

Profile and Plan Essentials

School		AUN/Branch
Indian Valley Elementary School		111444602/8182
Address 1		
125 Kish Road		
Address 2		
City	State	Zip Code
Reedsville	PA	17084
Chief School Administrator		Chief School Administrator Email
Vance Varner		jvsv55@mcsdk12.org
Principal Name		
Dave Portzline		
Principal Email		
dmp49@mcsdk12.org		
Principal Phone Number		Principal Extension
717-667-2123		4503
School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dave Portzline	Principal	MCSD/Indian Valley Elementary School	dmp49@mcsdk12.org
Frank Miller	Coordinator of Federal Programs	MCSD	fwm28@mcsdk12.org
Karla Traxler	Kindergarten Title I teacher	MCSD/Indian Valley Elementary School	kmt27@mcsdk12.org
Lisa Hackenberg	1st Grade Title I teacher	MCSD/Indian Valley Elementary School	lah21@mcsdk12.org
Michelle Hartzler	2nd Grade Title I teacher	MCSD/Indian Valley Elementary School	mlh13@mcsdk12.org
Kari Steele	3rd Grade Title I teacher	MCSD/Indian Valley Elementary School	kcs15@mcsdk12.org
Erin Campbell	School Counselor	MCSD/Indian Valley Elementary School	emr23@mcsdk12.org
Rebecca Erney	School Psychologist	MCSD/Indian Valley Elementary School	rle37@mcsdk12.org
Jennifer Johnson	Regular Education Teacher	MCSD/Indian Valley Elementary School	jlc52@mcsdk12.org
Angela Bonson	Special Education Teacher	MCSD/Indian Valley Elementary School	adb33@mcsdk12.org
Steven DeArment	Coordinator of Curriculum, Professional Development and Assessment	MCSD	sfd12@mcsdk12.org
Julie Martin	Home & School Association	Indian Valley Elementary Home & School Association	julie.manfred@gmail.com
Nicole O'Donnell	Parent	Indian Valley Elementary Parent	nodonnell319@gmail.com
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Abby Peachey	Community Member	Community Representation	abbypeachey@yahoo.com
Staci McClure	Teacher	MCSD/Indian Valley Elementary	smw25@mcsdk12.org

Vision for Learning

Vision for Learning

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state, and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi-Tiered System of Support. We model the "Twelve Traits of Character," embrace diversity, and expect students to demonstrate respectful, responsible, ready, and safe behaviors. We believe children need a positive, nurturing environment; therefore, we will build relationships among students, families, staff, and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

Future Ready PA Index

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

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

Review of the School Level Performance

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

Strengths

Indicator 45.6% of the All Student Group is meeting the interim target on the 2022 Mathematics PSSAs. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations This is nearly 10% above the state wide average of 35.7%
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator 83.7% of Student with Regular Attendance ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Statewide average is 82.2%

Challenges

Indicator 45.6% of the All Student Group is meeting the interim target on the 2022 Mathematics PSSAs. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations This is nearly 10% above the state wide average of 35.7%
Indicator ESSA Student Subgroups	Comments/Notable Observations

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

83.7% of Student with Regular Attendance
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45.6% of the All Student Group is meeting the interim target on the 2022 Mathematics PSSAs.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

56.3% of the All Student Group is not meeting the statewide goal or interim target on the 2022 ELA PSSAs.

78.0% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2022 Math PSSAs.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 74/77 or 96% of kindergarten students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 1	EOY Acadience data reports 66/85 or 78% of 1st Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 2	EOY Acadience data reports 61/92 or 66% of 2nd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 3	EOY Acadience data reports 94/119 or 79% of 3rd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Benchmark Assessment System Grade K	EOY Benchmark Assessment System data reports 74/77 or 96% are reading at grade level or have increased by 3 levels.
Benchmark Assessment System Grade 1	EOY Benchmark Assessment System data reports 81/84 or 96% are reading at grade level or have increased by 3 levels.
Benchmark Assessment System Grade 2	EOY Benchmark Assessment System data reports 85/92 or 92% are reading at grade level or have increased by 3 levels.
Benchmark Assessment System Grade 3	EOY Benchmark Assessment System data reports 105/114 or 92% are reading at grade level or have increased by 3 levels.

English Language Arts Summary

Strengths

Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.
Use of Benchmark Assessment System in combination with Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.
Heggerty, ERI, Phonics for Reading, LLI, 95% Group, West Virginia Phonics, Six Minute Solution, Step by Step Learning, Foundations, i-Ready have been added as supplemental resources. IVEC teachers continues to use these resources with fidelity.

Challenges

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance.
Individual students are making growth towards their oral reading fluency goals, overall reading fluency needs to improve.

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K-3	In Spring 2022-23, 37% of Indian Valley Elementary At/Above Instructional Target, an increase of 1% from 2021-2022.
N/A	N/A

Mathematics Summary

Strengths

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.
Monthly MTSS team meetings to analyze data and develop intervention groups based on the MTSS framework.
Implementation of guided math instruction to target skill deficits.

Challenges

Students get stuck on one skill for an extended period of time.
Teachers are still working on implementing all components of the lesson with fidelity.
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A
N/A

Challenges

N/A
N/A

Related Academics

Career Readiness

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

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

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

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

The interface and platform have changed, making for better use for our staff and students.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
24.0% of students who are Economically Disadvantaged were Advanced/Proficient on the 2022 ELA PSSAs.	The state wide average for Economically Disadvantaged Students was 54.1%. This is a 31% increase of Economically Disadvantaged student not proficient for 2022 ELA PSSAs.
78.0% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2022 mathematics PSSAs.	This is an 8% increase in student not meeting proficient from previous year.
N/A	N/A
N/A	N/A

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	43.7% of All student group in comparison to 45.8% of white student group were advanced/proficient on 2022 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

White	45.6% of All student group in comparison to 47.4% of white student group were advanced/proficient on 2022 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
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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.

47.4% of the White Ethnicity Group is meeting the interim target on the 2022 Mathematics PSSAs. This is a decrease from the previous year, but still better than not meeting the statewide goal and interim target.
There is an insufficient sample of the Hispanic Ethnicity Group. This indicates that this race/ethnicity subgroup does not display any inequity in performance.
N/A
N/A
N/A

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.

0% of the Economically Disadvantaged Group scored advanced on the 2022 ELA PSSAs.
The state wide average for Economically Disadvantaged Students was 54.1%. This is a 31% increase of Economically Disadvantaged student not proficient for 2022 ELA PSSAs.
N/A
N/A
N/A

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	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	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement a multi-tiered system of supports for academics and behavior.
Monitor and evaluate the impact of professional learning on staff practices and student learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community

Challenges

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

Provide frequent, timely, and systematic feedback and support on instructional practices
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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
83.7% of Student with Regular Attendance	False
45.6% of the All Student Group is meeting the interim target on the 2022 Mathematics PSSAs.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	True
Use of Benchmark Assessment System in combination with Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.	False
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.	False
Heggerty, ERI, Phonics for Reading, LLI, 95% Group, West Virginia Phonics, Six Minute Solution, Step by Step Learning, Foundations, i-Ready have been added as supplemental resources. IVEC teachers continues to use these resources with fidelity.	False
N/A	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
N/A	False
N/A	False
N/A	False
N/A	False
The interface and platform have changed, making for better use for our staff and students.	False
Monthly MTSS team meetings to analyze data and develop intervention groups based on the MTSS framework.	True
	False
Our strengths as a school in terms of implementing our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
47.4% of the White Ethnicity Group is meeting the interim target on the 2022 Mathematics PSSAs. This is a decrease from the previous year, but still better than not meeting the statewide goal and interim target.	False
There is an insufficient sample of the Hispanic Ethnicity Group. This indicates that this race/ethnicity subgroup does not display any inequity in performance.	False

Implement a multi-tiered system of supports for academics and behavior.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Implementation of guided math instruction to target skill deficits.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	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
56.3% of the All Student Group is not meeting the statewide goal or interim target on the 2022 ELA PSSAs.	True
78.0% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2022 Math PSSAs.	True
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance.	False
Individual students are making growth towards their oral reading fluency goals, overall reading fluency needs to improve.	True
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.	False
Students get stuck on one skill for an extended period of time.	False
Teachers are still working on implementing all components of the lesson with fidelity.	False
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. Technology is now used in the classroom on a daily basis to support and enhance.	False
N/A	False
N/A	False
0% of the Economically Disadvantaged Group scored advanced on the 2022 ELA PSSAs.	False
N/A	False
N/A	False

N/A	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
The state wide average for Economically Disadvantaged Students was 54.1%. This is a 31% increase of Economically Disadvantaged student not proficient for 2022 ELA PSSAs.	False

Most Notable Observations/Patterns

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

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. Nearly 1/2 of the population in ELA and 1/2 of the population in Mathematics is not performing proficient or advanced on these assessments. Knowing that reading proficiency at the 3rd grade level is an indicator of success later in life, we need to strive for ongoing improvement. Our Acadience data indicates a deficit in oral reading fluency. BAS data indicates students have made growth from BOY to MOY but many students are still well below the recommended level for their respective grade. A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
56.3% of the All Student Group is not meeting the statewide goal or interim target on the 2022 ELA PSSAs.	With the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	True
78.0% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2022 Math PSSAs.	Implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	True
Individual students are making growth towards their oral reading fluency goals, overall reading fluency needs to improve.	Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI).	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
Monthly MTSS team meetings to analyze data and develop intervention groups based on the MTSS framework.	N/A
Implement a multi-tiered system of supports for academics and behavior.	Continue to develop/refine a Multi-Tiered System of Support and ensure fidelity of implementation by all stakeholders through the use of the TIPS-2 model.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Programs Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Indian Valley Elementary will continue with the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.
	Indian Valley Elementary will continue with implementation of the Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.
	Indian Valley Elementary will begin Implementation of University of Florida Literacy Institute Phonics (UFLI), in addition to the current

	approaches of Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) through a multi-tiered system of support to identify students in need of intervention.
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Goal Setting

Priority: Indian Valley Elementary will continue with the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.			
Measurable Goal Nickname (35 Character Max)			
Benchmark Assessment System			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2022 25% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.	By January 30, 2023 50% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.	By March 30, 2023 75% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.	By June 1, 2023 90% of K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Priority: Indian Valley Elementary will continue with implementation of the Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2023, 50% of Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2022 20% of Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2023 30% of Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30 2023 40% of Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 1, 2023 50% of Indian Valley Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Priority: Indian Valley Elementary will begin Implementation of University of Florida Literacy Institute Phonics (UFLI), in addition to the current approaches of Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) through a multi-tiered system of support to identify students in need of intervention.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention.			
Measurable Goal Nickname (35 Character Max)			
MTSS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data on grades K-3 and identify students in need of additional intervention.	4% of students will drop a tiered level of support.	7% of students will drop a tiered level of support.	10% of students will drop a tiered level of support.

Action Plan

Measurable Goals

Benchmark Assessment System	Spring Math
MTSS	

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention. By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. By June 1, 2023, 50% of Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Action Step		Anticipated Start/Completion Date	
IVES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Principal	Title I estimated building funds will support the following spending plan: 5 Title I Reading/Math Teachers Salary \$233,200 5 Title I Reading/Math Teachers Benefits \$160,371 Evidence Based Interventions \$151,840 Parental Engagement Funds \$5000 Title I District Reservation of Funds will be used to support the following spending plan: State and Federal Liaison (Federal Programs Coordinator, Federal Programs Secretary and Homeless Liaison) Salary \$83604 State and Federal Liaison (Federal Programs Coordinator, Federal Programs Secretary and Homeless Liaison) Benefits \$44789 District Wide Professional Development (Chief Academics Officer) Salary \$54000 District Wide Professional Development (Chief Academics Officer) Benefits \$28964 Conference Registration Fees, Mileage and Lodging \$4000 State and Federal Liaison Supplies \$500	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in the number of students who need Tier II and Tier III levels of support.	Frequent and direct monitoring and charting student response to intervention.

Action Plan For: Spring Math

Measurable Goals:		
<ul style="list-style-type: none"> By June 1, 2023, 50% of Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results. 		

Action Step		Anticipated Start/Completion Date	
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter, and Spring.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staci McClure/Title I Teacher	Federal Funds will support Spring Math Assessment	No	

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

Action Plan For: Decodable Readers

Measurable Goals:	
<ul style="list-style-type: none"> Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention. By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. 	

Action Step		Anticipated Start/Completion Date	
Implementation of Flyleaf Decodable Literature Library into K-3 small group instruction for targeted students.		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Principal/K-3 teachers	ARP/ESSER funds will be used to purchased complete classroom sets of Flyleaf Decodable Readers for all K-3 classrooms.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of Flyleaf Decodable Literature Library into K-3 small group instruction for targeted students. Acadience ORF will increase Decrease in the number of students who need Tier II and Tier III levels of support. Acadience ORF	Frequent and direct monitoring and charting student response to interventions

Action Plan For: UFLI

Measurable Goals:	
<ul style="list-style-type: none"> Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention. By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. 	

Action Step		Anticipated Start/Completion Date	
University of Florida Literacy Institute Phonics (UFLI)		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Building Principal K-2 Classroom Teachers	Purchase and implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
DIBELS Acadience data improvement with implementation of the program with fidelity	Monthly MTSS meetings to review with grade-level and other staff.

Action Plan For: Language Essentials for Teachers of Reading and Spelling

Measurable Goals:	
<ul style="list-style-type: none"> Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention. By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. 	

Action Step		Anticipated Start/Completion Date	
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Building Principal	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development in conjunction with TIU11	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in K-3 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart)	Benchmark Assessment System EOY data

Action Plan For: PBIS

Measurable Goals:
<ul style="list-style-type: none"> Indian Valley will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model so that by June 1, 2023 10% of K-3 students receiving MTSS tiered level of support will have dropped at least 1 level after receiving the intervention. By June 1, 2023 91% of K-3 students will be reading at their respective grade level (Fountas & Pinnell Instructional Level Expectations for Reading Chart and UFLI) or increase their reading level by a set number of levels from BOY Benchmark Assessment System to EOY Benchmark Assessment System. By June 1, 2023, 50% of Indian Valley Elementary K-3 students will have "Met Target" based on Spring Math School Overview results.

Action Step	Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. PBIS celebration committee members will plan quarterly celebrations.	2023-08-30	2024-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
PBIS Core Team	Federal Funds and local funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.	Skyward major and minor behavior referrals will be reviewed on a monthly basis.

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.

Expenditure Description	Action Plan(s)	E-grant Budget Category (Schoolwide Funding)	Amount
5 Title I Reading/Math Teacher Salary/Benefits	<ul style="list-style-type: none">• MTSS• Spring Math• Decodable Readers• UFLI• Language Essentials for Teachers of Reading and Spelling	Instruction	497814
Camp on the Way to Kindergarten Salary/Benefits	<ul style="list-style-type: none">• MTSS	Instruction	9500
Camp on the Way to Kindergarten Transportation	<ul style="list-style-type: none">• MTSS	Other Expenditures	4000
MTSS Supplies	<ul style="list-style-type: none">• MTSS• Spring Math• Decodable Readers• UFLI• Language Essentials for Teachers of Reading and Spelling	Instruction	46180
Total Expenditures			557494

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	IVES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model
UFLI	University of Florida Literacy Institute Phonics (UFLI)
Language Essentials for Teachers of Reading and Spelling	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. PBIS celebration committee members will plan quarterly celebrations.

MTSS (Team Meetings)

Action Step		
<ul style="list-style-type: none"> IVES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model 		
Audience		
IVEC K-3 Teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, Assistant Principal		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Spring Math. Discuss core instruction and Tier I issues Research, design and implement effective interventions for at-risk students. (Tier II and Tier III). Discussion of recommendations from PaTTAN consultant (Dr. Collins) for MTSS framework, core curriculum, interventions and assessments for K-3 students.		
Evidence of Learning		
Utilization of all available data to make instructional decisions and increase efficiency of Tier I, Tier II and Tier III service delivery.		
Lead Person/Position	Anticipated Start	Anticipated Completion
David Portzline/Principal Title 1 Reading Teachers	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 4e: Growing and Developing Professionally 	

- 1f: Designing Student Assessments
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

LETRS

Action Step		
<ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development 		
Audience		
All K-3 Regular Education, Special Education and Title I Teachers		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.		
Evidence of Learning		
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in K-3 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) Benchmark Assessment System EOY data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Frank Miller/Federal Programs Coordinator TIU 11 Professional Development Facilitators for LETRS Units of Study.	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2023-2024 School & Year Units 5-8 2024-2025 School Year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 4a: Reflecting on Teaching • 1b: Demonstrating Knowledge of Students • 3b: Using Questioning and Discussion Techniques • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 3a: Communicating with Students • 4d: Participating in a Professional Community • 1c: Setting Instructional Outcomes • 3c: Engaging Students in Learning • 1f: Designing Student Assessments 	

- 4b: Maintaining Accurate Records

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

UFLI

Action Step		
<ul style="list-style-type: none"> • IVES will spend significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) Model 		
Audience		
All K-2 Regular Education Teachers		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience and Benchmark Assessment System.		
Evidence of Learning		
Increase in effectiveness of Reading and Spelling instruction in K-2 classrooms. Increase in K-2 students reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) Benchmark Assessment System EOY data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
David Portzline/Building Principal K-2, Classroom Teachers	2023-08-30	2024-06-03

Learning Format

Type of Activities	Frequency
Classroom/school visitation	Once
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 3d: Using Assessment in Instruction • 2c: Managing Classroom Procedures • 4a: Reflecting on Teaching • 2e: Organizing Physical Space • 4e: Growing and Developing Professionally • 3a: Communicating with Students • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PBIS

Action Step
<ul style="list-style-type: none"> • PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. PBIS celebration committee members will plan quarterly celebrations.

Audience		
PBIS Building Coaches and Committee Members		
Topics to be Included		
Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement		
Evidence of Learning		
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at IVEC		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2023-08-22	2024-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3a: Communicating with Students • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2c: Managing Classroom Procedures 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">RBM Minutes 07-27-2023.pdf

Chief School Administrator	Date
Building Principal Signature	Date
David Portzline	2023-07-05
School Improvement Facilitator Signature	Date