

Indian Valley El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

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

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dave Portzline	Principal	MCSD/Indian Valley Elementary School	dmp49@mcsdk12.org
Frank Miller	Coordinator of Federal Programs	MCSD	fwm28@mcsdk12.org
Karla Traxler	Kindergarten Title I teacher	MCSD/Indian Valley Elementary School	kmt27@mcsdk12.org
Nancy Love	1st Grade Title I teacher	MCSD/Indian Valley Elementary School	nll26@mcsdk12.org
Michelle Hartzler	2nd Grade Title I teacher	MCSD/Indian Valley Elementary School	mlh13@mcsdk12.org
Kari Steele	3rd Grade Title I teacher	MCSD/Indian Valley Elementary School	kcs15@mcsdk12.org
Erin Campbell	School Counselor	MCSD/Indian Valley Elementary School	emr23@mcsdk12.org
Kaytlin Clarke	School Psychologist	MCSD/Indian Valley Elementary School	kfc04@mcsdk12.org
Jennifer Johnson	Regular Education Teacher	MCSD/Indian Valley Elementary School	jlc52@mcsdk12.org
Angela Bonson	Special Education Teacher	MCSD/Indian Valley Elementary School	adb33@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Sondra Peachey	Home & School Association	Indian Valley Elementary Home & School Association	sonnypeachey11@gmail.com
Erin Campbell	Parent	Indian Valley Elementary Parent	emr23@mcsdk12.org
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

The Relentless Pursuit of Excellence!

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
46.1% of All Student Group were Advanced/Proficient on 2023-2024 ELA PSSA.	Statewide average is 53.9%.
34.4% of All Student Group were Advanced/Proficient on 2023-2024 Mathematics PSSA.	Statewide average is 40.2%.
91.1% of All Student Group met performance standard for regular attendance.	Statewide average is 78.1%.

Challenges

Indicator	Comments/Notable Observations
65.6% of All Student Group were Basic/Below Basic on 2023-2024 Math PSSAs.	MTSS efforts utilizing Spring Math to target and provide tiers of support to meet individual students' needs based on assessment data.
3.4% of All Student Group were Advanced on 2023-2024 ELA PSSA.	Statewide Average is 12.4%.
Only 40.0% of Economically Disadvantaged Students scored proficient or Advanced on the 2023-2024 ELA PSSA.	This is 53.9% below the Statewide Average of 54.5% in ELA.
Only 23.5% of Economically Disadvantaged Students scored proficient or Advanced on the 2023-2024 Math PSSA.	This is 65.6% below the Statewide Average of 40.2% in math.
Attendance rate was only 91.1% with All Student Groups.	This is a 13% above the Statewide Average of 78.1%. However, this is 3% below the Statewide Performance Standard.

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

Strengths

Indicator	Comments/Notable Observations
-----------	-------------------------------

46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced. ESSA Student Subgroups White	White student proficient/advanced is 0.8% higher than the All Students group.
Indicator 36.6% of the White Students subgroup scored proficient/advanced on the 2023-2024 mathematics PSSA. ESSA Student Subgroups White	Comments/Notable Observations White student proficient/advanced is 2.2% higher than the All Students group.
Indicator 82.3% of the Students with Disabilities met Performance Standard for Regular Attendance ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations This is a 10.5% increase for Students with Disabilities in attendance from the previous year.

Challenges

Indicator 65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on Math PSSAs. ESSA Student Subgroups African-American/Black, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.
Indicator 76.5% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 Math PSSAs. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.
Indicator 60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 ELA PSSAs. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations MTSS efforts to target and provide tiers of support to meet individual students' needs based on assessment data.

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.

46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced.
82.3% of the Students with Disabilities met Performance Standard for Regular Attendance

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.

65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on Math PSSAs.
60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 ELA PSSAs.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 73/81 or 90% of kindergarten students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 1	EOY Acadience data reports 64/94 or 68% of 1st Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 2	EOY Acadience data reports 49/84 or 58% of 2nd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 3	EOY Acadience data reports 59/87 or 68% of 3rd Grade students are performing at or above the 26th percentile on their Reading Composite Score.

English Language Arts Summary

Strengths

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

Challenges

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

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K-3	In Spring 2024-25, 41% of Indian Valley Elementary At/Above Instructional Target, an decrease of 2% from 2023-2024.

Mathematics Summary

Strengths

Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

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

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

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

	accounting for the enriching experiences our students receive in class.
--	---

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

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

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

Challenges

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

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

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

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced.
36.6% of the White Students subgroup scored proficient/advanced on the 2023-2024 mathematics PSSA.
82.3% of the Students with Disabilities met Performance Standard for Regular Attendance

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.

65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on Math PSSAs.
76.5% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 Math PSSAs.
60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 ELA PSSAs.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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

Challenges

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

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

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced.	True
82.3% of the Students with Disabilities met Performance Standard for Regular Attendance	True
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	True
Use of Acadience/DIBELS, Quick Phonics Screener, Sight Word Inventories, and other various local assessments to drive instructional decision making.	False
Data team meetings three times a year to analyze students' literacy, math, behavioral, and social-emotional needs based on data and collaborative input from classroom teachers, learning support teachers, school counselor, school psychologist, and principal.	False
N/A	False
82.3% of the Students with Disabilities met Performance Standard for Regular Attendance	False
N/A	False
N/A	False
Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, i-Ready, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers continues to use these resources with fidelity.	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced.	False
36.6% of the White Students subgroup scored proficient/advanced on the 2023-2024 mathematics PSSA.	False
Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 days along with monthly grade level data meetings.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
The interface and platform have changed, making for better use for our staff and students.	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	False

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.	
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	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True

Challenges

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

Strength	Check for Consideration in Plan
65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on Math PSSAs.	True
60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 ELA PSSAs.	True
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	False
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
65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on Math PSSAs.	False
N/A	False
Align curricular materials and lesson plans to the PA Standards	False
Identify and address individual student learning needs	False
76.5% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 Math PSSAs.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Teachers are still working on implementing all components of the lesson with fidelity.	False
60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 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. 2024 PSSA results released by PDE reports 46.1% of our 3rd grade students scored at the advanced/proficient level in ELA. Decrease of 3% of grade 3 students who performed at the advanced/proficient level in ELA from 2023 PSSA result. In the 2024 PSSA results released by PDE reports 34.4% of our 3rd grade students scored at the advanced/proficient level in Math. Decrease of 16.5% of grade 3 students who performed at the advanced/proficient level in Math from 2023 PSSA result. Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessment (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practice Heggarty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. IVEC teachers use these resources with fidelity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
65.6% of the All Students Group is not meeting the statewide goal or interim target on the 2023-2024 on 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
60% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2023-2024 ELA PSSAs.	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly MTSS team meetings to analyze data and develop intervention groups based on an MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports. Grade level monthly meetings are scheduled with the school psychologist, teachers, Title I and administration.
46.9% of White Students participated on the 2023-2024 Mathematics PSSAs scored proficient or advanced.	Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. 2024-2025 pilot of multiple math series for purchase and implementation of i-Ready math for the 2025-2026 school year.
82.3% of the Students with Disabilities met Performance Standard for Regular Attendance	Continue to utilize PBIS incentives to maintain attendance initiatives
Implement a multi-tiered system of supports for academics and behavior.	Continue to develop/refine a Multi-Tiered System of Support and ensure fidelity of implementation by all stakeholders through the use of the TIPS-2 model.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	All members of the school community feel welcomed and know they are a contributing member.

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

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IVEC will continue 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. i-Ready Mathematics has been selected as the new core math resource for all K-3 classroom beginning the 2025-2026 school year.
	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.

Goal Setting

Priority: Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Tier 1/Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2025, 40% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2026, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2026, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2026, 70% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.

Priority: IVEC will continue 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. i-Ready Mathematics has been selected as the new core math resource for all K-3 classroom beginning the 2025-2026 school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2025, 20% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By January 30, 2026, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By March 30, 2026, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By June 1, 2026, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Plan

Measurable Goals

Tier 1/Acadience Reading Composite	Spring Math
------------------------------------	-------------

Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in Acadience PSF and FSF for K and 1 students.	Acadience Data BOY/MOY/EOY

Action Plan For: Spring Math

Measurable Goals:
By June 1, 2026, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start/Completion Date	
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Staci McClure/Title I Math	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 Assessment during scheduled data analysis PD time.

Action Plan For: MTSS

Measurable Goals:
- By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2026, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start/Completion Date	
IVEC will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Principal Kaitlin Clarke/Psychologist	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	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 interventions.

Action Plan For: PBIS

Measurable Goals:
- By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2026, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start/Completion Date	
PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team	Federal 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.

Action Plan For: Early Reading Intervention

Measurable Goals:
By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Early Reading Intervention will be delivered to all K students who score below the 10th percentile on Acadience DCS at BOY and MOY.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Michelle Hartzler/Karla Traxler/Nancy Love/Kari Steele	Federal Funds will support Early Reading Intervention Kits/Title I Reading Specialists.	No	

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

Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data and ERI placement checks
--	---

Action Plan For: University of Florida Literacy Institute (UFLI)

Measurable Goals:
By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start/Completion Date	
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Building Principal K-2 Classroom Teachers	UFLI David Portzline/Building Principal K-2 Classroom Teachers	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improvement with DIBELS students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience Data BOY/MOY/EOY

Action Plan For: Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Measurable Goals:
By June 1, 2026 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start/Completion Date

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		2025-08-25	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Building Principal Steven DeArment/Chief Academic Officer PaTTAN Facilitators for LETRS Units of Study.	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training PaTTAN Facilitators for LETRS Units of Study.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effectiveness of Reading and Spelling instruction in K-3 classrooms. Increase in number of grade 3 students scoring advanced or proficient on the ELA PSSA.	2025 Grade 3 ELA PSSA result.

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	- Heggerty Phonemic Awareness - Spring Math	5 Title I Reading/Math Teacher Salary/Benefits	508825
Instruction	- Heggerty Phonemic Awareness - Spring Math	Camp on the Way to Kindergarten Salary/Benefits	6300
Other Expenditures	- Heggerty Phonemic Awareness - Spring Math	MTSS Supplies	888
Total Expenditures			516013

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	IVEC will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model
PBIS	PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.

MTSS

Action Step		
IVEC will invest 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.		
Topics to be Included		
Monitor student progress in all Tiers with analysis of Acadience, Core Phonics Screener and Spring Math. Discuss and strengthen core instruction and Tier I resources used in K-3 classrooms. 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 Kaitlin Clarke/Psychologist	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Monthly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students	

• 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

PBIS Core Team Meetings

Action Step		
• PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		
Audience		
PBIS Building Coaches and Core Team		
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	2025-07-01	2026-06-30

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	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2c: Managing Classroom Procedures • 2d: Managing Student Behavior • 3a: Communicating with Students • 3c: Engaging Students in Learning	

• 3e: Demonstrating Flexibility and Responsiveness • 4c: Communicating with Families
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

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

Action Step		
• Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development offered to K-3 Classroom, Special Education and Title I Teachers and Administrators.		
Audience		
All K-3 Regular Education, Special Education, Title I Teachers and Administrators.		
Topics to be Included		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources.		
Evidence of Learning		
Completion of units of study for Volumes I and Volume II		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Frank Miller/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2025-2026 School Year Units 5-8 2025-2026 School Year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files
Affirmation Statement 2025-2026.pdf

Chief School Administrator	Date
Vance S. Varner	2025-08-29
Building Principal Signature	Date
David M. Portzline	2025-06-10
School Improvement Facilitator Signature	Date