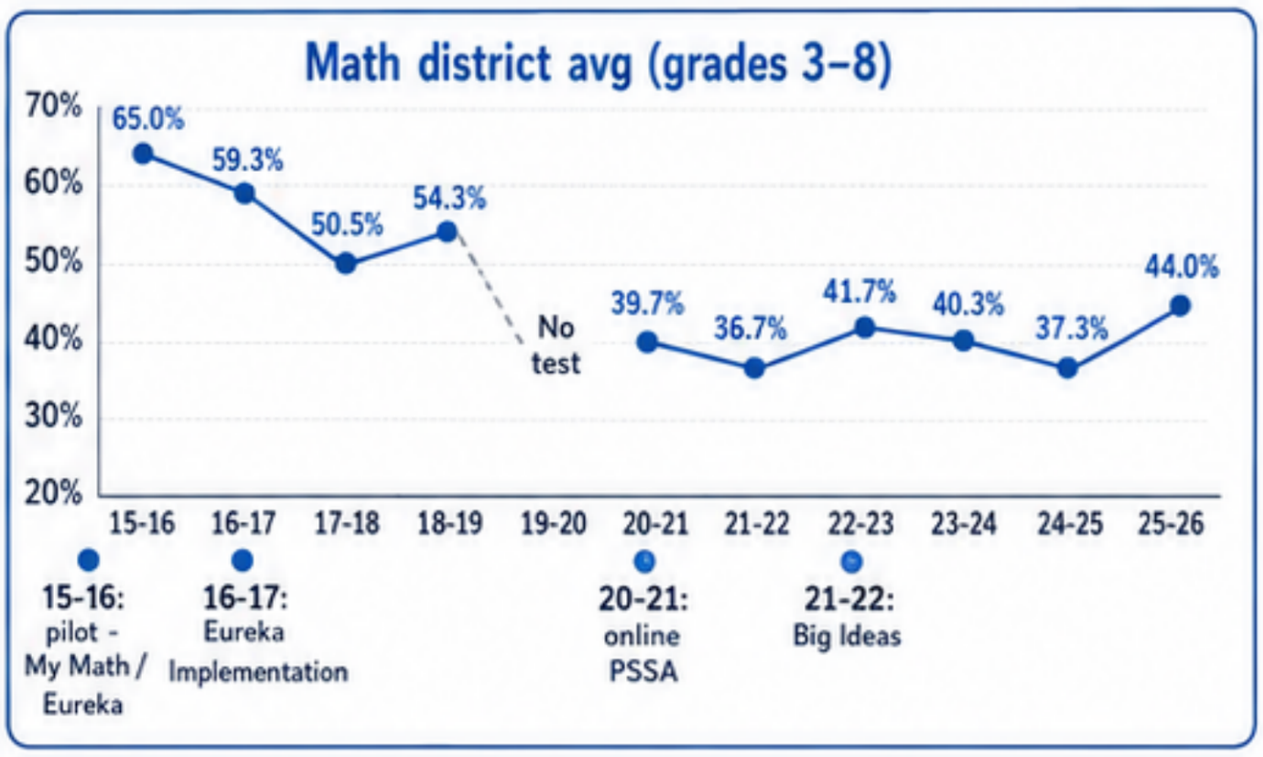
ELA	Grade 3	47%
Math	Grade 3	61%

25-26 lowest district grades

ELA	Grade 7	36%
Math	Grade 7	31%

2 HISTORICAL TREND + COLUMN H NOTES





3 THREE-YEAR DISTRICT GRADE COMPARISON (23-24 to 25-26)

ELA district P/A (%)

Grade	23-24	24-25	25-26
Grade 3	48%	44%	47%
Grade 4	41%	45%	40%
Grade 5	39%	42%	42%
Grade 6	51%	40%	42%
Grade 7	49%	44%	36%
Grade 8	49%	51%	45%

Largest 24-25 to 25-26 gains: G3 +3, G6 +2. Flat: G5.
Largest drops: G7 –8, G8 –6, G4 –5.

Math district P/A (%)

Grade	23-24	24-25	25-26
Grade 3	55%	54%	61%
Grade 4	50%	58%	53%
Grade 5	37%	42%	53%
Grade 6	39%	18%	32%
Grade 7	32%	27%	31%
Grade 8	29%	25%	34%

Largest 24-25 to 25-26 gains: G6 +14, G5 +11, G8 +9, G3 +7.

4 BUILDING COMPARISON (24-25 vs 25-26)

ELA building average P/A (%)

Building	24-25	25-26	Change (pts)
NE	48.0%	37.9%	-10.1 ↓
TE	48.3%	48.3%	0.0 –
PE	47.7%	49.7%	+2.0 ↑
RE	45.7%	42.7%	–3.0 ↓
QE	39.3%	34.3%	–5.0 ↓
6GC	40.0%	42.0%	+2.0 ↑
SMS 7	44.0%	36.0%	–8.0 ↓
SMS 8	51.0%	45.0%	–6.0 ↓

Note: Each building average reflects the tested grades available for that building.

★ Strongest 25-26 ELA averages: PE, TE, SMS 8.

Biggest gains: PE and GGC.

Math building average P/A (%)

Building	24-25	25-26	Change (pts)
NE	43.7%	51.7%	+8.0 ↑
TE	56.3%	58.7%	+2.3 ↑
PE	54.0%	49.0%	–5.0 ↓
RE	53.3%	57.7%	+4.3 ↑
QE	54.0%	54.3%	+0.3 ↑
6GC	18.0%	32.0%	+14.0 ↑
SMS 7	27.0%	32.0%	+5.0 ↑
SMS 8	25.0%	34.0%	+9.0 ↑

Note: Each building average reflects the tested grades available for that building.

★ Strongest 25-26 Math averages: TE, RE, QE.

★ Biggest gains: 6GC, SMS 8, and NE.

COHORT LOOK (23-24 starting cohort)

ELA district cohorts

Cohort	Path (Grades)	23-24	24-25	25-26	Net (25-26 vs 23-24)
23-24 G3 cohort	3 → 4 → 5	48%	45%	42%	–6 ↓
23-24 G4 cohort	4 → 5 → 6	41%	42%	42%	+1 –
23-24 G5 cohort	5 → 6 → 7	39%	40%	36%	–3 ↓
23-24 G6 cohort	6 → 7 → 8	51%	44%	45%	–6 ↓

★ ELA cohorts are mostly flat or down, with the G4 cohort the most stable.

Math district cohorts

Cohort	Path (Grades)	23-24	24-25	25-26	Net (25-26 vs 23-24)
23-24 G3 cohort	3 → 4 → 5	55%	58%	53%	–2 ↓
23-24 G4 cohort	4 → 5 → 6	50%	42%	32%	–18 ↓
23-24 G5 cohort	5 → 6 → 7	37%	18%	31%	–6 ↓
23-24 G6 cohort	6 → 7 → 8	39%	27%	34%	–5 ↓

★ Math shows a 25-26 rebound, but most cohorts remain below their 23-24 starting point.

QCSD
Data Overview

District PSSA and Keystone proficiency/advanced trends | 2017–18 through 2025–26

Board-level view: district trends, grade-level patterns, course outcomes, and next steps

Executive Summary: What the Data Says

2025–26 district performance snapshot

42.0%

PSSA ELA average

Grades 3–8; down 4.2 pts from 2023–24

↓ 2-year trend

44.0%

PSSA Math average

Grades 3–8; up 6.7 pts from 2024–25

↑ 1-year rebound

59%

Keystone Literature

188 proficient/advanced students; +5 pts

↑ since 2024–25

28%

Algebra I total

92 proficient/advanced students; HS + MS combined

mixed course pattern

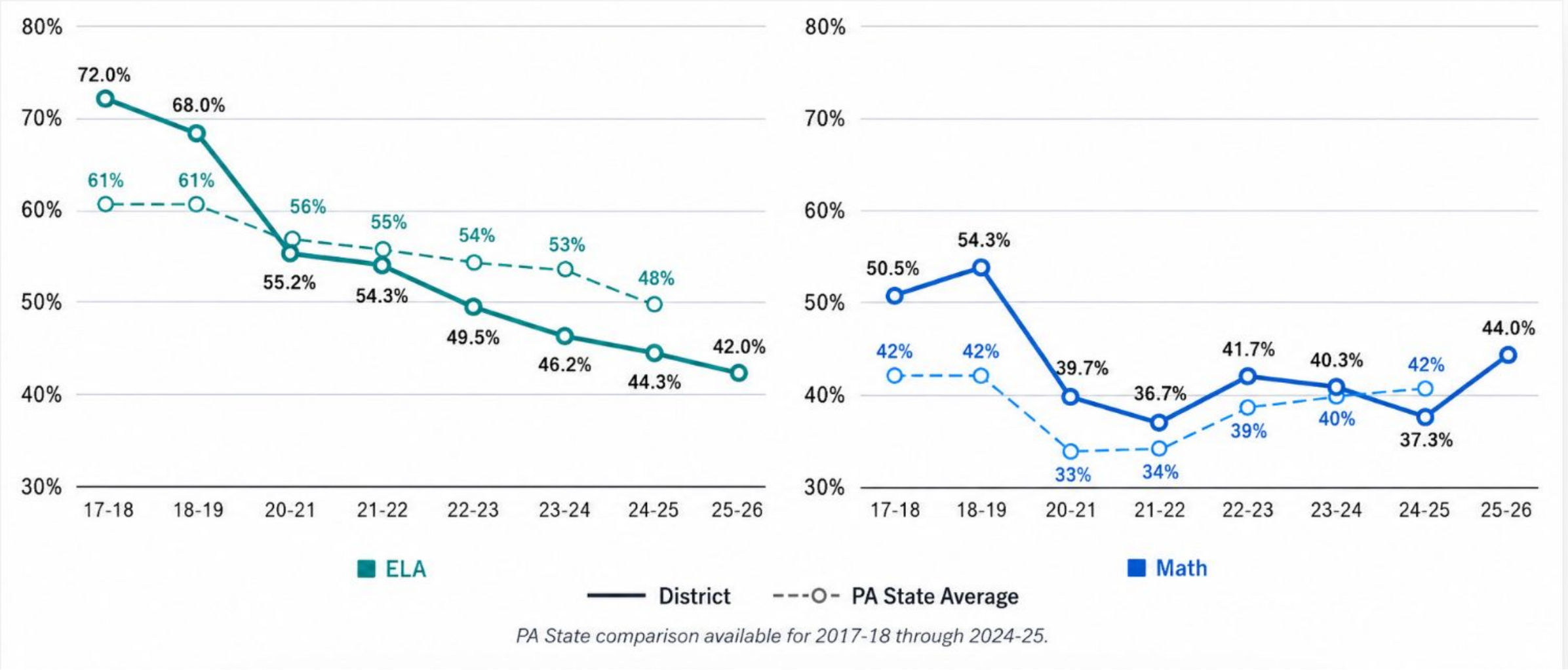
Math shows a clear 2025–26 rebound after the 2024–25 dip.

ELA remains on a gradual downward trajectory at the district level.

Keystone Algebra I is strongest in middle school Algebra and remains an area of focus in high school Algebra.

PSSA District Trends: ELA and Math

Percent proficient or advanced, grades 3–8 district average



PA State comparison available for 2017-18 through 2024-25.

PSSA Three-Year Grade-Level Patterns

District P/A (%) by tested grade.

ELA district P/A (%)

Grade	23–24	24–25	25–26	1-yr Δ
Grade 3	48%	44%	47%	+3
Grade 4	41%	45%	40%	-5
Grade 5	39%	42%	42%	0
Grade 6	51%	40%	42%	+2
Grade 7	49%	44%	36%	-8
Grade 8	49%	51%	45%	-6

Math district P/A (%)

Grade	23–24	24–25	25–26	1-yr Δ
Grade 3	55%	54%	61%	+7
Grade 4	50%	58%	53%	-5
Grade 5	37%	42%	53%	+11
Grade 6	39%	18%	32%	+14
Grade 7	32%	27%	31%	+4
Grade 8	29%	25%	34%	+9

Largest 2025–26 Math Gains

G6 +14
G5 +11
G8 +9

ELA Priority Pattern

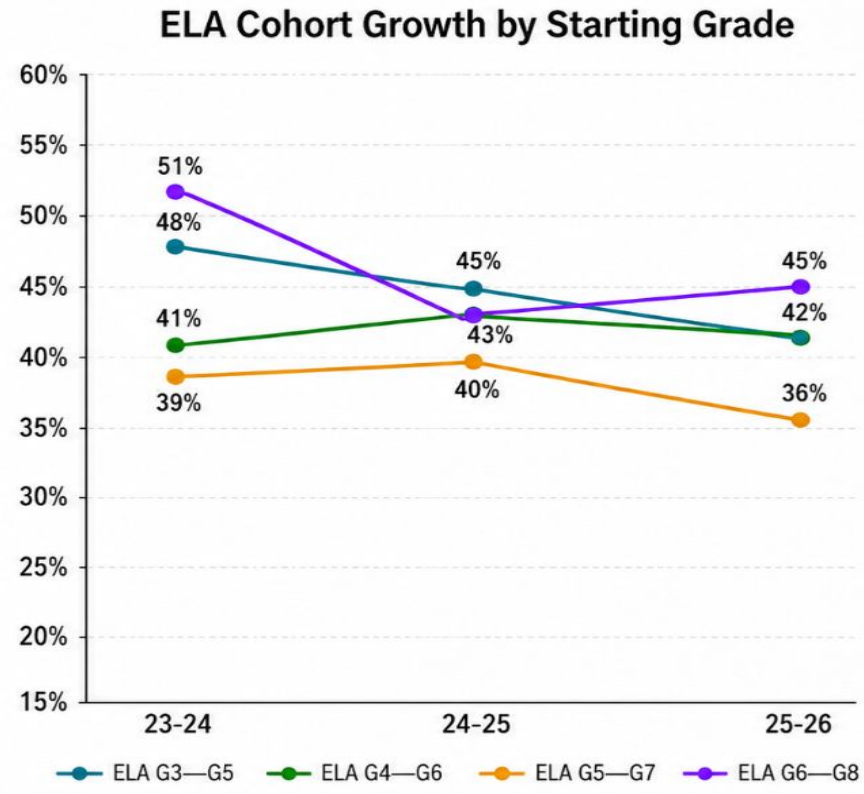
G7 -8 | G8 -6
G4 -5

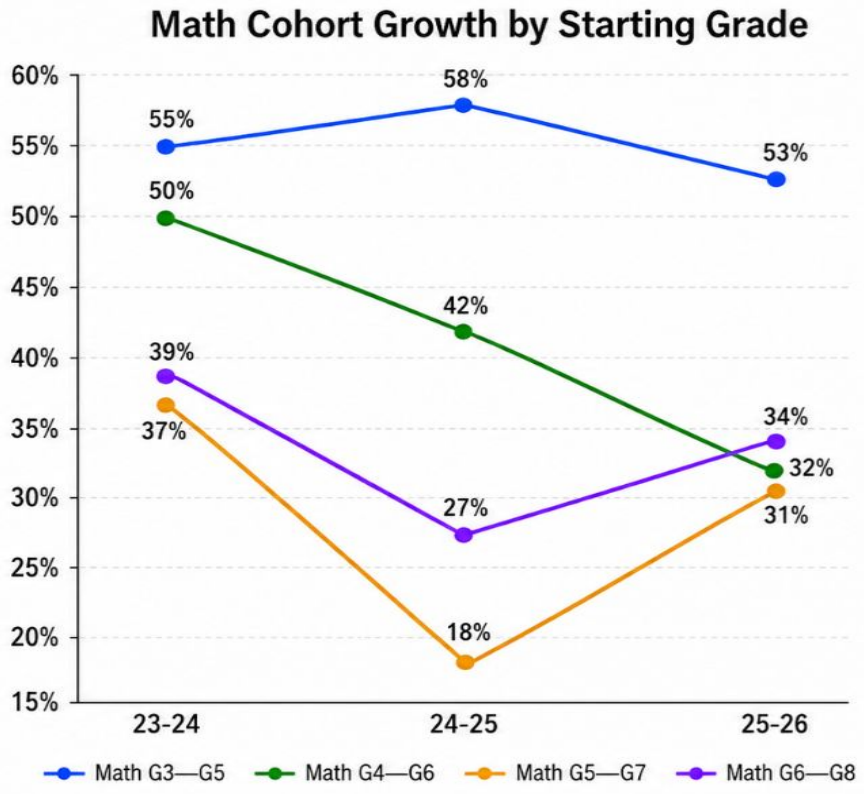
Highest 2025–26

ELA G3 47%
Math G3 61%

PSSA Cohort Lens: Movement Across Years

Starting with the 2023–24 tested cohort and following the same grade group through 2025–26.



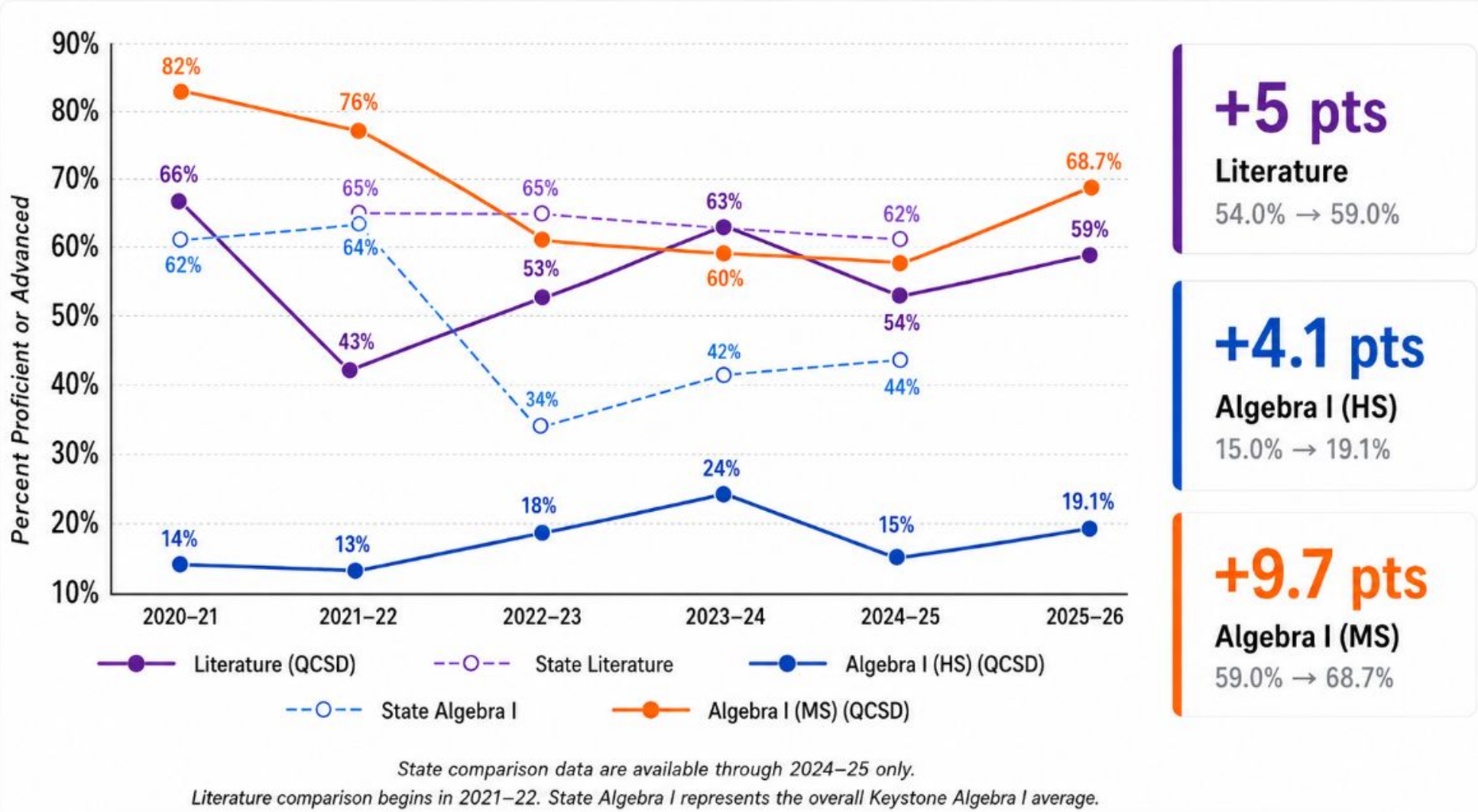


ELA: most cohorts are flat or down; the G4→G6 cohort is the most stable (+1).

Math: 2025–26 shows rebound, but most cohorts remain below their 2023–24 starting point.

Keystone Multi-Year Trends

Percent proficient or advanced, 2020–21 through 2025–26.



Instructional Implications

Immediate responses and shifts under consideration

IMMEDIATE RESPONSES | **FROM → TO → WHY** | **ELIGIBLE CONTENT + STANDARDS**

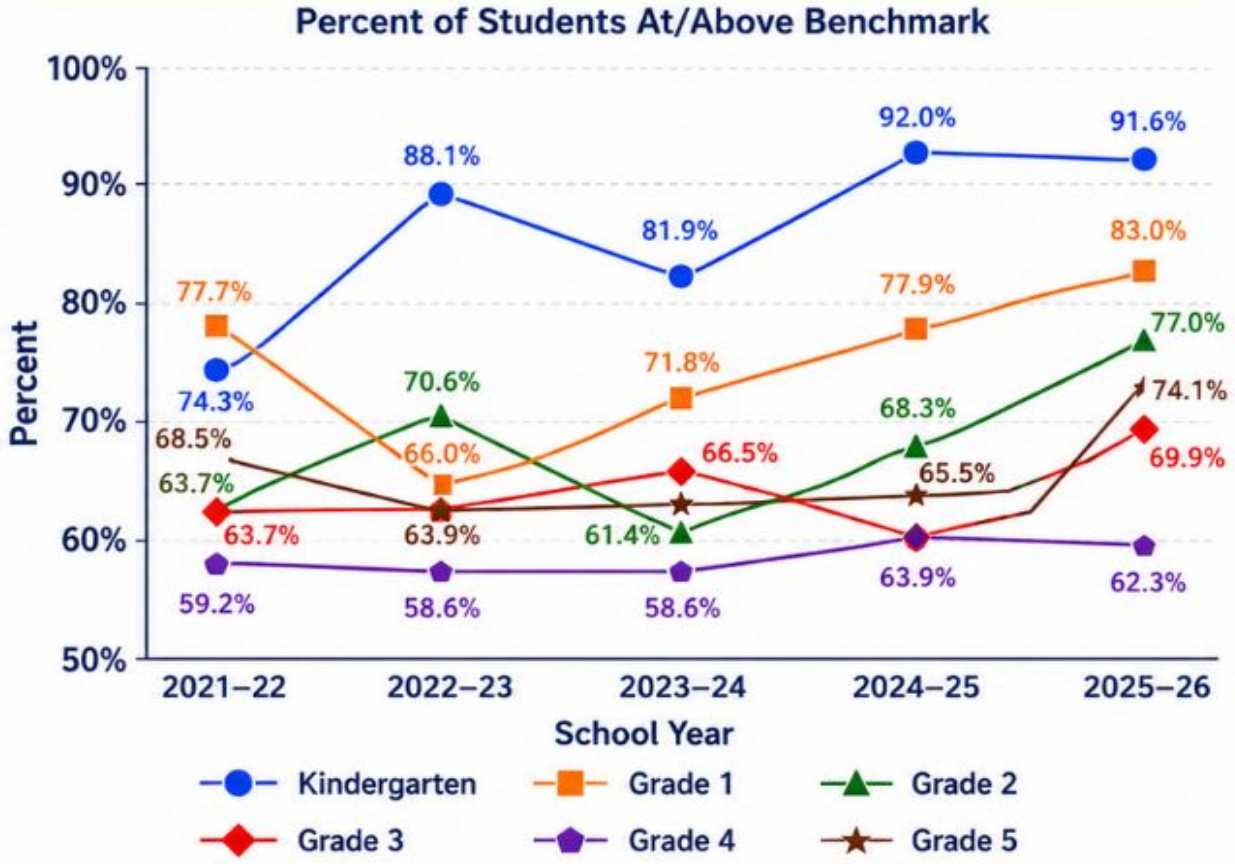
Response	From	To	Why	How this sharpens instruction
Professional Development	Broad professional learning topics	**Targeted eligible content, standards, and anchor alignment**	Shared expectations for what proficiency requires	Translate eligible content and standards into clear look-fors, exemplars, and common planning priorities.
Assessment Plan	Isolated checkpoints and separate data conversations	**Standards-driven plan with intentional timing**	A coherent, actionable student experience	Use assessment windows to monitor priority standards and adjust instruction before gaps widen.
Systems of Support	Reactive supports after gaps are visible	**Tiered instruction based on student needs**	Targeted response before on/below grade level gaps widen	Align intervention and enrichment to eligible content, so support reinforces grade-level expectations.

Focus for next steps

Move from broad implementation to evidence-aligned instruction rooted in eligible content, standards, and student needs.

QCSD Universal Screening Data Overview

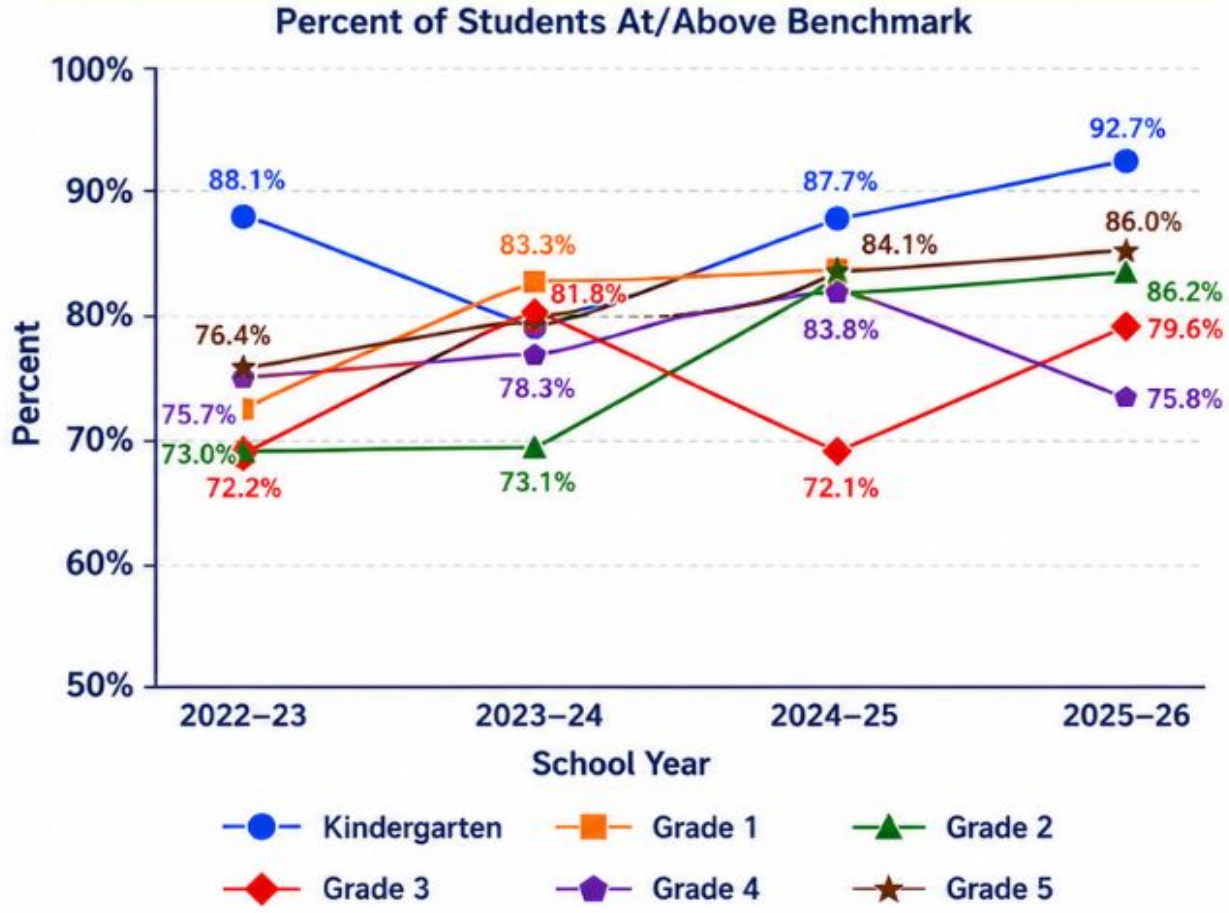
DIBELS ELA



2022–23 was the first school year using mCLASS.

Change from 2021–22 to 2025–26			
Kindergarten	+17.3	Grade 1	+5.3
Grade 2	+13.3	Grade 3	+6.2
Grade 4	+3.1	Grade 5	+5.6

Acadience Math



ELA TDA High-Level District Overview

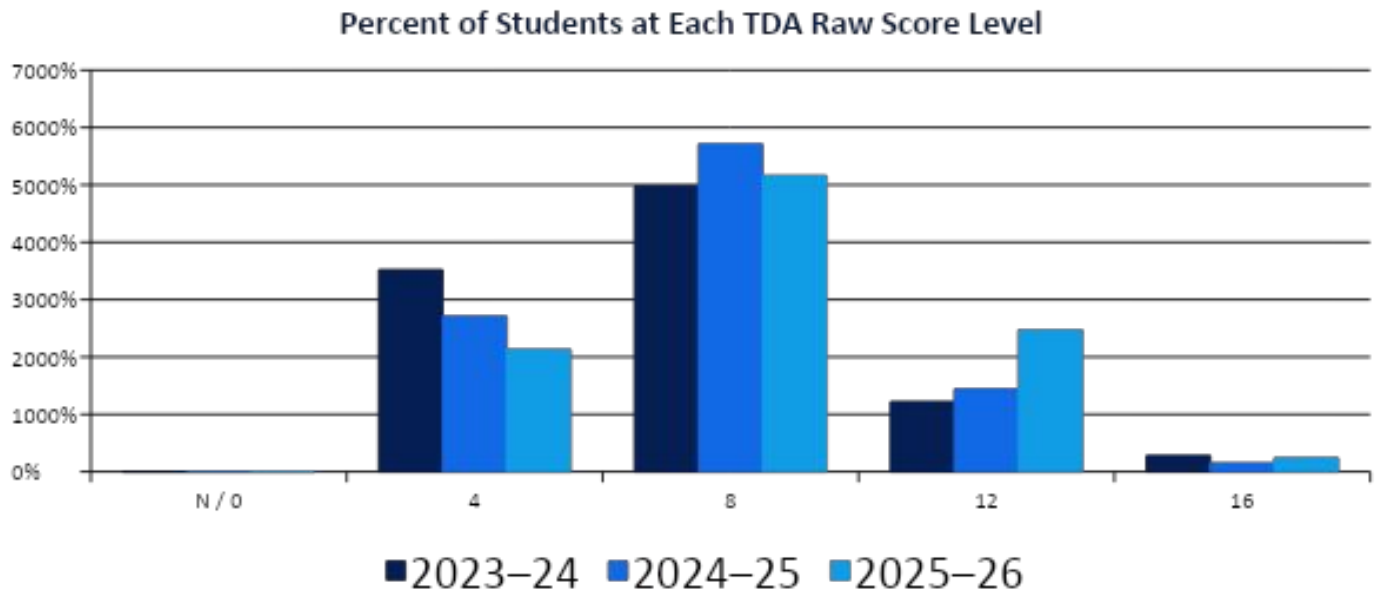
2023–24 vs. 2024–25 vs. 2025–26 | Percent of Students at Each Raw Score Level

Average raw score
7.30 → 7.61 → 8.33
+1.02 over 3 years

Scoring 12 or 16
15.0% → 15.9% → 27.1%
+12.1 points

Score 4 decreased
35.2% → 27.1% → 21.3%
-13.9 points

Score 8 most common
51.6% in 2025–26
Largest score band



TDA Raw	2023–24 #	2023–24 %	2024–25 #	2024–25 %	2025–26 #	2025–26 %
N / 0	0	0.0%	0	0.0%	0	0.0%
4	538	35.2%	413	27.1%	310	21.3%
8	762	49.8%	871	57.1%	749	51.6%
12	186	12.2%	219	14.4%	358	24.7%
16	43	2.8%	23	1.5%	35	2.4%

High-Level Takeaways

1. District average raw score increased each year, moving from 7.30 to 8.33.
2. Students scoring 12 or 16 increased from 15.0% to 27.1%, the strongest improvement signal.
3. Score 4 decreased from 35.2% to 21.3%, reducing the lowest scored response group.
4. Score 8 remains the most common raw score level across all three years.
5. The distribution shifted upward in 2025–26, with more students moving into higher score bands.

Mathematics Focused Inquiry Findings & District Response

Presented to the Education Committee • August 2026

Why we conducted this review

In the 2025-2026 school year, the district partnered with the **Bucks County Intermediate Unit (BCIU)** to conduct a Focused Inquiry into mathematics instruction in grades K through 8. A Focused Inquiry is an objective, outside review. The BCIU examined our curriculum, instruction, assessments, and the support we provide to students who need additional help or additional challenge, and identified where the program can be strengthened.

How the review was conducted

The BCIU led a question formation session in November to determine the focus of the inquiry. The team returned in January and February to conduct interviews and classroom observations across all of our elementary and middle level schools. All of these findings were compiled into a final report.

What we learned

The focused inquiry confirmed the district has standards aligned mathematics programs. The district leadership maintains an annual assessment calendar that outlines all districtwide assessments by level. The findings describe opportunities for our math curriculum and program (K-5 Eureka 2015, 6-8 Big Ideas 2022) to be more consistent from classroom to classroom and grade to grade.

The review pointed to three areas of focus themes:

- **Coherence:** Strengthen the curriculum, pacing, and assessments across grade levels.
- **Support systems:** Provide clarity in relation to structures for identifying and supporting learning for all students.
- **Shared expectations:** Implement common expectations for strong math instruction.

What we are doing about it

The table below provides a summary of our 2026–2027 response. The through-line is *coherence*: aligning curriculum, assessment, and instruction so that every student in grades 3–8 experiences a consistent, high-quality math program. Key steps include revising curriculum maps, administering common assessments and reviewing data with a consistent protocol, strengthening our intervention and enrichment structures, and providing teachers shared instructional expectations.

How we will know it is working

We will use classroom walkthroughs, assessment data, and collaboration feedback to track progress. We will bring a mid-year and an end-of-year update to the Education Committee to show what is improving and where we are adjusting.

Key terms in this document

- **BCIU -** Bucks County Intermediate Unit
- **PA Standards / Eligible Content -** the Pennsylvania Core Academic Standards, and the specific skills the state assessment measures.
- **Tier 1 -** the core math instruction every student receives.
- **WIN / PRIDE -** the district's dedicated intervention and enrichment periods.
- **Vertical articulation -** making sure skills build logically from one grade to the next.
- **Progress monitoring -** checking regularly whether students receiving extra support are catching up

Findings and District Response

What did we learn, and what are we doing about it?		
Category	**Areas for Improvement**	**2026–2027 District Response (Major initiatives)**
Curriculum, assessment, and instructional coherence	• Curriculum implementation and instructional expectations across grade levels. • Vertical articulation of prerequisite skills and learning progressions. • Alignment among curriculum, pacing, and district assessment systems. • Consistency in curriculum resources and assessment practices.	**Implement a coherent 3–8 instructional system** • Revise curriculum maps and pacing aligned to PA Standards and Eligible Content • Implement common assessments and prerequisite skills assessments • Establish district assessment windows • Implement common assessment data review protocols
Tier 1 instructional response, intervention, and enrichment systems	• Intervention and enrichment structures. • Instructional decisions informed by multiple measures. • Intervention pathways and acceleration processes.	**Revise and develop a district mathematics instructional and intervention framework** • Refine the district mathematics intervention continuum • Align district Tier 1 instructional response protocols • Strengthen content-specific WIN/PRIDE implementation • Develop district mathematics intervention guidance aligned to identified instructional needs • Develop mathematics progress-monitoring protocols aligned to district interventions • Align intervention pathways and entry/exit criteria
Instructional consistency through shared expectations	• Expectations for high-quality mathematics instruction. • Opportunities for vertical collaboration and shared instructional practices. • Content-specific professional learning priorities. • Instructional look-fors and common expectations.	**Establish district instructional frameworks and implementation supports** • Implement district instructional frameworks • Establish implementation benchmarks and classroom walkthrough look-fors • Implement structured common assessment review processes • Expand ongoing professional learning and vertical collaboration
District Implementation Priority	**Rationale**	**District Response**
Establish a continuous improvement process that uses implementation evidence to guide future decisions	• We need evidence of how initiatives are working in classrooms to judge what's making a difference. • Use varied measures such as classroom observations, assessment data, and feedback to gauge progress and adjust course. • Curriculum, instruction, and assessment stay effective when they're reviewed on a regular cycle.	**Implement annual review cycles** • Use walkthroughs, assessment data, and stakeholder feedback to monitor implementation • Evaluate curriculum, instructional resources, and district systems using implementation evidence • Use implementation evidence and student outcomes to establish future district priorities

Bucks County
Intermediate Unit

Memorandum of Understanding (MOU) between

Bucks County Intermediate Unit #22 and Quakertown Community School District

This Memorandum of Understanding (MOU) is entered on **August 18, 2026** by and between the **Bucks County Intermediate Unit #22**, 705 N. Shady Retreat Road, Doylestown, PA 18901, hereinafter referred to as the "Bucks IU" and **Quakertown Community School District** located at 100 Commerce Dr, Quakertown, PA 18951 hereinafter referred to as the "School Entity".

WHEREAS, the Bucks IU has been awarded a Pennsylvania Department of Education Job Training and Education Programs Grant to provide funding for the Chief Science Officers (CSO) Program. Bucks IU serves as the fiscal agent and program coordinator for this grant. Funding is accountability-based and contingent upon fulfillment of program requirements.

AND, WHEREAS, the CSO Program is an international program that aims to elevate student voice through leadership opportunities with a focus on science, technology, engineering, and mathematics (STEM). CSOs are students in grades 6 to 12 who serve as liaisons for STEM and innovation in their schools and community.

NOW, THEREFORE, the parties, intending to be legally bound, agree to the following terms.

1. The term of this MOU is September 1, 2026 through June 30, 2027.
2. Individual Entity Responsibilities:
    a. It is mutually agreed and understood that the Bucks IU is responsible for:
        i. Directly reimbursing the School Entity-designated CSO Advisor(s) through a separate agreement with the CSO Advisor(s) for a total amount of $3,000.
        ii. Funding student project mini-grants for an amount of $2,000. All expenditures must be pre-approved. If additional grant funds become available, the Bucks IU may advise the school entity of an additional amount not to exceed $2,000.
        iii. Purchasing student project mini-grant items wherever possible and requested.

iv. Reimbursing pre-approved student project mini-grant expenditures upon receipt of invoices, copy of payment, and completion of the student project timeline.
v. Countywide coordination of CSO activities.
vi. Advisor guidance and coaching support.
vii. Developing and submitting an impact report that includes information about the School Entity project.

b. It is mutually agreed and understood that the School Entity is responsible for:
   i. Designating a teacher advisor or co-advisory team. The IU will serve as the fiscal agent and pay advisor stipends directly.
   ii. Designating at least one participating school and supporting execution of a school-level Program Participation Agreement (PPA).
   iii. Establishing or affiliating with a student club to broaden the CSO's reach within the school.
   iv. Ensuring advisors participate in all aspects of the CSO program (leadership training institute, advisor training, fall cabinet, spring cabinet, and end-of-year celebration).
   v. Hosting at least one STEM engagement event open to multiple grade levels within the school entity (e.g., elementary and middle, or middle and high), such as, STEM Night, tree planting, environmental or community engagement projects.
   vi. Completing required beginning-, mid-, and end-of-year reflections to document impact.
   vii. Requesting pre-approval for all student mini-grant expenditures. Pre-approved funds may be used for student project materials and supplies, transportation related to projects or events, and/or food and logistical costs for STEM engagement events.
   viii. Submitting invoices or itemized requests for pre-approved, eligible expenses (e.g., student project materials, transportation, food, or event logistics).
   ix. Complying with all applicable PDE grant terms and conditions.

c. It is mutually agreed and understood that the School Entity's designated teacher advisor or co-advisory team is responsible for:
   i. Attending required CSO advisor training
   ii. Participating with CSOs in:
      1. Leadership Training Institute
      2. Fall CSO Cabinet Meeting
      3. Spring CSO Cabinet Meeting
      4. End-of-year Celebration

iii. Supporting student CSOs in designing and implementing a student-led STEM project
iv. Facilitating or supporting an affiliated student club to ensure sustainability
v. Guiding students in collaborating with school staff and community partners
vi. Supporting planning and implementation of one STEM engagement event per year that is open to multiple grade levels within the school entity (e.g., elementary–middle or middle–high)
vii. Completing beginning-, mid-, and end-of-year reflections
viii. Assisting with submission of invoices or itemized requests for eligible expenses

d. The School Entity acknowledges that failure to complete the above requirements by the School Entity or by the School Entity's designated teacher advisor or co-advisory team will result in non-disbursement of funds for the School Entity and the teacher advisor or co-advisory team.

3. The School Entity agrees that participation data, reflections, and outcomes may be aggregated by the Bucks IU for reporting to PDE and for inclusion in a countywide impact report. No personally identifiable student information will be publicly disclosed.
4. School Entity agrees to indemnify and hold harmless the Bucks IU, its Directors, officers, agents, workers, servants, contractors, subcontractors or employees from any and all claims, demands, causes of action, suits, damages, costs, expenses, including attorneys' fees, which arise directly or indirectly, in whole or in part, as a result of any willful or negligent act or omission of the Bucks IU.
5. Bucks IU shall not discriminate against any person because of race, color, religious creed, ancestry, national origin, age, sex, gender or handicap/disability in performing the duties and/or services required by this Agreement.
6. School Entity acknowledges and agrees that Bucks IU has developed writings, drawings, designs and other works of authorship that Bucks IU may use in the course of performance of this Agreement. School Entity agrees that all such materials developed by and/or used by Bucks IU are not works for hire and that Bucks IU is the sole and exclusive owner of all such materials and any copyrights therein.
7. Any change in this Agreement may be accomplished only by a written amendment executed by both School Entity and Bucks IU.
8. This Agreement may be terminated upon 90 days written notice by either party. If the Agreement is terminated, the School Entity understands that it will not be partially reimbursed for any costs incurred for student project mini-grants.
9. Neither the Bucks IU nor School Entity may assign or transfer any interest in this Agreement without prior written consent of both parties.

10. Any notice permitted or required under this Agreement shall be in writing and signed by the party giving or serving the same, and shall be served by either by personal delivery or certified mail to the following persons and at the following addresses:

Bucks County Intermediate Unit #22 Attn: Rachel Holler, Ed.D. Assistant Executive Director 705 N. Shady Retreat Road Doylestown, PA 18901	Quakertown Community School District Attn: Dr. Lisa Hoffman Interim Superintendent 100 Commerce Dr Quakertown, PA 18951

11. This Agreement includes the terms and conditions set forth in this document. This Agreement constitutes the entire understanding and agreement between the parties.

(Signatures on a separate page)

THIS AGREEMENT is signed below by the duly authorized representatives of the parties:

Quakertown Community School District	Bucks County Intermediate Unit #22
Approved By:	Approved By:
David O'Donnell, President Quakertown Board of School Directors	John D'Angelo, President Bucks IU Board of School Directors
Attest:	Attest:
Terry San Angelo, Secretary Quakertown Board of School Directors	Michele Ruggiero, Secretary Bucks IU Board of School Directors
(Date)	(Date)

Strayer MS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Strayer MS		122098403
Address 1		
1200 Ronald Reagan Dr		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr. Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Matthew Crater		
Principal Email		
mcrater@qcsd.org		
Principal Phone Number		**Principal Extension**
2674243423		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Chad Evans		CEvans@Bucksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Crater	Principal	Strayer Middle School	mcrater@qcsd.org
Joanna Saltzburg	Education Specialist	Strayer Middle School	jsaltzburg@qcsd.org
Lisa Hoffman	Chief School Administrator	Strayer Middle School	Lhoffman@qcsd.org
Jaime Maddon	Other	Strayer Middle School	jmaddon@qcsd.org
Adam Smith	Other	Strayer Middle School	jmaddon@qcsd.org
Pam Dobson	District Level Leaders	QCSD	pdobson@qcsd.org
Penelope Hughes	Student	Strayer Middle School	hughpene20@qcsdstu.org
Jessica Gondek	District Level Leaders	Strayer Middle School	jgondek@qcsd.org
Brian Reimers	Board Member	QCSD	reimers688@qcsd.org
Sam Evangelista	Teacher	Strayer Middle School	Sevangelista@qcsd.org
Lisa Geib	Parent	Strayer Middle School	Lgeib629@yahoo.com

Vision for Learning

Vision for Learning

Strayer Middle School aims to provide a collaborative community where every student feels safe, valued, and empowered to think critically. We foster confident learners who advocate for their needs and contribute meaningfully to the world around them.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Strayer Middle School did not meet the interim goals or improvement targets for the "All Students Group" English Language Arts (ELA): 47.3% of students scored Proficient or Advanced, slightly below the statewide average of 49.9%. The Hispanic Group and English Learner Group both have higher scores than the previous year. The Asian Group is on target with proficiency.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	The Asian Group's data is on target and improved from the previous year (72.7%).
English Learners	Although the English Learner Group did not meet the interim goal, the data improved from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	English Language Arts (ELA): 47.3% of students scored Proficient or Advanced, slightly below the statewide average of 49.9%. The All Students Group did not meet the interim goals or improvement targets
English Learners	Only 25.5% of English Learner students are proficient or advanced on Pennsylvania State Assessments, which is significantly lower than the "All Student Group" average of 47.3%.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Substantial Math Proficiency Gaps: Math is a primary area of concern school-wide, with an overall proficiency of only 26.3%. This is particularly critical for English Learners (6.4%) and Students with Disabilities (6.7%). 26.3% of students scored Proficient or Advanced, significantly lower than the statewide average of 41.7%.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with	Although below the interim goal, students with disabilities increased their

Disabilities	math proficiency from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	Substantial Math Proficiency Gaps: Math is a primary area of concern school-wide, with an overall proficiency of only 26.3%. This is particularly critical for English Learners (6.4%) and Students with Disabilities (6.7%). Mathematics: 26.3% of students scored Proficient or Advanced, significantly lower than the statewide average of 41.7%.
English Learners	Only 6.4% of the English Learner Group is achieving math proficiency while the All Student Group averages at 26.3%.
Students with Disabilities	Only 6.7% of Students with Disabilities are achieving math proficiency while the All Student Group averages at 26.3%. Since 2019, this group has remained below 15% proficiency in mathematics.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0. The Asian, Hispanic and Students with Disabilities groups showed notable growth.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.
Students with Disabilities	The Students with Disabilities Group showed notable growth (73.0).
Hispanic	The Hispanic Group showed notable growth (69.0), showing an increase from the previous year.

Challenges

ESSA Student Subgroups	Indicator
	The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.
White	The White Group and All Student Group have both remained stagnant and below the target growth score.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	The English Learner Group met the statewide growth standard, although saw a decrease from the previous year (71.0).
Students with Disabilities	The Students with Disabilities Group met the statewide growth standard, although saw a decrease from the previous year (72.0).

Challenges

ESSA Student Subgroups	Indicator
	Overall, the academic growth score for all students did not meet its interim goal (50.0).
Economically Disadvantaged	The Economically Disadvantaged Group did not meet its interim goal (50.0). Additionally, they have fallen below the state interim goal consistently.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%. While English Learners did not meet the interim goal at 8%, their scores increased from the previous year.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	While English Learners did not meet the interim goal at 8%, their scores increased from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The Economically Disadvantaged Group remains below the interim goal and stagnant at 5.0%.
English Learners	The English Learners Group did not meet the interim goal at 8.0%.

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	The Hispanic Group is on target for attendance (88.4%) and improved from the previous school year.
Combined Ethnicity	The Combined Ethnicity Group is on target for attendance (85.4%) and improved from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The Two or More Races Group did not meet the interim goal with 79.6% in attendance. This is a decrease from the previous year.
Students with Disabilities	The Students with Disabilities Group continues to not meet the interim goal for attendance at 75.6%.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

98.7% of students met the career standards benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
	98.7% of students met the career standards benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).
Hispanic	The Hispanic Group and Combined Ethnicity Group exceeded the interim goal and are at 100% meeting the benchmark.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The Students with Disabilities Group is the only group below the interim goal for Career Standards Benchmarks with 92.3%.
Economically Disadvantaged	While the Economically Disadvantaged Group met the interim goal, their percentage decreased from the previous year (97.4%).

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The Asian Group's data is on target and improved from the previous year (72.7%).
The Hispanic Group and English Learner Group both have higher scores than the previous year.
85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.
98.7% of students met the benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Strayer Middle School did not meet the interim goals or improvement targets for the "All Students Group" for ELA
The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.
Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%.
The White Group and All Student Group have both remained stagnant and below the target growth score in Math PVAAS

Local Assessment

English Language Arts

Data	Comments/Notable Observations
ELA FireFly	The 7th-grade cohort showed strong progress in English Language Arts, exceeding the growth seen in 7th-grade math. There is a clear shift toward proficiency, with fewer students remaining in the lowest tier compared to the math data. The 8th-grade cohort showed healthy progress in English Language Arts, with scores rising across the board. There is a positive shift as students migrate from the lowest tier into mid- and high-level performance categories.

English Language Arts Summary

Strengths

7th and 8th Grade's strongest and most improved domain is Informational Text.
The school is successfully moving students out of the lowest tier. Between Fall and Winter, 102 total students (48 in 7th, 54 in 8th) advanced at least one performance level, showing that literacy interventions are having a broad impact.
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.

Challenges

Across both grade levels, Writing (Conventions of Standard English) is the lowest-performing domain and has the slowest rate of growth. This suggests a systemic need for more focused instruction on grammar, usage, and mechanics.
While declining, the percentage of students requiring intensive support remains high at ~65-67%. This indicates that a majority of students are still reading and writing below the expected grade-level benchmark.
While Literature Text scores are stable, they are not growing as rapidly as Informational Text scores. This suggests that while students are mastering "finding facts," they may need more support with the complex analysis and nuance required for literary fiction.
Despite the positive movement, very few students—only 3.2% in 7th grade and 4.9% in 8th—are currently at the "Prepared" (Advanced) level. There is a lack of "top-end" achievement, suggesting a need for more enrichment opportunities for high-performing students.

Mathematics

Data	Comments/Notable Observations
Math FireFly	In 7th grade there is a clear positive trend in student performance between the Fall and Winter assessments. While the majority of students still require support, there is a notable migration toward higher performance tiers. 8th-grade students showed a robust improvement in their mathematical proficiency over the first half of the year.

Mathematics Summary

Strengths

Both grades showed significant score increases from Fall to Winter, with 8th grade achieving a high average gain of +32 points.
7th grade is strongest in The Number System, while 8th grade showed exceptional mastery and growth in Statistics & Probability.
The school successfully moved (31 students in 7th grade, 67 students in 8th grade) out of their initial performance tiers into higher categories.

Challenges

Most students remain below grade-level targets, with 83% of 7th graders and 68% of 8th graders still in the "Support Needed" category.
Mathematics is a consistent struggle area; it is the lowest-performing domain for 8th grade and required the most significant catch-up in 7th grade.
Probable state test results remain low, with only ~30-36% of students projected to reach "Proficient" or "Advanced" levels.
7th graders are progressing slower and have a much higher concentration of "Below Basic" students than the 8th-grade cohort.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
2025/2026 Science CDT Data	In 7th Grade Science, there was a slight downward shift in the overall average score for Life Science, though several individual students made significant tier advancements. The 8th-grade cohort achieved the highest point growth seen across any science or ELA data set analyzed. While growth was high in 8th grade, a majority of students are still working toward grade-level mastery.

Science, Technology, and Engineering Education Summary

Strengths

8th grade demonstrated exceptional academic momentum with an average increase of +39.3 points over the year.
Life Science is a foundational strength across both grades. In 7th grade, the "Above Level" tier nearly doubled, and in 8th grade, it remains one of the highest-scoring domains.
8th graders show clear excellence in Physical Science, which is the highest-performing domain in the school.
Despite score fluctuations, the school is successfully moving students into higher categories; 66 students in 7th grade alone moved from "Below Level" to "At Level" or higher in Life Science.

Challenges

A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.
Earth & Space Science is a consistent weak point for the school. It is the lowest-performing domain for 7th grade and among the lowest for 8th grade, indicating a need for curriculum alignment in this area.
In 8th grade, Technology & Engineering is the lowest-performing category, suggesting that students struggle more with applied science and design concepts than with theoretical natural sciences.
While 8th grade showed steady growth, 7th grade experienced a slight regression in average Life Science scores, suggesting that student performance in that cohort may be more inconsistent.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW Portfolio	Students engaged in a series of artifact reflections in their Career - Education and work portfolio.

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.

Reflection activities for students on RIASEC

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.

There needs to be more intentional time designated to this portfolio.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready Index - ELA	Only 25.5% of EL students are proficient or advanced on Pennsylvania State Assessments, which is significantly lower than the "All Student Group" average of 47.3%.
Future Ready Index - Math	EL students face the greatest challenge in Math, with only 6.4% reaching proficiency, compared to 26.3% for the school overall.
PVAAS Growth	Despite lower proficiency rates, EL students are making progress. Historical growth data shows EL students often meet or exceed growth expectations in ELA and Math, sometimes performing near or above the "All Student Group" in terms of meeting annual academic growth.
Attendance	A notable strength for EL students is their attendance rate. 90.3% of EL students maintain regular attendance, which is higher than the school-wide average of 85.6%.
Career Standard Benchmark	EL students are meeting career readiness goals at a high rate, with 96.4% meeting the Career Standards Benchmark.

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready Index - ELA	Only 12.6% of students with disabilities are proficient or advanced in English Language Arts, which is substantially lower than the "All Student Group" average of 47.3%.
Future Ready Index - Math	Performance in Mathematics is even lower, with only 6.7% of students with disabilities achieving proficiency or advancement. This follows a historical trend since 2019 where this group has consistently remained below 15% proficiency.
SWIS Behavior Data (ODR):	The school's Equity Audit identifies "Students with an IEP" as a group with a specific ODR (Office Discipline Referral) Risk Ratio, indicating they may face disciplinary actions at a higher rate than their non-disabled peers.
School Equity Audit	Students with disabilities are a primary focus of academic and behavior interventions, as highlighted in the school-wide equity reporting.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready Index - ELA	34.5% of economically disadvantaged students are proficient or advanced in ELA. This is roughly 13 percentage points lower than the overall school average of 47.3%.
Future Ready	Only 18.4% reach proficiency or advancement in Mathematics. While this is higher

Index - Math	than the single-digit proficiency of EL and IEP subgroups, it remains significantly below the school-wide 26.3% proficiency rate.
Future Ready Index - ELA and Math	Despite meeting some growth targets, this group consistently does not meet the interim goal or improvement targets set by the state for both ELA and Mathematics.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Resilient Growth for Historically Underperforming Groups: A significant equity strength is the school's ability to drive high academic growth (PVAAS) even when proficiency is low.
Strong Career Readiness for English Learners: English Learner (EL) students show exceptionally high engagement with career standards.
High Attendance Among English Learners: Despite academic challenges, EL students have a 90.3% regular attendance rate, which is notably higher than the overall school average of 85.6%. This indicates a strong connection to the school community and provides a solid foundation for targeted academic interventions

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.

Significant Proficiency Gaps by Ethnicity: There is a stark equity gap in academic performance between White students and their Hispanic and Multi-Racial peers.
Disproportionate Disciplinary Risks: The school's Equity Audit identifies clear disparities in discipline. Both Students with an IEP and specific ethnic groups show a higher ODR (Office Discipline Referral) Risk Ratio, meaning they are referred for disciplinary action at a higher rate than their peers, which can lead to increased loss of instructional time.
Critical Underperformance for Students with Disabilities: With only 12.6% proficiency in ELA and 6.7% in Math, students with disabilities face the most severe academic hurdles in the school. These single-digit and low-double-digit proficiency rates indicate a need for more robust, inclusive instructional practices to bridge the gap with the general student population.
Economic Disadvantage Performance Lag: Students considered Economically Disadvantaged consistently fall below the state interim goals for both Math and ELA. This suggests that external socioeconomic factors may be impacting academic outcomes, requiring more targeted resource allocation to ensure equitable access to success.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

>

Structured PLC time was built into the schedule this year and will remain next year.
Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.
MTSS process is is well-established with routines and meetings fully functional.

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?

>

Build leadership capacity in contributing to improving school initiatives.
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.
PLC meetings that are aligned to district PD and school goals need to be targeted.
Provide frequent and timely feedback on instructional practices.

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
The Asian Group's data is on target and improved from the previous year (72.7%).	False
The Hispanic Group and English Learner Group both have higher scores than the previous year.	False
85.6% of students are on track with regular attendance, which meets the performance standard and exceeds the statewide average of 79.6%.	False
98.7% of students met the benchmark, exceeding both the statewide average (91.5%) and the 2033 statewide goal (98.0%).	False
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.	True
7th and 8th Grade's strongest and most improved domain is Informational Text.	False
The school is successfully moving students out of the lowest tier. Between Fall and Winter, 102 total students (48 in 7th, 54 in 8th) advanced at least one performance level, showing that literacy interventions are having a broad impact.	False
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.	True
Both grades showed significant score increases from Fall to Winter, with 8th grade achieving a high average gain of +32 points.	False
7th grade is strongest in The Number System, while 8th grade showed exceptional mastery and growth in Statistics & Probability.	False
The school successfully moved (31 students in 7th grade, 67 students in 8th grade) out of their initial performance tiers into higher categories.	False
8th grade demonstrated exceptional academic momentum with an average increase of +39.3 points over the year.	False
Life Science is a foundational strength across both grades. In 7th grade, the "Above Level" tier nearly doubled, and in 8th grade, it remains one of the highest-scoring domains.	False
8th graders show clear excellence in Physical Science, which is the highest-performing domain in the school.	False
Despite score fluctuations, the school is successfully moving students into higher categories; 66 students in 7th grade alone moved from "Below Level" to "At Level" or higher in Life Science.	False

Resilient Growth for Historically Underperforming Groups: A significant equity strength is the school's ability to drive high academic growth (PVAAS) even when proficiency is low.	False
Strong Career Readiness for English Learners: English Learner (EL) students show exceptionally high engagement with career standards.	False
High Attendance Among English Learners: Despite academic challenges, EL students have a 90.3% regular attendance rate, which is notably higher than the overall school average of 85.6%. This indicates a strong connection to the school community and provides a solid foundation for targeted academic interventions	False
Structured PLC time was built into the schedule this year and will remain next year.	True
Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).	True
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.	True
MTSS process is is well-established with routines and meetings fully functional.	True
Reflection activities for students on RIASEC	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
Strayer Middle School did not meet the interim goals or improvement targets for the “All Students Group” for ELA	False
The school received a growth score of 50.0 for ELA, which is below the statewide growth standard of 70.0 and the statewide average of approximately 75.0.	False
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.	True
Only 8.0% of English Learners met growth and attainment targets, compared to a statewide average of 32.4%.	False
The White Group and All Student Group have both remained stagnant and below the target growth score in Math PVAAS	False
Across both grade levels, Writing (Conventions of Standard English) is the lowest-performing domain and has the slowest rate of growth. This suggests a systemic need for more focused instruction on grammar, usage, and mechanics.	False
While declining, the percentage of students requiring intensive support remains high at ~65-67%. This indicates that a majority of students are still reading and writing below the expected grade-level benchmark.	False
While Literature Text scores are stable, they are not growing as rapidly as Informational Text scores. This suggests that while students are mastering "finding facts," they may need more support with the complex analysis and	False

nuance required for literary fiction.	
Despite the positive movement, very few students—only 3.2% in 7th grade and 4.9% in 8th—are currently at the "Prepared" (Advanced) level. There is a lack of "top-end" achievement, suggesting a need for more enrichment opportunities for high-performing students.	False
Most students remain below grade-level targets, with 83% of 7th graders and 68% of 8th graders still in the "Support Needed" category.	False
Mathematics is a consistent struggle area; it is the lowest-performing domain for 8th grade and required the most significant catch-up in 7th grade.	False
Probable state test results remain low, with only ~30-36% of students projected to reach "Proficient" or "Advanced" levels.	False
7th graders are progressing slower and have a much higher concentration of "Below Basic" students than the 8th-grade cohort.	False
A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.	True
Earth & Space Science is a consistent weak point for the school. It is the lowest-performing domain for 7th grade and among the lowest for 8th grade, indicating a need for curriculum alignment in this area.	False
In 8th grade, Technology & Engineering is the lowest-performing category, suggesting that students struggle more with applied science and design concepts than with theoretical natural sciences.	False
While 8th grade showed steady growth, 7th grade experienced a slight regression in average Life Science scores, suggesting that student performance in that cohort may be more inconsistent.	False
Significant Proficiency Gaps by Ethnicity: There is a stark equity gap in academic performance between White students and their Hispanic and Multi-Racial peers.	False
Disproportionate Disciplinary Risks: The school's Equity Audit identifies clear disparities in discipline. Both Students with an IEP and specific ethnic groups show a higher ODR (Office Discipline Referral) Risk Ratio, meaning they are referred for disciplinary action at a higher rate than their peers, which can lead to increased loss of instructional time.	False
Critical Underperformance for Students with Disabilities: With only 12.6% proficiency in ELA and 6.7% in Math, students with disabilities face the most severe academic hurdles in the school. These single-digit and low-double-digit proficiency rates indicate a need for more robust, inclusive instructional practices to bridge the gap with the general student population.	False
Economic Disadvantage Performance Lag: Students considered Economically Disadvantaged consistently fall below the state interim goals for both Math and ELA. This suggests that external socioeconomic factors may be impacting academic outcomes, requiring more targeted resource allocation to ensure equitable access to success.	False
Build leadership capacity in contributing to improving school initiatives.	True
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.	True
PLC meetings that are aligned to district PD and school goals need to be targeted.	True
Provide frequent and timely feedback on instructional practices.	False

There needs to be more intentional time designated to this portfolio.	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
In Mathematics, growth scores were low across most groups, with the English Learner (71.0) and Student with Disabilities (72.0) groups being the only ones to meet the statewide growth standard, despite both groups seeing a decrease from the prior year.	Students receiving extra support are making expected growth. The other students need additional support to make growth in the classroom. More interactive lessons can help further support students. This can include small group work.	True
A significant achievement gap remains, with over half of the students still performing "Below Level" by the Spring assessment.	There needs to be changes with instruction to support higher proficiency. Create more engagement and fun to motivate students to try their best.	False
Build leadership capacity in contributing to improving school initiatives.	It is important for staff, who are with the students, to support school initiatives. They would have valuable feedback since they are with the students often.	False
Grade-level, standards-aligned lessons and assessments are not always evident in core content area classes.	There is a lot of information that students do not know on state administered tests, which is evident from our PSSA scores. Students need exposure to standards-aligned lessons and tests for consistency.	True
PLC meetings that are aligned to district PD and school goals need to be targeted.	There needs to be a plan established and monitored to reach our ATSI goals in PLC meetings.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA, the Asian (78.0), Hispanic (69.0), and Student with Disabilities (73.0) groups showed notable growth, with Asian and Hispanic groups showing an increase from the previous year.	It is good that groups that may typically be underrepresented are showing growth.
Compared to the school's math data, the ELA cohort is significantly closer to state targets. Roughly 33-35% of ELA students are already in the "Near Target" or "Prepared" categories, providing a stronger foundation for reaching year-end proficiency.	While we want our ELA scores to increase, we would like to see our math scores to be similar and closer to state targets.
Structured PLC time was built into the schedule this year and will remain next year.	PLC time was successful and is remaining next year. This time can be an opportunity to support scores increasing closer to state standards. Next year is an opportunity to refine the PLC process.

Emerging but the school has improvement in fostering an environment where staff have voice in some decision making (committees).	It's good that staff are having more voice and involvement through committees.
PBIS in the 25/26 year has had noticeable improvement. SAS survey data from teachers confirm this observation.	We should continue the PBIS process. It created excitement for students and teachers. It fostered a positive school climate and a sense of belonging.
MTSS process is is well-established with routines and meetings fully functional.	It is good that students are getting the help they need through the MTSS process. This process helps ensure that each student is supported both academically and behaviorally.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	(Math) Through differentiated instruction. more small group work, and data based decision making, teachers target student growth in the classroom in order to meet statewide growth standards for all groups of students.
	(Math/ELA/Science) Teachers should deliver high-quality, standards-aligned lessons in alignment with district and state expectations.
	In order to achieve priority #1 and #2, action steps in PLC meetings should target academic growth in math, ELA, and science; including standards aligned lessons and assessments.

Goal Setting

Priority: (Math) Through differentiated instruction. more small group work, and data based decision making, teachers target student growth in the classroom in order to meet statewide growth standards for all groups of students.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.			
Measurable Goal Nickname (35 Character Max)			
Math Growth & Differentiation			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline and Routine: 100% of teachers establish a baseline using initial math assessment data and launch a predictable small-group rotation routine (minimum 2 days/week).	Data and Differentiation: 100% of teachers conduct monthly data reviews to adjust small groups, increasing frequency to 3 days/week, with 100% of struggling subgroups receiving targeted interventions.	Mid-Year Growth: At least 50% of students in all subgroups demonstrate expected growth on mid-year benchmark assessments; teachers adjust instruction based on gap analysis.	Mastery & Standards: 70% or more of students across all subgroups hit or exceed their statewide growth targets on final end-of-year assessments.

Outcome Category			
Professional learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.			
Measurable Goal Nickname (35 Character Max)			
Math Professional Learning Communities			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Skill Building and Launch: 100% of math teachers complete professional learning on effective small-group structures and data-sorting protocols, establishing their	Instructional Coaching: 100% of teachers participate in their first peer observation or coaching cycle focused explicitly on managing small groups and differentiating content.	Data Analysis: 100% of PLCs complete a deep-dive mid-year data analysis to identify subgroup gaps, and teachers complete a second peer observation focused on targeted interventions.	Reflection: 100% of teachers complete a final reflective coaching cycle, with rubric data showing all math staff achieving "Proficient" or "Distinguished" in teaching differentiation.

monthly PLC calendar.			

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.			
Measurable Goal Nickname (35 Character Max)			
Math Family Engagement & Support			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Connection: Host a "Math Growth Night" (in-person or virtual) and distribute a digital resource toolkit to families, achieving an initial 40% engagement rate across the student body.	Data Transparency: 100% of parents receive customized, easy-to-read reports detailing their child's baseline math data, subgroup growth targets, and tailored at-home practice links.	At - home support: Launch a mid-year "Math at Home" campaign (videos/games targeted at high-need standards), achieving a 65% cumulative family engagement rate based on resource clicks and event attendance.	Celebration and Feedback: Achieve an 80% cumulative participation rate at the year-end Student Growth Showcase, and collect feedback via a family survey where 90% of respondents agree they felt supported in helping their child with math.

Priority: (Math/ELA/Science) Teachers should deliver high-quality, standards-aligned lessons in alignment with district and state expectations.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.			
Measurable Goal Nickname (35 Character Max)			
Core Content Standards Alignment			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Pacing and Alignment: 100% of core teachers submit weekly lesson plans demonstrating strict alignment to state standards and district pacing guides, verified by administrative review.	Rigor: Leadership conducts baseline walkthroughs; at least 75% of core classrooms demonstrate direct alignment between the stated standard, the teacher's delivery,	Mid-year course correction: Walkthrough data shows 85% proficiency in standards alignment across all three departments; administrative teams provide targeted	Mastery and compliance: 100% of Math, ELA, and Science teachers achieve a "Proficient" or "Distinguished" rating on standards alignment, with final curriculum audits confirming all required state standards

	and student tasks.	coaching to any teachers falling below expectations.	were taught.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned common assessments.			
Measurable Goal Nickname (35 Character Max)			
Core Standards Alignment PLCs			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Blueprinting: 100% of core teachers participate in professional learning focused on unpacking state standards and establishing unit blueprints that map out required depth of knowledge (DOK).	Alignment: 100% of PLCs complete a "Task Audit" where teachers bring student assignments to evaluate whether the rigor of the work actually matches the rigor of the state standard.	Common Assessment Design: Core departments collaborate to design and implement standards-aligned common assessments for the second semester, ensuring grading expectations are calibrated across classrooms.	Cross-Curricular Review: 100% of core teachers participate in a year-end curriculum reflection, mapping out pacing adjustments and archiving high-quality exemplar lessons for the next school year.

Priority: In order to achieve priority #1 and #2, action steps in PLC meetings should target academic growth in math, ELA, and science; including standards aligned lessons and assessments.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.			
Measurable Goal Nickname (35 Character Max)			
Data-Driven Growth PLC Protocols			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Standardized Protocol: 100% of core PLCs adopt a standardized agenda and data-tracking protocol that explicitly links state standards, upcoming	Alignment: Administrative audits confirm at least 80% of PLC meeting time is actively spent analyzing common formative assessment (CFA) data and mapping out	Growth Dive: 100% of core PLCs conduct a comprehensive mid-year data review for all student subgroups, adjusting pacing and lesson design to aggressively target	Mastery: PLC teams achieve a 100% fidelity rating on year-end audits, demonstrating a direct, documented link between their weekly PLC action steps and measurable student

lesson adjustments, and growth targets.	immediate tier-1 instruction interventions.	identified growth gaps.	growth on final state/district assessments.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.			
Measurable Goal Nickname (35 Character Max)			
PLC Collaborative School Culture			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Norms: 100% of core PLCs establish working norms, collective commitments, and regular peer-recognition practices to build trust and a supportive adult culture.	Growth: 100% of PLC teams implement a system to track and visibly celebrate student academic growth (e.g., data walls, growth certificates), shifting the student culture to value progress.	Student -centered feedback: 100% of core teachers utilize PLC time to develop and implement student self-reflection tools, empowering students to own their growth and improving the academic climate.	Culture Assessment: 100% of core PLCs achieve their collaboration goals, with year-end climate surveys reflecting high levels of collective teacher efficacy and a measurably stronger school culture.

Outcome Category			
Essential Practices 2: Empower Leadership			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.			
Measurable Goal Nickname (35 Character Max)			
Distributing PLC Team Leadership			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Leadership identification: Identify and train PLC Facilitators for Math, ELA, and Science teams on running effective meetings, setting goals, and navigating the district data	Coaching: PLC Facilitators co-lead weekly meetings with administration/instructional coaches, demonstrating proficiency in managing agendas and 100% alignment with standards-based goals.	100% of core PLCs operate completely autonomously under teacher leadership, with facilitators leading mid-year academic data reviews and defining instructional next	100% of PLC leaders complete a year-end impact report mapping their team's academic growth, and establish a succession/mentorship plan for future team leaders.

dashboard.		steps.	

Action Plan

Measurable Goals

Math Growth & Differentiation	Math Professional Learning Communities
Math Family Engagement & Support	Core Content Standards Alignment
Core Standards Alignment PLCs	Data-Driven Growth PLC Protocols
PLC Collaborative School Culture	Distributing PLC Team Leadership

Action Plan For: Data-Driven Instruction (DDI) and Collaborative PLC Framework

Measurable Goals:

- By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.
- By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.
- By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.
- By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.
- By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned common assessments.
- By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.
- By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.
- By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.

Action Step	Anticipated	Anticipated

		Start Date	Completion Date
Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.		2026-08-01	2026-08-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Curriculum Coordinators	Standardized PLC agenda templates, data-tracking spreadsheets, district core content pacing guides, and ESSA-aligned data-driven instruction (DDI) training modules.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Core teachers administer baseline diagnostic math and ELA/Science assessments, analyze data within PLCs to establish student growth targets, and launch structured, differentiated small-group instructional rotations.		2026-08-26	2026-10-05
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
PLC Teacher Facilitators and Core Classroom Teachers (Math, ELA, Science)	Student baseline diagnostic assessment tools (e.g., NWEA MAP/i-Ready), student subgroup demographic data, and small-group instructional planning/scheduling templates.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct an ongoing cycle of designing, administering, and analyzing standards-aligned Common Formative Assessments (CFAs) during weekly PLC meetings to immediately adjust Tier-1 instruction and small groups.		2026-10-05	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Instructional Coaches and Core Classroom Teachers	State standards alignment blueprints, common formative assessment builder tools, student data dashboards, and monthly PLC data reflection sheets.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Conduct mid-year course corrections based on benchmark data. Implement 4 rounds of peer coaching/observation cycles per teacher,	2027-01-04	2027-02-26

and distribute customized student growth data and resources to parents/families.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, Instructional Coaches, and Core Teachers	Mid-year assessment data, peer observation scheduling/coverage, school-wide instructional practice rubrics, and translated parent/family math and literacy toolkits.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A school-wide PLC handbook detailing roles, norms, and data protocols with 100% of core teachers utilizing standardized agendas. Weekly lesson plans explicitly detailing standards-aligned, differentiated small-group rotations for student subgroups. Completed documentation of peer observation cycles and quarterly family outreach/engagement metrics.	WHO: School Steering Committee (Principal, Assistant Principal, Instructional Coaches, and PLC Facilitators). HOW OFTEN: Weekly review of PLC minutes and lesson plans; monthly PLC meeting observations; Monthly administrative walkthroughs; Quarterly (every 9 weeks) Steering Committee benchmark evaluation data reviews. METHOD/DATA/TOOLS: District diagnostic assessment dashboards, common formative assessment (CFA) trackers, administrative standards-alignment walkthrough rubrics, and PLC protocol fidelity checklists (consistent with ESSA § 1114(b)(3)).

Action Plan For: Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction

Measurable Goals:

- By the end of the 36-week school year, 100% of math teachers will utilize data-driven small group instruction at least 3 times per week, resulting in at least 70% of all student subgroups meeting or exceeding statewide growth standards as measured by benchmark and state assessments.
- By the end of the school year, 100% of math teachers will actively participate in monthly, data-driven Professional Learning Communities (PLCs) and complete 4 cycles of peer observations/coaching focused on small-group differentiation, resulting in 100% of teachers scoring "Proficient" or higher on the district's differentiated instruction walkthrough rubric.
- By the end of the school year, the math department will achieve at least 80% family participation across quarterly targeted outreach initiatives (workshops, digital tools, and progress updates) designed to empower parents with at-home strategies for student math growth.
- By the end of the school year, 100% of Math, ELA, and Science teachers will consistently deliver standards-aligned lessons, achieving at least a 90% compliance and proficiency rating on leadership walkthrough rubrics evaluating alignment, rigor, and adherence to district pacing guides.
- By the end of the school year, 100% of Math, ELA, and Science teachers will participate in weekly collaborative planning sessions and quarterly interdisciplinary alignment studies, resulting in 100% of core departments producing fully vetted, high-quality, standards-aligned

common assessments.

- By the end of the school year, 100% of Math, ELA, and Science PLC teams will consistently utilize a standardized, data-driven cycle during weekly meetings to analyze student assessments, adjust standards-aligned lessons, and track academic growth, achieving a 100% implementation fidelity rating on administrative PLC audits.
- By the end of the school year, 100% of core PLC teams will cultivate a collaborative culture of shared accountability and student celebration, resulting in a 20% increase in positive perception regarding professional collaboration and school climate on the annual staff and student climate surveys.
- By the end of the school year, 100% of core PLCs will be completely teacher-led, with designated PLC facilitators utilizing leadership rubrics to independently manage data-driven cycles and mentor peers, resulting in 90% or higher proficiency on leadership capacity evaluations.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.		2026-08-03	2026-09-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Curriculum Coordinators	Evidence-based intervention curricula, student scheduling software, and professional development materials on Universal Design for Learning (UDL) and differentiation.	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Screen all students using diagnostic tools to map out specific skill deficits. Build a master schedule that protects daily time for tier-1 small groups and tier-2 targeted math/ELA interventions.		2026-09-27	2026-10-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Assistant Principal and Core Content Teachers	Universal screening data (e.g., i-Ready or NWEA MAP), student growth charts, and classroom instructional resources for fluid grouping.	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Deliver daily, high-quality, standards-aligned lessons using small-	2026-10-05	2027-04-30

group rotations. Use progress-monitoring tools every 2-3 weeks to dynamically move students between groups based on skill mastery.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Core Classroom Teachers (Math, ELA, Science)	Leveled texts, math manipulatives, digital adaptive learning software, and progress-monitoring tracking sheets.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct a mid-year MTSS data sweep to identify students needing adjusted tiers of support. Host parent-teacher conferences to share student progress and provide families with targeted home learning support.		2027-01-04	2027-02-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
MTSS Coordinator and Classroom Teachers	Mid-year benchmark data, family academic progress communication templates, and home-intervention strategy guides.	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
A protected daily master schedule featuring dedicated small-group intervention time across core content areas. Documentation of dynamic, monthly student movement between instructional tiers based on progress monitoring data. Evidence of parent communication regarding individual student growth plans and at-home intervention supports.	WHO: MTSS Tier-1/Tier-2 Team, Grade-Level Leaders, Instructional Coaches, and School Administration. HOW OFTEN: Weekly audit of lesson plans for small-group differentiation; Monthly review of progress-monitoring data logs; Monthly classroom walkthrough observations of small-group intervention fidelity. METHOD/DATA/TOOLS: District benchmark assessment dashboards, progress-monitoring data trackers (e.g., curriculum-based measurements), and administrative small-group instruction walkthrough rubrics (consistent with ESSA § 1114(b)(3)).

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Core teachers administer baseline diagnostic math and ELA/Science assessments, analyze data within PLCs to establish student growth targets, and launch structured, differentiated small-group instructional rotations.
Data-Driven Instruction (DDI) and Collaborative PLC Framework	Conduct mid-year course corrections based on benchmark data. Implement 4 rounds of peer coaching/observation cycles per teacher, and distribute customized student growth data and resources to parents/families.
Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction	Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.
Multi-Tiered System of Supports (MTSS) and Differentiated Small-Group Instruction	Conduct a mid-year MTSS data sweep to identify students needing adjusted tiers of support. Host parent-teacher conferences to share student progress and provide families with targeted home learning support.

Data-Driven Instruction (DDI) & PLC Facilitator Leadership Training

Action Step		
• Establish a standardized PLC handbook, calendar, and data-tracking protocols for Math, ELA, and Science. Train designated PLC Teacher Facilitators on data-sorting frameworks, meeting norms, and leadership expectations.		
Audience		
Core Content Teachers (Math, ELA, Science), PLC Teacher Facilitators, Instructional Coaches, and School Administrators.		
Topics to be Included		
Unpacking PA Academic Standards, establishing PLC team norms, navigating student data dashboards, implementing standardized common formative assessment (CFA) data-sorting protocols, and mastering the cycle of targeted instructional adjustments.		
Evidence of Learning		
100% of PLCs utilizing standardized weekly data templates and agendas. Teachers tracking subgroup metrics dynamically on shared data trackers. Uploaded remediation and pacing adjustments in lesson plan repositories.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Curriculum Coordinators and District Instructional Coaches.	2026-09-04	2026-09-25

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Initial launch sessions followed by monthly follow-up leadership cohorts.
Observation and Practice Framework Met in this Plan	
• 1f: Designing Student Assessments • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Multi-Tiered Classroom Differentiation & High-Impact Small Groups

Action Step		
• Review core curriculum resources, audit available tier-2/tier-3 intervention materials, and train all core content teachers on research-based differentiation frameworks and flexible grouping strategies.		
Audience		
Core Classroom Teachers (Math, ELA, Science), Special Education Teachers, and English Language Development (ELD) Specialists.		
Topics to be Included		
Analyzing universal screening data, creating flexible student instructional groups, designing tier-1 scaffolding, matching tier-2 intervention materials to specific skill gaps, and integrating trauma-informed classroom management strategies during fluid transitions.		
Evidence of Learning		
Daily lesson plans featuring explicitly detailed, differentiated small-group learning stations. Classroom walkthrough data demonstrating 100% student engagement during rotation schedules. Regular progress-monitoring charts capturing dynamic tier movement every 2-3 weeks.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
School-based Instructional Coaches and MTSS Coordinator.	2026-09-02	2027-02-26

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly embedded coaching during common planning time paired with quarterly peer observation cycles.
Observation and Practice Framework Met in this Plan	
• 1e: Designing Coherent Instruction • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

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

Quakertown Community HS

TSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Quakertown Community HS		122098403
Address 1		
600 Park Ave		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Mattias van't Hoenderdaal		
Principal Email		
mvanthoenderdaal@qcsd.org		
Principal Phone Number		**Principal Extension**
215-529-2064		
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Chad Evans		cevans@bucksiu.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Mattias van't Hoenderdaal	Principal	Quakertown Community High School	mvanthoenderdaal@qcsd.org
Innocenzo Martellucci	District Level Leaders	Quakertown Community School District	imartellucci@qcsd.org
Carolyn Staffieri	District Level Leaders	Quakertown Community School District	cstaffieri@qcsd.org
Dr. Jason Magditch	Principal	Quakertown Community High School	jmagditch@qcsd.org
Kelly Lannutti	Principal	Quakertown Community High School	klannutti@qcsd.org
Michael Bolinsky	Principal	Quakertown Community High School	mbolinsky@qcsd.org
Dr. Jenn Bubser	Community Member	Quakertown Community School District	jennbubser@yahoo.com
Megan McGinty	Parent	Quakertown Community School District	mmcginty524@gmail.com
Kimberly Povenski	Community Member	Quakertown Community School District	kimigraw48@gmail.com
Tammy Pfistner	Parent	Quakertown Community School District	twd0102@gmail.com
Kristen Vargo	Education Specialist	Quakertown Community School District	kvargo@qcsd.org
Dr. Lisa Hoffman	Chief School Administrator	Quakertown Community School District	lhoffman@qcsd.org
Sandi Frisch	Teacher	Quakertown Community School District	sandi.frisch@yahoo.com
Quinn Dziedzic	Student	Quakertown Community High School	dziequin23@qcsdstu.org
Makayla McGinty	Student	Quakertown Community School District	mcgimaka16@qcsdstu.org
Chase Dziedzic	Student	Quakertown Community School District	dziechas23@qcsdstu.org

Vision for Learning

Vision for Learning

The district's vision is to prepare its students to be lifelong learners who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal of the school board is to achieve excellence in education consistent with its mission statement, while exercising responsible stewardship of community resources.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth in ELA/Literature.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 1.6% increase from previous year in Lit scores.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 13.5% decrease in ELA/Lit scores from previous school year

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students groups did not meet the standard demonstrating growth in Math/Algebra

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 7% increase in Math/Algebra scores from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 20% decrease in Math/Algebra scores from the previous school year.
Students with Disabilities	Students with disabilities showed a 13% decrease in Math/Algebra scores from the previous school year.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth (PVAAS) in ELA/Lit.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Combined Ethnicity	Two or more races reflect 68% achievement in PVAAS ELA/Lit, which is close to the statewide growth standard of 70%

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students show a 22% decrease as compared to last school year (ELA PVAAS)
Economically Disadvantaged	Economically disadvantaged students show a 22% decrease as compared to last school year (ELA PVAAS)
Students with Disabilities	Students with disabilities show a 3% decrase as compared to last school year (ELA PVAAS)

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet the standard demonstrating growth (PVAAS) in Math/Algebra.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students showed a 7% increase as compared to last school year. (Alg PVAAS)

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a 20% decrease as compared to last school year. (Alg- PVAAS)
Students with Disabilities	Students with disabilities showed a 13% decrease as compared to last school year. (Alg-PVAAS)

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students show an 9.2% increase from the previous year. (ELL)
Economically Disadvantaged	Economically disadvantaged students show a 12.7% increase from the previous year. (ELL)

Challenges

ESSA Student Subgroups	Indicator
English Learners	Although there was significant growth as compared to the previous year, student still did not meet the statewide average of 32.4% (ELL)

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	Asian students met or exceeded the interim target for regular attendance.
Economically Disadvantaged	Economically disadvantaged students showed a slight increase in regular attendance as compared to last year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	African American/Black students showed a 4.7% decrease in regular attendance as compared to last school year.
English Learners	English learners showed a 7% decrease in regular attendance as compared to last school year.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups meet performance standards for Career Standards Benchmark

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students showed a slight increase in career standards as compared to last school year. (Career)
Students with Disabilities	Students with disabilities showed a 2.3% increase in career standards as compared to last school year. (Career)

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Although they met the interim goal, Hispanic students showed a 4% decrease in career standards as compared to last school year. (Career)

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities showed a 4% increase in 4-year graduation rate as compared to last year. (Grad)

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically disadvantaged students scored an 87.7% which is below the 92.4% statewide 2033 goal for 4-year graduation cohort.

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt	From Form A to Form C students who scored Proficient increased from 51% to 79%

English Language Arts Summary

Strengths

Black students' who scored Proficient increased by 61%
Hispanic students who scored Proficient increased by 47%
Special Ed students who scored Proficient increased by 31%

Challenges

Embed time during professional development and department meetings for teachers to analyze their data.

Mathematics

Data	Comments/Notable Observations
LinkIt	From Form A to Form C both Proficient and Advanced scores increased but over 50% of students scored Basic or Below Basic

Mathematics Summary

Strengths

ELL students scoring Advanced increased by 9%
Special education students scoring Proficient were still low but increased by 8%
Black students showed growth in both Proficient and Advanced scores
Hispanic students scoring Proficient increased by 11%

Challenges

Despite the growth from Form A to Form C, over 50% of students scored Basic or Below Basic
We need to continue to prioritize time to review data and implement interventions.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt	From form A to form C bio scores steadily increased.

Science, Technology, and Engineering Education Summary

Strengths

All demographic areas saw an increase in scores from form A to form B

Challenges

We need to continue to prioritize time to review data and implement interventions.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CCR	Students are scheduled with teacher mentors to monitor CCR completion.
PATHWAYS	Monthly PATHWAYS meetings and lessons to prepare students with the soft skills necessary for postsecondary success.

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.

Core subject area teachers are meeting with instructional coaches to review data and incorporate skills and strategies to further support students.
Utilize the MTSS team to analyze data to help support teachers and coordinate student interventions.
Students can access support via classroom teachers, interventionist and/or special education case manager during 20 minute PRIDE period at the beginning of the day.

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.

Empowering teachers to analyze their data to better inform instruction and support student growth
Teachers' schedules make it difficult to allow for collaboration time to review student data.
Students' full schedules and credit requirements make it challenging to schedule time for interventions.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
LinkIt Literature	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C
LinkIt Algebra 1	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C, particularly in Advanced
LinkIt Biology	While ELL students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C

Students with Disabilities

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

Data	Comments/Notable Observations
LinkIt Lit	While special education students scoring Proficient or Advanced were low, they still made good gains from Form A to Form C
LinkIt Algebra !	Special education student did not made minimal gains from Form A to Form C
LinkIt Biology	While special education students scores were low, they still made good gains from Form A to Form C

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

We need to continue to meet as departments to review subject area data.
We need to continue to use our MTSS team to review student subgroup gains and identify practices that aided student gains.

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.

MTSS and EWS teams need to continue to meet regularly to analyze data and share this information with teachers.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
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	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

>

Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.
The implementation of the House Model has shown improved ownership of student outcomes by a consistent team of individuals, specifically the house principal, school counselor and interventionist.
Increased staff focus on instructional practices, student achievement and data analysis.
The implementation of flexibility during PD time to allow teachers choice in their professional development options.

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?

>

Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.
Continued focus on data-based decision-making on all levels,

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
Hispanic students showed a 7% increase as compared to last school year. (Alg PVAAS)	False
Students with disabilities showed a 2.3% increase as compared to last school year. (Career)	False
Economically disadvantaged students showed a slight increase as compared to last school year. (Career)	False
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	False
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.	False
All student groups meet performance standards for Career Standards Benchmark	True
Economically disadvantaged students showed a 1.6% increase from previous year in Lit scores.	False
Students can access support via classroom teachers, interventionist and/or special education case manager during 20 minute PRIDE period at the beginning of the day.	False
All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.	True
Black students' who scored Proficient increased by 61%	False
Hispanic students who scored Proficient increased by 47%	False
Special Ed students who scored Proficient increased by 31%	False
ELL students scoring Advanced increased by 9%	False
Special education students scoring Proficient were still low but increased by 8%	False
Black students showed growth in both Proficient and Advanced scores	False
Rigorous Courses of Study	True
Core subject area teachers are meeting with instructional coaches to review data and incorporate skills and strategies to further support students.	False
Utilize the MTSS team to analyze data to help support teachers and coordinate student interventions.	False
Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.	True
The implementation of the House Model has shown improved ownership of student outcomes by a consistent team of individuals, specifically the house principal, school counselor and interventionist.	False
Increased staff focus on instructional practices, student achievement and data analysis.	False
The implementation of flexibility during PD time to allow teachers choice in their professional development options.	False
Hispanic students scoring Proficient increased by 11%	False
All demographic areas saw an increase in scores from form A to form B	False
We need to continue to meet as departments to review subject area data.	False
We need to continue to use our MTSS team to review student subgroup gains and identify practices that aided student gains.	False

Challenges

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

Strength	Check for Consideration in Plan
Hispanic students show a 22% decrease as compared to last school year (ELA PVAAS)	False
Economically disadvantaged students show a 22% decrease as compared to last school year (ELA PVAAS)	False
Students with disabilities showed a 13% decrease as compared to last school year. (Alg-PVAAS)	False
Economically disadvantaged students showed a 20% decrease as compared to last school year. (Alg- PVAAS)	False
All student groups did not meet the standard demonstrating growth in ELA/Literature.	False
All students groups did not meet the standard demonstrating growth in Math/Algebra	False
Empowering teachers to analyze their data to better inform instruction and support student growth	False
Teachers' schedules make it difficult to allow for collaboration time to review student data.	False
Students' full schedules and credit requirements make it challenging to schedule time for interventions.	False
Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.	True
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	True
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.	True
Embed time during professional development and department meetings for teachers to analyze their data.	False
Despite the growth from Form A to Form C, over 50% of students scored Basic or Below Basic	False
We need to continue to prioritize time to review data and implement interventions.	False
We need to continue to prioritize time to review data and implement interventions.	False
MTSS and EWS teams need to continue to meet regularly to analyze data and share this information with teachers.	False
Continued focus on data-based decision-making on all levels,	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**
Systems for improving attendance are primarily compliance-based and needs to continue to focus on changed behavior of students.	We need to utilize our PBIS system to encourage and reward regular attendance, as well as improved attendance for our struggling students.	True
All student groups did not meet interim goal/improvement targets for English Language growth and attainment. However, several subgroups showed improvement as compared to last year.	We need to continue to support students in the classroom as opposed to pulling them for support. Additionally, supervision of teachers must look for differentiation of instruction and supporting students with the appropriate accommodations.	True
All student groups did not meet interim goal/ improvement target for regular attendance . However, several subgroups showed improvement as compared to last year.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of the MTSS model has shown gains. Our SAM and TFT data show consistent improvement.	We continue to grown in our data review and implementation of targeted supports for students.
All student groups meet performance standards for Career Standards Benchmark	This is a reflection of our strong Pathways Program as well as teacher and counselor support of Act 158 requirements.
All student group meet the 2033 statewide goal for 4-year high school graduation cohort, scoring above the statewide goal.	Administration, interventionist and counselors meet to review data and identify students who may be at risk. Timely intervention is key.
Rigorous Courses of Study	Students have many opportunities to take AP and Dual Enrollment classes at the high school.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	We will continue to closely monitor student attendance, communicate clearly and consistently with families, and meet with students and families to offer support when needed.
	We will continue to monitor student progress as well as ELL teachers and other classroom teachers that work with our ELL students. We will provide ongoing training to teachers as well as provide opportunities for our classroom teachers and ELL teachers to collaborate.

Goal Setting

Priority: We will continue to closely monitor student attendance, communicate clearly and consistently with families, and meet with students and families to offer support when needed.

Outcome Category			
Community Engagement			
Measurable Goal Statement (Smart Goal)			
We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families.			
Measurable Goal Nickname (35 Character Max)			
Timely Feedback			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. Issue citations for students who are chronically absent.	Review annual attendance data as compared to previous year's data.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The number of chronically absent students will decrease by 5% (from 31 to 25%).			
Measurable Goal Nickname (35 Character Max)			
Decrease the number of chronically absent students.			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. 5% decrease in absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. 5% decrease in absenteeism.	Daily monitoring of attendance and bi-weekly written notice of truancy/chronic absenteeism. Hold SAIP meetings. Issue citations for students who are chronically absent. 5% decrease in absenteeism.	Review annual attendance data as compared to previous year's data. 5% decrease in absenteeism.

Priority: We will continue to monitor student progress as well as ELL teachers and other classroom teachers that work with our ELL students. We will provide ongoing training to teachers as well as provide opportunities for our classroom teachers and ELL teachers to collaborate.

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Increase collaboration opportunities by 15%			
Measurable Goal Nickname (35 Character Max)			
Learning Walks			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Ensure all classroom teachers are	Allow scheduled opportunities for collaboration between	Increase the opportunity for collaboration by 20%. Utilize PRIDE time,	Increase the opportunity for collaboration by 20%. Utilize PRIDE time, department meetings and

aware of individual students' needs.	specialists and classroom teachers. 15% more time as compared to previous year.	department meetings and before and after school time.	before and after school time. Get teacher feedback on what has been most helpful to reaching this goal.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
Student achievement in ELA will increase by 5% over the next school year.			
Measurable Goal Nickname (35 Character Max)			
Teacher training in data analysis			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
We will review LinkIt! and Keystone testing data and provide PD to teachers.	LinkIt! Benchmark B will show 2% increase from Benchmark A.	Ongoing analysis of formative assessment data, as well as ongoing PD.	LinkIt Benchmark C will show a 3% increase from Form B.

Action Plan

Measurable Goals

Timely Feedback	Decrease the number of chronically absent students.
Learning Walks	Teacher training in data analysis

Action Plan For: Increased communication with families

Measurable Goals:
• We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families. • The number of chronically absent students will decrease by 5% (from 31 to 25%).

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
System to provide text messages/phone call to alert parents that their child is absent.		2026-08-03	2026-08-21
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Adam Dinney/Assistant Principal	SWIPE System and ConnectED	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide consistent and timely attendance reports to parents		2026-09-07	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
House Principals and Secretaries	PowerSchool and SWIPE	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Have counselors meet with groups or individuals struggling with chronic absenteeism		2026-09-28	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
School Counselors	ASCA	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Focus on the significance of good attendance during student grade-level assemblies		2026-09-07	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
House Principals and Counselors	PowerPoint	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Continue to build on PBIS rewards for improved and good attendance.	2026-09-07	2027-05-28

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kelly Lannutti/House Principal	PBIS Rewards/PowerSchool	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilize the interventionist to support chronically truant students		2026-10-05	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Sandi Frisch	PowerSchool	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased communication with families	Monthly newsletters will be sent to all families with input by the building principal and grade-level house principals

Action Plan For: Provide professional development to teachers for data analysis

Measurable Goals:

- We will continue to closely monitor student attendance and provide timely communication, and support when needed, to students and families.
- Increase collaboration opportunities by 15%
- Student achievement in ELA will increase by 5% over the next school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule time for teacher training and PD		2026-08-24	2027-05-28
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
DSC	Master calendar, union negotiations	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule learning walks and allow time for collaborative observations		2026-09-07	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Matt van't Hoenderdaal	calendar	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide time during department and faculty meetings for data analysis within departments.		2026-09-14	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building and House Principals	LinkIt! and PowerSchool	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review and celebrate growth with the staff.		2026-10-15	2027-05-14
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building and House Principals	PBIS Teacher Rewards, Data, Department and Faculty Meetings	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased focus on data analysis in instructional planning	At least two times per marking period (8 times per school year) staff will review data to look for trends and inform instruction. This can be done during district PD time, faculty meetings and/or department meetings. Building and House Principals will oversee this process.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increased communication with families	Have counselors meet with groups or individuals struggling with chronic absenteeism
Increased communication with families	Continue to build on PBIS rewards for improved and good attendance.
Increased communication with families	Utilize the interventionist to support chronically truant students
Provide professional development to teachers for data analysis	Schedule time for teacher training and PD
Provide professional development to teachers for data analysis	Schedule learning walks and allow time for collaborative observations
Provide professional development to teachers for data analysis	Provide time during department and faculty meetings for data analysis within departments.

Data Analysis

Action Step		
• Schedule time for teacher training and PD • Schedule learning walks and allow time for collaborative observations • Provide time during department and faculty meetings for data analysis within departments.		
Audience		
Teachers		
Topics to be Included		
Data analysis		
Evidence of Learning		
Understanding and utilization of LinkIt! data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Matt van't Hoenderdaal	2026-09-07	2027-05-07

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed but at lest once per quarter for the first 3 marking periods
Observation and Practice Framework Met in this Plan	
• 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Classroom/school visitation	at lest 5 times per year for each teacher/class.
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
Mattias Van 't Hoenderdaal	2026-07-22
School Improvement Facilitator Signature	**Date**
Chad Evans	2026-07-06

Neidig El Sch
Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Neidig El Sch		122098403
Address 1		
201 Penrose St		
Address 2		
City	**State**	**Zip Code**
Quakertown	PA	18951
Chief School Administrator		**Chief School Administrator Email**
Dr Lisa Hoffman		lhoffman@qcsd.org
Principal Name		
Scott Godshall		
Principal Email		
sgodshalk@qcsd.org		
Principal Phone Number		**Principal Extension**
2155292360		2362
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Godshalk	Principal	Neidig	sgodshalk@qcsd.org
Monica Kenyon	Principal	Neidig	mkenyon@qcsd.org
Rachel Derr	Teacher	Neidig	rderr@qcsd.org
Krissy Wainwright	Teacher	Neidig	kwainwright@qcsd.org
Alli Grube	Other	Neidig	agrube@qcsd.org
Bobbie DeBlanco	Other	Neidig	rsutton@qcsd.org
Emily Phillips	Teacher	Neidig	ephillips@qcsd.org
Katie Greenday	Teacher	Neidig	kgreenday@qcsd.org
Megan Mecleary	Teacher	Neidig	mmecleary@qcsd.org
Nicole Wright	Parent	Neidig	nwright@qcsd.org
Lisa Hoffman	Chief School Administrator	QCSD	lhoffman@qcsd.org
Erin Oleksa-Carter	District Level Leaders	QCSD	eoleksa@qcsd.org
Bill Spiegel	Community Member	Neidig	bumblbe@comcast.net

Vision for Learning

Vision for Learning

At Neidig Elementary, we are building a community of leaders who inspire greatness. We aspire to prepare students to be lifelong learners who can pursue academic and career excellence, exhibit personal responsibility, participate as respectful and safe citizens in our democracy, and contribute to society.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our school shows 39.7% proficient for grades 3-5 in the 24-25 school year, which is 10.2% below the state average.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.
Hispanic	Decreased from 30.6% to 26.3% proficient from 23-24 to 24-25.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Economically Disadvantaged	Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities show growth in math, but only 19.6% are proficient.
Hispanic	While our Hispanic population shows growth in math, only 36.8% are proficient, which is 6.2% below the general population.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The academic growth score for Neidig is 70, and the state average is 75.4.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	This group grew from 50 to 73 in the overall growth score, which is three points higher than our overall building score.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This group grew from 63 to 61 in the overall growth score, which is three points higher than our overall building score.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Growth standard is 70.0 and our district had 74.0

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	79.0 for this subgroup

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	This subgroup is only 72.0

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Our growth score is 70 in comparison to the state score of 75.4

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	growth score of 73

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Growth score of 61

Regular Attendance

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Meets or exceeds standards

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	100%

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	95.8%

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.
Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Increased from 25% to 36.8% proficient from 23-24 to 24-25.
Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Our school shows 39.7% proficient for grades 3-5 in 24-25 school year, which is 10.2% below the state average.
Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.
Students with disabilities show growth in math, but only 19.6% are proficient.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Kindergarten DIBELS Composite Score: BOY 36%, EOY 81%	The number of students meeting the DIBELS composite benchmark increased by 45% from the beginning of the year. This is especially notable given the significant rise in cut scores across all skill areas.
1st Grade DIBELS Composite Score: BOY 61%, EOY 78%	More than 80% of students met the DIBELS benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.
2nd Grade DIBELS Composite Score: BOY 57%, EOY 69%	This group of students' scores accelerated toward the DIBELS benchmark after midyear. After midyear data analysis, the 2nd-grade team made a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students in the grade level by current skill level. We plan to continue using this model from the beginning of next year.
3rd Grade DIBELS Composite Score: BOY 53%, EOY 62%	A focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.
4th Grade DIBELS Composite Score: BOY 58%, EOY 56%	The percentage of students meeting the DIBELS accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition in programming that included daily systematic advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.
5th Grade DIBELS Composite Score: BOY 54%, EOY 72%	This grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the DIBELS comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).

English Language Arts Summary

Strengths

More than 80% of first-grade students met the benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.
The 5th-grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).
This group of 2nd grade students' scores accelerated toward the benchmark after midyear. After midyear data analysis, the 2nd-grade team developed a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students at the grade level based on current skill level. We plan to continue using this model from the beginning of next year.

Challenges

The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.

Mathematics

Data	Comments/Notable Observations
Kindergarten: Composite Score: BOY 82%, EOY 94% Beginning Quantity Discrimination: BOY 77%, EOY 91% Number Identification: BOY 85%, EOY 88% Next Number Fluency: BOY 66%, EOY 92%	Kindergarten: 94% of students meeting/exceeding the end-of-year composite benchmark in Acadience indicates a healthy program of tiered supports to address kindergarten foundational math skills.
Grade 1: Composite Score: BOY 78%, EOY 78% Advanced Quantity Discrimination: BOY 73%, EOY 65% Missing Number: BOY 84%, EOY 83% Computation: BOY 71%, EOY 81%	Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.
Grade 2: Composite Score: BOY 54%, EOY 85% Computation: 69% to 88% Concepts and Application: 28% to 82%	Grade 2: The biggest area of growth for our 2nd-grade cohort was in the area of Concepts and Applications (from 28%-82% proficiency/above by the end of the year). These subskill and composite scores speak to a healthy program of tiered supports.
Grade 3: Composite Score: BOY 41%, EOY 85% Computation: 49% to 81% Concepts and Application: 41% to 86%	Grade 3: Our third-grade students demonstrated significant growth in both subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.
Grade 4: Composite Score: BOY 51%, EOY 77% Computation: 57% to 76% Concepts and Application: 51% to 80%	Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.
Grade 5: Composite Score: BOY 65%, EOY 88% Computation: 59% to 81% Concepts and Application: 72% to 91%	Grade 5: Our 5th Grade cohort grew significantly in both subskills assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.

Mathematics Summary

Strengths

Grade 3: Our third-grade students demonstrated significant growth in both Acadience subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.
Grade 5: Our 5th Grade cohort showed significant growth on both Acadiende subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.

Challenges

Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.
Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
CEW Portfolio- 100% of Grade 5 students completed CCR requirements.	This data point includes all students who have enrolled in 5th grade during the academic school year.

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.

This data point includes all students who have enrolled in 5th grade during the academic school year.

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.

not applicable

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
WIDA ACCESS Growth- Out of the students who took the test last year and could be compared, 68% of ELs made growth compared to 65% who made growth last year Overall Proficiency scores 68% improved 32% stayed the same or did not show growth	The majority (68%) of ELs made growth on the WIDA ACCESS. The 4th grade students made the most growth out of all of the grades. 1 student has qualified for reclassification as a result of their score and teacher rubrics, as compared to 1 student last year
Grade 1: 4 out of 7 students made a 0.1 to 0.8 growth in their proficiency scores.	
Grade 2: 2 out of 3 students showed growth: one student gained 0.8 points, one student gained 0.9 points, and the last student stayed at the same overall proficiency score.	
Grade 3: 5 out of 8 students showed growth in their proficiency scores, from 0.4 to 1.1 points.	
Grade 4: 8 out of 9 students made growth, with point increases between 0.5 and 1.5. The last student remained at the same proficiency level.	
Grade 5: The one ELL fifth-grade student remained at the same proficiency level as last year	The student made growth in all the individual language domains.
DIBELS Composite Benchmarks from BOY to EOY Reading Dibels 18% well above 21% above average growth 42% average growth 9% below average growth 9% well below average growth 51% made benchmark or above benchmark on the EOY DIBELS Assessment	The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring. Last year, only 44% of students made benchmark or above benchmark. This year, this percentage has increased by 7%!

Students with Disabilities

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

Data	Comments/Notable Observations
IEP GOAL DATA- Grades K-3 98% of Learning Support students in grades K-3 made progress and/or met at least one of their IEP goals (out of 40/41 students). 95% of Learning Support students in grades K-3 made progress towards all and/or met all of their IEP goals (out of 39/41 students). 96% of Learning Support students in grades K-3 with identified reading goals (22/23 students with reading goals) made progress on or met those goals. 100% of Learning Support students in grades K-3 with identified writing goals (10/10 students with writing goals) made progress on or met those goals. 100% of Learning Support students in grades K-3 with identified math goals (9/9 students with math goals) made progress on or met those goals. 89% of Learning Support students in grades K-3 with identified behavior goals (25/28 students with behavior goals) made progress on or met those goals.	Most students in grades K-3 made progress towards their IEP goals.
Curriculum Measures for Students with Disabilities (K-3) DIBELS *mCLASS Growth Outcomes Composite Benchmarks from BOY to EOY Reading DIBELS 8 out of 42 K-3 students = 19% well above average growth 8 out of 42 K-3 students =19% above average growth 11 out of 42 K-3 students = 26% average growth 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY).
Acadience 70% of Learning Support students in grades K-3 met their EOY benchmark or moved up a tier for their composite score. 72% of Learning Support students in grades 1-3 met their EOY benchmark or moved up a tier for computation. (K students do not participate in this assessment). 63% of Learning Support students in grades 2 and 3 met their EOY benchmark or	A majority of students in grades K-3 met their EOY benchmark or moved up a tier for their composite score. A majority of students in grades 1-3 met their EOY benchmark or moved up a tier in the area of computation. A majority of students in grades 2-3 met their EOY benchmark or moved up a tier in the area of concepts & application.

moved up a tier for concepts & application. (K &1 students do not participate in this assessment).	

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .
The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY) in DIBELS .

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.

In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth
In DIBELs, English Language Learners still have: 9% below average growth 9% well below average growth

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

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

>

Use 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 *
Implement a multi-tiered system of supports for academics and behavior *

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?

>

Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student learning

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
Students rose from 12.5% to 14.3% proficient. This is still a low number, but on the rise from the previous year.	False
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.	False
Increased from 25% to 36.8% proficient from 23-24 to 24-25.	False
Increased from 25% to 36.8% proficient from 23-24 to 24-25.	False
Increased from 22.2% to 35.2 to 36.8% proficient from 23-24 to 24-25.	False
Our school shows 43% proficiency in grades 3-5 for the 24-25 school year, which is 1.3% above the state average.	False
Growth standard is 70.0 and our district had 74.0	False
79.0 for this subgroup	False
Meets or exceeds standards	False
More than 80% of first-grade students met the benchmark for phoneme segmentation fluency and decoding. Implementing a more differentiated model in our Foundational Skills (UFLI block) next year can help us better utilize that time (for ALL students) to advance progress in word reading and oral reading fluency.	False
The 5th-grade level experienced positive growth in all areas. This grade level also had the highest percentage of students who met the comprehension benchmark at the end of the year (88%). Reading accuracy on grade-level text was also an area of notable growth (77% to 93%).	False
This group of 2nd grade students' scores accelerated toward the benchmark after midyear. After midyear data analysis, the 2nd-grade team developed a collaborative plan to differentiate the Core Foundational Skills Program (UFLI) by cross-grouping students at the grade level based on current skill level. We plan to continue using this model from the beginning of next year.	False
Grade 3: Our third-grade students demonstrated significant growth in both Acadience subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.	False
Grade 5: Our 5th Grade cohort showed significant growth on both Acadiende subskill assessments from BOY to EOY. These subskill and composite scores speak to a healthy program of tiered supports.	False
This data point includes all students who have enrolled in 5th grade during the academic school year.	False
The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .	True
The majority of students with disabilities in grades K-3 (64%) made average, above-average, or well-above-average growth (BOY to EOY) in DIBELS .	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Implement a multi-tiered system of supports for academics and behavior *	True

Challenges

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

Strength	Check for Consideration in Plan
Our school shows 39.7% proficient for grades 3-5 in 24-25 school year, which is 10.2% below the state average.	False
Decreased from 33.3% to 30.6% proficient from 23-24 to 24-25.	False
Students with disabilities show growth in math, but only 19.6% are proficient.	False
Our school shows 39.7% proficient for grades 3-5 in the 24-25 school year, which is 10.2% below the state average.	False
Our growth score is 70 in comparison to the state score or 75.4	False
The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.	True
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.	True
In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	True
In DIBELs, English Language Learners still have: 9% below average growth 9% well below average growth	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Grade 1: The biggest area of growth for our 1st-grade cohort was in computation (10% increase). Our 2nd Grade Team will target fluent comparison of numbers 1-100 (AQD) at the BOY to ensure that this skill is secured for all students. This will be a growth focus area in the 1st, as well.	False
Grade 4: Our 4th Grade cohort is still approaching the 80% proficiency rate in computation. Automaticity of multiplication facts is a focus for next year to help students increase their fact fluency at this grade level.	False
not applicable	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
The percentage of students meeting the accuracy benchmark while reading grade-level text increased significantly (58%-91% proficient). While we often see a drop in ORF at the end of the year due to the difficulty of the passage, this group maintained their growth (56%-64% proficient) for the most part. This could be due to an addition to the programming that included daily, systematic, advanced phonics and grade-level text. Performance on the MAZE (comprehension assessment) declined from BOY to EOY. We must consider the why here.	Students need more exposure to novels and longer texts rather than just passages.	True
In third grade, a focus on high-frequency word automaticity and direct instruction in elements of fluency, like rate, phrasing, and intonation, will be the next step for this group in foundational skills.	Volume of reading is a huge consideration for increasing high-frequency word fluency. Rate and phrasing should be explicitly taught and practiced.	True
In DIBELs, Students with Disabilities still have: 8 out of 42 K-3 students = 19% below average growth 7 out of 42 K-3 students = 17% well below average growth	Working through the MTSS systems in place, how can we support teachers and layer supports to increase the gains?	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The majority of ELs (81%) showed average, above-average, or well-above-average growth from Fall to Spring in DIBELS .	Collaboration with the ELD teacher has proven highly beneficial!
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	Regular assessments should be conducted by classroom teachers when possible to increase the data available for prescriptive teaching.
Implement a multi-tiered system of supports for academics and behavior *	This process continues to develop. Our push this year is to increase rigor and work to hone best practices in the Tier 1 setting.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The data from comprehension assessments indicate that students need to develop speed and understanding when reading grade-level texts. This includes syntax, vocabulary, and stamina.
	Volume of reading and practice with fluency skills will directly improve these areas. Accountability for wider reading at the home level is the next step to help students.
	Utilizing layered supports for students with disabilities will increase the growth levels.

Goal Setting

Priority: The data from comprehension assessments indicate that students need to develop speed and understanding when reading grade-level texts. This includes syntax, vocabulary, and stamina.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
At least 70% of students will demonstrate proficiency on the DIBELS composite score.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of students will demonstrate proficiency on the DIBELS composite score.	57% of students will demonstrate proficiency on the DIBELS composite score.	64% of students will demonstrate proficiency on the DIBELS composite score.	70% of students will demonstrate proficiency on the DIBELS composite score.

Priority: Volume of reading and practice with fluency skills will directly improve these areas. Accountability for wider reading at the home level is the next step to help students.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
80% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log. Students who are unable to demonstrate this practice will be assigned a student or an adult volunteer to increase their reading volume.			
Measurable Goal Nickname (35 Character Max)			
Reading Log			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
50% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	60% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	70% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.	80% of students will read at least three days a week outside of the school day, as evidenced by an at-home reading log.

Priority: Utilizing layered supports for students with disabilities will increase the growth levels.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The MTSS team will work together to layer supports across the Tiers, ensuring differentiated instruction meets the needs of learners with disabilities. 100% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.			
Measurable Goal Nickname (35 Character Max)			
Differentiated WIN and foundational skills			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
46% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	64% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	82% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.	100% of grades will differentiate WIN and foundational skills to increase the rate of gain in all populations.

Action Plan

Measurable Goals

DIBELS	Reading Log
Differentiated WIN and foundational skills	

Action Plan For: Using Data to Inform Instruction

Measurable Goals:
• At least 70% of students will demonstrate proficiency on the DIBELS composite score.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.		2026-08-28	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rachel Derr/ Title 1 Reading Specialist	Curriculum materials, DIBELS progress monitoring assessment materials, UFLI, and Phonics Screener for Intervention assessment materials	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All teachers will use materials and assessments to inform instruction across the Tiers.	Progress monitoring data will elicit results.

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	• Using Data to Inform Instruction	salaries and benefits for reading specialists and support staff	244550	
Total Expenditures				244550

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using Data to Inform Instruction	All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.

Student Support Room led DIBELs professional Development

Action Step		
• All staff will use research-based materials to teach differentiated foundational skills in Tiers 1, 2, and 3 and data to prescriptively inform instruction.		
Audience		
teachers and paraprofessionals		
Topics to be Included		
Which assessments lead to changes in the classroom and small group instruction - progress monitoring and diagnostic data overviews.		
Evidence of Learning		
Teachers will identify skill deficits based on assessment data.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Kristina Wainwright/ Interventionist	2026-09-01	2026-12-12

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2 meetings per grade level- 1 to address data digging for progress monitoring and 1 to address the use of diagnostic data to inform instruction
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

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

Quakertown Community School District

Kindergarten Registration 26-27

To be eligible for Kindergarten in 2025-26, a child must be 5 years of age on or before August 31, 2025.

Registration needs to be completed by May 31, 2025 to guarantee placement in your neighborhood school.

English

Spanish

Para ser elegible para el jardín de infantes en 2025-26, un niño debe tener 5 años de edad el 31 de agosto de 2025 o antes.

La inscripción debe completarse antes del 31 de mayo de 2025 para garantizar la ubicación en la escuela de su vecindario.

Questions? Please Contact Registrar

Registrar@qcsd.org