

Indian Valley El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

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		
David 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
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Karla Traxler	Teacher	MCSD/Indian Valley Elementary School	kmt27@mcsdk12.org
Nancy Love	Teacher	MCSD/Indian Valley Elementary School	nll26@mcsdk12.org
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Sondra Peachey	Parent	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
Lauren Harris	Education Specialist	MCSD/Indian Valley Elementary School	lms33@mcsdk12.org

Vision for Learning

Vision for Learning

The Relentless Pursuit of Excellence!

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All Students on the PSSA data shows a 5.6% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	All White Students on the PSSA data shows a 5.6% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.
Economically Disadvantaged	Economically Disadvantaged Students on the PSSA data shows a 4.3% decrease from 2023-2024 school year to the 2024-2025 school year. The piloting of a new ELA program will potentially show an increase in the scores for the subsequent school year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.
White	Only 40.0% of White Students scored

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The All Student group on the 2024-2025 school year scored 53.6% proficient or advanced on the Math PSSA. This was an increase of 19.2% from the previous year.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.
Economically Disadvantaged	The Economically Disadvantaged group score of 38.1% proficient and advance was an increase of 14.6% from the previous school year.

Challenges

ESSA Student Subgroups	Indicator
White	The White student group is still 19.8% below the anticipated statewide 2033 goal of 71.8%.
Economically Disadvantaged	The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.

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

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

English Language Growth and Attainment

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

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

Comments/Notable Observations

Regular attendance for All Student Group was at 87.3%. The state average was at 79.6%.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The attendance for All White Student Group was 86.7%. This is 7.1% percent higher than the state average.
Combined Ethnicity	The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.

Challenges

ESSA Student Subgroups	Indicator
White	The White student group has not met the 2033 goal of 94.1% for attendance.
Students with Disabilities	Student with Disabilities are at 77.1% for attendance. This is 2.5% below the state average of 79.6%.

Career Standards Benchmark

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

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High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.

Challenges

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

Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 67/81 or 83% of kindergarten students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 1	EOY Acadience data reports 47/86 or 55% of 1st Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 2	EOY Acadience data reports 61/100 or 61% of 2nd Grade students are performing at or above the 26th percentile on their Reading Composite Score.
Acadience Grade 3	EOY Acadience data reports 56/85 or 66% 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.
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Mathematics

Data	Comments/Notable Observations
Spring Math Grade K-3	In Spring 2025-26, 44% of Indian Valley Elementary At/Above Instructional Target, an increase of 3% from 2024-2025.

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
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Science, Technology, and Engineering Education Summary

Strengths

Challenges

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.

53.6% of All Students participated on the 2024-2025 Mathematics PSSAs scored proficient or advanced.
52.0% of the White Students subgroup scored proficient/advanced on the 2024-2025 mathematics PSSA.
95.5% of the Combined Ethnicity met Performance Standard for Regular Attendance

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.

46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 on Math PSSAs.
61.9% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 Math PSSAs.
64.3% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 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	Exemplary

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	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

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?

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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
The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.	True
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.	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
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
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
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 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
The interface and platform have changed, making for better use for our staff and students.	False
53.6% of All Students participated on the 2024-2025 Mathematics PSSAs scored proficient or advanced.	False
52.0% of the White Students subgroup scored proficient/advanced on the 2024-2025 mathematics PSSA.	False

95.5% of the Combined Ethnicity met Performance Standard for Regular Attendance	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Implement a multi-tiered system of supports for academics and behavior.	False
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	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
Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.	True
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.	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.	True
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
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	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
46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 on Math PSSAs.	True
61.9% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 Math PSSAs.	False
64.3% of the Economically Disadvantaged Group is not meeting the statewide goal or interim target on the 2024-2025 ELA PSSAs.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Align curricular materials and lesson plans to the PA Standards	False

Identify and address individual student learning needs	False
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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.

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
Only 35.7% of Economically Disadvantaged Students scored proficient or Advanced on the 2024-2025 ELA PSSA.	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.	True
The Economically Disadvantaged student group for math is still 33.7% below the anticipated statewide 2033 goal of 71.8% for all students.	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.	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.	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.	False
46.4% of the All Students Group is not meeting the statewide goal or interim target on the 2024-2025 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

Analyzing Strengths

Analyzing Strengths	Discussion Points
The White student group score of 52% proficient and advance in math was an increase of 15.4% from the previous school year. This is also 11.9% higher than the state average.	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 Continuous implementation of i-Ready math for the 2026-2027 school year.
The attendance for Combined Ethnicity was 95.5%. This is 1.4% above the projected state goal of 94.1% for the 2033 school year.	Continue to utilize PBIS incentives to maintain attendance initiatives
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.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	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.
	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 will continued as the core math resource for all K-3 classroom for the 2026-2027 school year.

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, 2027 80% 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, 2026, 40% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By January 30, 2027, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By March 30, 2027, 50% of K-1 students will be performing AT or Above Benchmark on their Reading Composite Score in Acadience.	By June 3, 2027, 80% 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 will continued as the core math resource for all K-3 classroom for the 2026-2027 school year.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2027, 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, 2026, 20% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By January 30, 2027, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By March 30, 2027, 30% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.	By June 3, 2027, 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
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Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Kindergarten and Grade 1 teachers will continue to use Heggerty Phonemic Awareness in their daily curriculum.		2026-08-31	2027-06-03
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, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.		2026-08-31	2027-06-03
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)
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Class-wide and individual interventions groups developed for students	Fall, Winter, and Spring Assessment during scheduled data analysis PD time.
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Action Plan For: MTSS

Measurable Goals:
- By June 1, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated 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		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
David Portzline/Principal Ermalinda Mix/Assistant Principal	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, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience. - By June 1, 2027, 50% of IVEC K-3 students will have "Met Target" based on Spring Math School Overview.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Ready, Responsible, Respectful, and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2026-08-31	2027-06-03
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	
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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, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated 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.	2026-08-31	2027-06-03
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, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated Completion Date
Implementation of University of Florida Literacy Institute Phonics (UFLI) into core instruction for all K-2 students.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?

David Portzline/Building Principal Ermalinda Mix/Assistant Principal K-2 Classroom Teachers	UFLI David Portzline/Building Principal K-2 Classroom Teachers	No	
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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, 2027 80% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Action Step	Anticipated Start Date	Anticipated 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.	2026-08-31	2027-06-03
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.	2026 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	527187	
Instruction	• Heggerty Phonemic Awareness • Spring Math	Camp on the Way to Kindergarten Salary/Benefits	6257	
Other Expenditures	• Heggerty Phonemic Awareness • Spring Math	MTSS Supplies	7398	
Total Expenditures				540842

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 Lauren Harris/Psychologist	2026-08-31	2027-06-03

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	2026-08-31	2027-06-03

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 Steven DeArment/Federal Programs Coordinator PaTTAN Facilitators for LETRS Units of Study.	2026-08-31	2026-06-03

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

Chief School Administrator	Date
Building Principal Signature	Date
David M. Portzline	2026-06-09
School Improvement Facilitator Signature	Date