

Strodes Mills El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Strodes Mills Elementary		111444602
Address 1		
185 Chestnut Ridge Road		
Address 2		
City	State	Zip Code
McVeytown	PA	17051
Chief School Administrator		Chief School Administrator Email
Vance Varner		vsv55@mcsdk12.org
Principal Name		
Frank Miller		
Principal Email		
fwm28@mcsdk12.org		
Principal Phone Number		Principal Extension
717-248-7154		1505
School Improvement Facilitator Name		School Improvement Facilitator Email
N/A		N/A

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Frank Miller	Principal	MCSD/Strodes Mills Elementary	fwm28@mcsdk12.org
Mandy Maxwell	Title I Teacher	MCSD/Strodes Mills Elementary	@mcsdk12.org
Sylvia Franklin	Title I Teacher	MCSD/Strodes Mills Elementary	slf48@mcsdk12.org
Zachary Sigler	Title I Teacher	MCSD/Strodes Mills Elementary	zls45@mcsdk12.org
Natalie Powell	Title I Teacher	MCSD/Strodes Mills Elementary	nrm13@mcsdk12.org
Leah Noerr	Regular Education Teacher	MCSD/Strodes Mills Elementary	lcn21@mcsdk12.org
Heather Benfer	Special Education Teacher	MCSD/Strodes Mills Elementary	hdm13@mcsdk12.org
Brooke Marker	Guidance Counselor	MCSD/Strodes Mills Elementary	blm50@mcsdk12.org
Amelia Nulton	Psychologist	MCSD/Strodes Mills Elementary	ajn15@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD/Chief Academic Officer	sfd12@mcsdk12.org
Jessica Specht	Parent School Association President	Community Representation	lms70@mcsdk12.org
Megan Shawver	Community Member	Community Member	mrs5404@gmail.com
Mr. Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Dani Moist	Parent	Parent	danimck93@gmail.com

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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
2024 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2023 PSSA results released by PDE reports 51.7% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2022 PSSA results released by PDE reports 52.6% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2021 PSSA results released by PDE reports 39.2% of our grade 3 students scored at the advanced/proficient level in English Language Arts.	Increase of 10.8% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2024 but a slight decrease of 1.7% from 2023 to 2024.
44.1% of All Student group were Advanced/Proficient on 2024 Math PSSA	Statewide average is 40.2%

Challenges

Indicator	Comments/Notable Observations
50% of All Student group were Proficient or Advanced on 2024 ELA PSSA	Statewide goal is 81.1% Statewide average is 53.9%
84.4% of All Student group with Regular Attendance	Statewide goal is 94.1% Statewide average is 78.1%

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

Strengths

Indicator	Comments/Notable Observations
2024 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2023 PSSA	Increase of 10.8% of grade 3 students who performed at the advanced/proficient level in English Language Arts

results released by PDE reports 51.7% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2022 PSSA results released by PDE reports 52.6% of our grade 3 students scored at the advanced/proficient level in English Language Arts. 2021 PSSA results released by PDE reports 39.2% of our grade 3 students scored at the advanced/proficient level in English Language Arts. ESSA Student Subgroups White	from 2021 to 2024 but a slight decrease of 1.7% from 2023 to 2024.
Indicator 42.2% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA 44.4% of Economically Disadvantaged students were Advanced/Proficient on the 2023 ELA PSSA 45.1% of Economically Disadvantaged students were Advanced/Proficient on the 2022 ELA PSSA 24% of Economically Disadvantaged students were Advanced/Proficient on the 2021 ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Increase of 18.2% of grade 3 Economically Disadvantaged students who performed at the advanced/proficient level in English Language Arts from 2021 to 2022 but a slight decrease of 2.2% from 2023 to 2024.

Challenges

Indicator 42.2% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged Student Group in Grade 3 scored 7.8% below All Student Group in Grade 3 ELA.
Indicator 35.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Economically Disadvantaged Student Group in Grade 3 scored 8.5% below All Student Group in Grade 3 Math.
Indicator 84.4% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 79% Students with Disabilities Regular Attendance is 78.9% ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Economically Disadvantaged student group Regular Attendance is 5.4% lower than the All Student group. Students with Disabilities student group Regular Attendance is 5.5% lower than the All Student group.

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.

Increase of 10.8% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2024 but a slight decrease of 1.7% from 2023 to 2024.
44.1% of All Student group were Advanced/Proficient on 2024 Math PSSA. Statewide average is 40.2%.

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.

50% of All Student group were Proficient or Advanced on 2024 ELA PSSA.
44.1% of All Student group were Proficient or Advanced on 2024 Math PSSA
84.4% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 79% Students with Disabilities Regular Attendance is 78.9%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	66% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase of 4% from previous year.
Acadience Grade 1	63% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 5% from previous year.
Acadience Grade 2	50% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 4% from previous year.
Acadience Grade 3	41% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 1% from previous year.

English Language Arts Summary

Strengths

SMES frequently and directly monitors and charts student response to interventions based on an MTSS framework. District psychologists worked collaboratively to rewrite MTSS handbook.
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.

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.
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Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	81% of students "Met Target" on Spring Screen. Increase of 77% from Fall Screen.
Spring Math Grade 1	48% of students "Met Target" on Spring Screen. Increase of 25% from Fall Screen.
Spring Math Grade 2	83% of students "Met Target" on Spring Screen. Increase of 65% from Fall Screen. .

Spring Math Grade 3	30% of students "Met Target" on Spring Screen. Increase of 18% from Fall Screen.
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Mathematics Summary

Strengths

SMES teachers continue to use Spring Math with fidelity.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
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.
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.

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.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

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

Challenges

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

The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.
Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

Equity Considerations

English Learners

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

Students with Disabilities

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
42.2% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA	Economically Disadvantaged students 7.8% below the All-Student Group.
35.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA	Economically Disadvantaged students 8.5% below the All Student Group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
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White	50% of All Student group in comparison to 50% of White Student group were Advanced/Proficient on 2024 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	44.1% of All Student group in comparison to 43.9% of White Student group were Advanced/Proficient on 2024 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.

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.

50% of All Student group in comparison to 50% of White Student group were Advanced/Proficient on 2024 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.
44.1% of All Student group in comparison to 43.9% of White Student group were Advanced/Proficient on 2024 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.

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.

42.2% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA
35.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA

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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	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
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs.

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?

Partner with local businesses, community organizations, and other agencies to meet the needs of the school
Continuously monitor implementation of the school improvement plan and adjust as needed
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.

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
44.1% of All Student group were Advanced/Proficient on 2024 Math PSSA. Statewide average is 40.2%.	False
Increase of 10.8% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2024 but a slight decrease of 1.7% from 2023 to 2024.	False
SMES frequently and directly monitors and charts student response to interventions based on an MTSS framework. District psychologists worked collaboratively to rewrite MTSS handbook.	False
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.	False
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.	False
SMES teachers continue to use Spring Math with fidelity.	False
Identify and address individual student learning needs.	True
The interface and platform have changed, making for better use for our staff and students.	False
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	True
44.1% of All Student group in comparison to 43.9% of White Student group were Advanced/Proficient on 2024 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.	False
50% of All Student group in comparison to 50% of White Student group were Advanced/Proficient on 2024 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.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.	False
N/A	False
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.	False
Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	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
84.4% of All Students with Regular Attendance. Economically Disadvantaged students Regular Attendance is 79% Students with Disabilities Regular Attendance is 78.9%	False
50% of All Student group were Proficient or Advanced on 2024 ELA PSSA.	True
44.1% of All Student group were Proficient or Advanced on 2024 Math PSSA	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
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False

42.2% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA	False
35.6% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA	False
N/A	False
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.	True
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	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. 2024 PSSA results released by PDE reports 50% of our grade 3 students scored at the advanced/proficient level in English Language Arts. Increase of 10.8% of grade 3 students who performed at the advanced/proficient level in English Language Arts from 2021 to 2024 but a slight decrease of 1.7% from 2023 to 2024. 44.1% of All Student group were Advanced/Proficient on 2024 Math PSSA. Statewide average is 40.2%. 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 assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
50% of All Student group were Proficient or Advanced on 2024 ELA PSSA.	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
44.1% of All Student group were Proficient or Advanced on 2024 Math PSSA	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. Implementation of iReady math as core instructional resource for 2025-2026 school year.	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.	Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI). Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Identify and address individual student learning needs.	Title I funds will support the purchase of MTSS resources, staff professional development (LETRS) and highly qualified Title I reading and math intervention teachers.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Core Phonic Screener, Acadience, Spring Math)
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	Strodes Mills continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook recently rewritten with PaTTAN (Dr. Collins) during the summer of 2023.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Program 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.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.
	Strodes Mills 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.

Goal Setting

Priority: Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction.

Implementation of Core Phonics Screener as universal assessment in grades K-3.

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 I /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, 60% 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: Strodes Mills 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, 70% of Strodes Mills Elementary 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 Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2026, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2026, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview	By June 1, 2026, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview

Action Plan

Measurable Goals

Spring Math	Tier I /Acadience Reading Composite
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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: 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, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step		Anticipated Start/Completion Date	
SMES 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?	

Frank Miller/Principal Amelia Nulton/School Psychologist	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes	
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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, 70% of Strodes Mills Elementary 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.	Skward major and minor behavior referrals will be reviewed on a monthly basis.

Action Plan For: Spring Math

Measurable Goals:			
By June 1, 2026, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			

Action Step		Anticipated Start/Completion Date	
K-3 Classroom and Title 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?	
Natalie Powell/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 Assessments during scheduled data analysis PD time.

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?	
Mandy Hartzler/Sylvia Franklin/Zachary Sigler/ Title I Reading Specialists	ERI kits Title I Intervention	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience data and ERI placement checks
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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?	
Frank Miller/Building Principal K-2 Classroom Teachers	UFLI Frank Miller/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?	
Frank Miller/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.	2026 Grade 3 ELA PSSA results.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	4 Title I Reading/Math Teacher Salary/Benefits	421852
Instruction	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention	Camp on the Way to Kindergarten Salary/Benefits	6300

	• University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		
Other Expenditures	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI) • Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	MTSS Supplies	86
Total Expenditures			428238

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	SMES 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.

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 • 1b: Demonstrating Knowledge of Students
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Problem Solving Team Meetings (PST)

Action Step		
• SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		
Audience		
SMES 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
Frank Miller/Principal Amelia Nulton/Psychologist Title I Reading and Math Teachers	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 SMES.		
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 • 2d: Managing Student Behavior • 2c: Managing Classroom Procedures • 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

Approvals & Signatures

Uploaded Files
Affirmation Statement 2025-2026.pdf

Chief School Administrator	Date
Vance S. Varner	2025-08-29
Building Principal Signature	Date
Frank Miller	2025-08-28
School Improvement Facilitator Signature	Date