

Lewistown El Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Lewistown El Sch		111444602
Address 1		
1 Manor Drive		
Address 2		
City	State	Zip Code
Lewistown	PA	17044
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Jennifer L Esh		
Principal Email		
jle43@mcsdk12.org		
Principal Phone Number		Principal Extension
7172425823		3503
School Improvement Facilitator Name		School Improvement Facilitator Email
Alicia Hull		ahull@tiu11.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer L. Esh	Principal	Lewistown Elementary School	jle43@mcsdk12.org
Kelly Strausburg	Principal	LES - Assistant Principal	kjs13@mcsdk12.org
Sue Garner	Teacher	LES	seg57@mcsdk12.org
Paula Treaster	Teacher	LES	pjt55@mcsdk12.org
Stephanie Rupert	Community Member	Home and School President	lewistownhsa@gmail.com
Kimberly Kauffman	Education Specialist	LES School counselor	ksk25@mcsdk12.org
Rebekah Wagner	Education Specialist	LES School Psychologist	rjw37@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD	sfd12@mcsdk12.org
Vance Varner	Chief School Administrator	MCSD	vsv55@mcsdk12.org
Jillian Kochenderfer	Parent	Parent MCSD	jmk37@mcsdk12.org
Amber Fuller	Teacher	LES	asf18@mcsdk12.org
Leslie Warfel	Teacher	LES	lrs26@mcsdk12.org
Alison Treaster	Teacher	LES	aby48@mcsdk12.org
Meagan Byler	Teacher	LES	meb33@mcsdk12.org
Cheryl Himes	Teacher	LES	clh13@mcsdk12.org
Emma Wilson	Teacher	LES	eew37@mcsdk12.org
Meredith Stout	Parent	Parent MCSD	mjh23@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

2024-2025 ELA PSSA Results - LES - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Econ. disadvantaged - 23.4% of students were proficient or advanced on the ELA PSSA. This is a small decrease of 4.7% from the previous year. The majority of our students are economically disadvantaged. We will be piloting and adopting a PDE approved reading curriculum over the next 2 years.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.
White	White sub-group - 30.1% were proficient or advanced on the ELA PSSA. This is a decrease of 7.4%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

2024-2025 Math PSSA Results - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.

False Strengths	True Challenges	False N/A
-----------------	-----------------	-----------

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% from the previous year.

White	White sub-group - 31.3% were proficient or advanced. This is an improvement of 10.6% from the previous year.
-------	--

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.

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	True Challenges	False N/A
------------------------	------------------------	------------------

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
------------------------	-------------------------	------------------

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
------------------------	-------------------------	------------------

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 is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.

True Strengths	False Challenges	False N/A
-----------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Attendance is 87.8% for Hispanic sub-group
Combined Ethnicity	Attendance is 85% for combined ethnicity sub-group

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI
Economically Disadvantaged	Economically disadvantaged - Attendance is 78.9%. This is an improvement from the previous year (74.7%)

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
------------------------	-------------------------	------------------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

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

Comments/Notable Observations

False Strengths	False Challenges	False N/A
-----------------	------------------	-----------

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

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

Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.
Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% from the previous year.

Challenges

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

ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	EOY Acadience data reports 75% of K students are performing at or above benchmark on their composite score
Acadience Grade 1	EOY Acadience data reports 52% of 1st grade students are performing at or above benchmark on their composite score
Acadience Grade 2	EOY Acadience data reports 43% of 2nd grade students are performing at or above benchmark on their composite score
Acadience Grade 3	EOY Acadience data reports 49% of 3rd grade students are performing at or above benchmark on their composite score

English Language Arts Summary

Strengths

Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.

Challenges

In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency

Mathematics

Data	Comments/Notable Observations
Spring Math Grade K	79.1% of students "met target" on Spring Screening, increase of 72.8% from the Fall Screening
Spring Math Grade 1	45.2% of students "met target" on Spring Screening, increase of 26.6% from the Fall Screening
Spring Math Grade 2	57.4% of students "met target" on Spring Screening, increase of 52% from the Fall Screening
Spring Math Grade 3	6.2% of students "met target" on Spring Screening, increase of 2.8% from the Fall Screening

Mathematics Summary

Strengths

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.
LES teachers continue to use Spring Math with fidelity. Each year the percentage of students that are at or above benchmark increases.
Fidelity checks by administration and Title Math specialists are administered.
Monthly grade level team meetings to analyze data and develop intervention groups based on the MTSS framework.

Challenges

Identifying reasons and developing solutions to help Grade 3 meet benchmarks and targets. We will continue to collaborate with PaTTAN and our TIU 11. Title 1 math teachers will continue to work collaboratively with classroom teachers to implement Spring Math with fidelity
The assessed skills at the third grade level are not aligned with the grade level standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
------	-------------------------------

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Our data source used is Xello/CCspark. CCspark is the K-2 platform. The third grades work 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 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 student needs.

The interface and platform have changed, making for better use of 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 technology 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

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

Data	Comments/Notable Observations
There was insufficient data for the English Learner subgroup for the 2024-2025 ELA and Math PSSA.	There was insufficient data for the English Learner subgroup for the 2024-2025 ELA and Math PSSA.

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
Economically disadvantaged sub-group - 23.4% of students scored proficient or advanced on the 2024-2025 ELA PSSA	Economically disadvantaged - 2024-2025 ELA PSSA decreased by 4.7% from the previous year.
Economically disadvantaged sub-group - 26% of students scored proficient or advanced on the 2024-2025 Math PSSA	Economically disadvantaged - 2024-2025 Math PSSA increased by 10.3% from the previous year.
Economically disadvantaged sub-group - Regular attendance - 78.9%	Economically disadvantaged sub-group - Regular attendance increased by 4.2%.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	White sub-group - ELA PSSA - 30.1% scored proficient or advanced. This is a decrease of 4.7% from the previous year. Math PSSA - 31.3% scored proficient or advanced. This is a 10.5% increase from the previous year. Regular attendance - 80.1% from 79.2% - an increase of 0.9% from the previous year.

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.

Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced
A common WIN (What I Need) time is implemented in each grade level.

Parent engagement activities are held throughout the school year. The end of the year survey was completed.
Tier 3 meetings are held every 8 weeks to determine if a change in intervention or recommendation for evaluation is needed for our tiered students.

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.

Regular attendance for students with disabilities. Currently we are at 74%
ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%
Math PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%

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	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
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	Exemplary
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	Exemplary
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?

>

LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.
LES will continue to implement a multi-tiered system of supports for academics and behavior.
LES will continue to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions are supports.
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

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?

>

Implement evidence-based strategies to engage families to support learning.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

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
Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.	True
Math PSSA - Economically disadvantaged sub-group - 26% were proficient or advanced. This is an improvement of 10.3% from the previous year.	False
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	True
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.	True
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.	True
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.	True
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
LES teachers continue to use Spring Math with fidelity. Each year the percentage of students that are at or above benchmark increases.	False
Fidelity checks by administration and Title Math specialists are administered.	False
Monthly grade level team meetings to analyze data and develop intervention groups based on the MTSS framework.	False
Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced	True
A common WIN (What I Need) time is implemented in each grade level.	True
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 student needs.	False
The interface and platform have changed, making for better use of our staff and students.	False

Parent engagement activities are held throughout the school year. The end of the year survey was completed.	True
Tier 3 meetings are held every 8 weeks to determine if a change in intervention or recommendation for evaluation is needed for our tiered students.	False
LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	True
LES will continue to implement a multi-tiered system of supports for academics and behavior.	True
LES will continue to use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions as supports.	True
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	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
ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.	True
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.	True
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI	True
Identifying reasons and developing solutions to help Grade 3 meet benchmarks and targets. We will continue to collaborate with PaTTAN and our TIU 11. Title 1 math teachers will continue to work collaboratively with classroom teachers to implement Spring Math with fidelity	False
The assessed skills at the third grade level are not aligned with the grade level standards.	False
Regular attendance for students with disabilities. Currently we are at 74%	True

ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%	True
Math PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%	False
The technical pieces could be resolved by working closely with the technology 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
Implement evidence-based strategies to engage families to support learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency	True

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA PSSA Assessment - All Student Group did not meet interim goal/improvement target: 28.1% - proficient or advanced 49.9% - statewide average 81.1% - statewide 2033 goal This is a decrease from the previous year's score of 34.9% Students with disabilities sub-group - 3.7% were proficient or advanced on the ELA PSSA. This is a priority sub-group to focus on for our TSI for improvement.	Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their needs and close the gap.	True
Math PSSA assessment - All student group did not meet interim goal/improvement target: 30.2% proficient or advanced 41.7% statewide average 71.8% statewide 2033 goal Even though we are below the statewide average and 2033 goal, this is still an improvement from previous years. It is an 11.7% increase from last year. Students with disabilities - 3.7% were proficient or advanced. This is an improvement from the previous year, but identified as a sub-group for priority for our TSI.	Lewistown Elementary School has adopted iReady Math as a new resource. Continued support will be given to our K-3 classroom teachers to implement Spring Math with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their needs and close the gap.	True
Students with disabilities - Attendance is 74%. This is an improvement from the previous year (64.5%). This is a focus area for TSI	Lewistown Elementary School has seen an improvement with our attendance. We will continue working on improving attendance across all sub-groups by working closely with families, social workers, our school resource officer, and community agencies.	True
Regular attendance for students with disabilities. Currently we are at 74%		False
ELA PSSA scores for students with disabilities sub-group (TSI). Currently we are at 3.7%		False
In the first grade at Lewistown Elementary School there is a Tier I deficit in core instruction. This year we saw notable improvement in our first grade data. We will continue to focus on whole words read and oral reading fluency		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Regular attendance for All Student Group is 81.1%. This is an increase of 4% from the previous year and also exceeds the statewide average of 79.6%.	Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.
Banner status of PBIS Tier I and Tier II to provide supports to all students. CSBBH classroom is in Lewistown Elementary to service Tier 2/3 students.	LES continues to be a model school for PBIS Tier I and Tier II. We received 100% on the TFI this year. This is our 7th year receiving banner status.
Specific data driven interventions have shown growth and the process continues to be implemented - UFL, 95% Group, Heggerty, ERI, Phonics for Reading, FlyLeaf Decodeable Readers, Really Great Reading, and Reading Simplified. LES teachers continue to use these resources with fidelity based on the differentiated needs of students.	LES teachers will continue to implement interventions with fidelity and use their professional judgment to determine what meets the need of individual students.
Grade level data teams' analysis of student growth using the Core Phonics Screener and Acadience Pathways to Progress.	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
Monthly grade level meetings from 3:00-3:30 to discuss students and review/analyze data to develop intervention groups based on an MTSS framework. District psychologists work collaboratively with PaTTAN and TIU 11.	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
Data meetings for grade levels are held monthly as well as at the BOY, MOY, and EOY. Students with disabilities and other student groups are discussed to ensure they are being serviced	Teachers and administration will continue to meet, analyze, and discuss data to meet the needs of all students.
A common WIN (What I Need) time is implemented in each grade level.	This allows teachers to provide differentiated instruction to students during this designated time slot. This will help close the gaps.
Parent engagement activities are held throughout the school year. The end of the year survey was completed.	Parent engagement and information shared will help us plan accordingly.
LES uses systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based.	Title I staff and resources will be used to provide research-based interventions and instruction. Title I funds will support the purchase of MTSS resources, staff professional development (LETRS), and rewriting curriculum to help support and promote differentiated instruction.

LES will continue to implement a multi-tiered system of supports for academics and behavior.	LES has worked very diligently over the last few years to fully refine processes that we have in place. The staff, specialists, and students have aligned priorities and have used common language. This has increased our achievement and school climate.
LES will continue to implement an evidence-based system of schoolwide positive behavior interventions are supports.	PBIS will continue to be a resource used to service the needs of LES students.
LES will continue to build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	Planned PD for our upcoming Act 80 days. We will continue to offer PD for Panorama and iReady Math. We will continue to work closely with the TIU 11 and provide appropriate and meaningful PD when offered.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.
	Lewistown Elementary School will continue to use our Spring Math and iReady Math resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.
	Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.
	Lewistown Elementary School will continue to focus on improving first grade end of the year scores, specifically looking at whole words read and oral reading fluency. We will be using Acadience to progress monitor throughout the school year. UFLI will continue to be used with fidelity in all K-2 classrooms, along with other research-based programs. We will be piloting two PDE approved reading curriculums this year with the intention of adopting one for the 2027-2028 school year.

Goal Setting

Priority: Lewistown Elementary School will continue to use our research-based ELA resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience RCS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By January 31, 2027, 65% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By March 31, 2027, 75% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.	By June 3, 2027, 85% K-3 students will be performing at or above benchmark in their reading composite score in Acadience.

Priority: Lewistown Elementary School will continue to use our Spring Math and iReady Math resources with fidelity. Continued support will be given to our K-3 classroom teachers to implement those resources with fidelity. MTSS will be used to help provide appropriate and meaningful interventions to those students with and without disabilities to meet their need and close the gap.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Springmath			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 10% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 31, 2027, 20% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 31, 2027, 40% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Priority: Lewistown Elementary School has made significant progress in student attendance. We work closely with families, community agencies, our school resource officer, and our social workers to help families get their students to school.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 99% of Lewistown Elementary K-3 students will be in attendance.	By January 31, 2027 96% of Lewistown Elementary K-3 students will be in attendance.	By March 31, 2027, 93% of Lewistown Elementary K-3 students will be in attendance.	By June 3, 2027, 90% of Lewistown Elementary K-3 students will be in attendance.

Priority: Lewistown Elementary School will continue to focus on improving first grade end of the year scores, specifically looking at whole words read and oral reading fluency. We will be using Acadience to progress monitor throughout the school year. UFLI will continue to be used with fidelity in all K-2 classrooms, along with other research-based programs. We will be piloting two PDE approved reading curriculums this year with the intention of adopting one for the 2027-2028 school year.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Acadience WWR			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 50% of first grade students will be at or above benchmark or be able to read 1 whole word.	By January 31, 2027, 65% of first grade students will be at or above benchmark or be able to read 6 whole words.	By March 31, 2027, 75% of first grade students will be at or above benchmark or be able to read 10 whole words.	By June 3, 2027, 85% of first grade students will be at or above benchmark or be able to read 13 whole words.

Action Plan

Measurable Goals

Acadience RCS	Springmath
	Attendance
Acadience WWR	

Action Plan For: Acadience RCS

Measurable Goals:
By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
K-3 teachers will use UFLI, Repeated reading/paragraph shrinking, authentic texts, small group instruction, and other evidence-based strategies in their daily curriculum to increase their RCS.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - Assistant Principal K-3 teachers Title I teachers Becky Wagner - School psychologist	Federal funds will support UFLI, FlyLeaf Decodeables and other evidence-based strategies/resources.	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide an opportunity for a successful transition to Kindergarten by offering Camp Your Way to Kindergarten		2026-08-10	2026-08-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - AP K teachers Title I teachers School Counselor - Kim Kauffman Other teachers in district to help facilitate	Federal funds will support salary/benefits of staff and supplies for a one week Camp on your Way to Kindergarten transition	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in the percentage of K-3 students that are at or above benchmark in their	Acadience data - Progress monitoring will be completed weekly for intensive students/biweekly for strategic and

RCS score in Acadience Seamless transition to Kindergarten will help increase BOY Acadience benchmark scores	monthly for cutline students. Becky Wagner/School Psychologist Jennifer Esh/Principal TBD/AP Title I teachers K-3 teachers
--	--

Action Plan For: Spring Math

Measurable Goals:
By June 3, 2027, 50% of Lewistown Elementary 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 Math instructors will administer Spring Math Assessments in Fall, Winter and Spring		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
K-3 Classroom teachers Title 1 Math instructors - Karin Muir, Meg Rupert, Amber Fuller Principal - Jennifer Esh	Federal funds will support SpringMath assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Class-wide and individual interventions groups developed for students to be facilitated daily.	Fall, Winter, and Spring Assessment results will be analyzed during scheduled data analysis time. (Monthly meetings, Act 80 days, and when deemed necessary for change in interventions Title Math instructors/classroom teachers school psychologist - Becky Wagner Principal - Jennifer Esh Asst. Principal - TBD

Action Plan For: Acadience WWR

Measurable Goals:
By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Grade 1 teachers will use UFLI, repeated reading/paragraph shrinking, authentic texts, small group instruction, and other evidence-based strategies/resources in their daily curriculum to increase their WWR.		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh/Principal Kelly Strausburg/AP Grade 1 teachers Becky	Federal funds will support UFLI, FlyLeaf Decodeables and other evidence-based strategies/resources.	No	

Wagner/School psychologist			
----------------------------	--	--	--

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in the percentage of Grade 1 students that are at or above benchmark in their WWR score in Acadience.	Acadience data - Progress monitoring will be completed weekly for intensive students/biweekly for strategic and monthly for cutline students. Becky Wagner/School Psychologist Jennifer Esh/Principal TBD/AP Title I teachers K-3 teachers

Action Plan For: Attendance

Measurable Goals:
By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.

Action Step	Anticipated Start Date	Anticipated Completion Date
LES' regular attendance will be 90%. We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group.	2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Jennifer Esh - Principal Kelly Strausburg - AP Paula Pearce - Attendance Secretary School Resource Officer Kimberly Kauffman- School Counselor District social workers	Skyward reports	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in attendance for all student group and students with disabilities.	Run Skyward reports quarterly. Send attendance letters home as they generate Communicate with parents - phone/email/ClassDojo Have SAIC and TEP meetings with parents TBD - AP Paula Pearce - Attendance secretary Jennifer Esh - Principal

Action Plan For: LETRS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PaTTAN	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. PaTTAN	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in effective and explicit teaching of reading and spelling in K-3 classroom. Increase the number of students reading at their respective grade level.	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training resources. Tiu 11 PD Facilitators or LETRS Unit of Study

Action Plan For: PBIS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 3, 2027 our regular attendance will be 90%. (all sub-groups) We will also be tracking students with disabilities (TSI) sub-group. As a sub-group they will have the same goal as all student group. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh - Principal Kelly Strausburg - Asst. Principal PBIS Core Team PBIS Coaches	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 which will lead to a reduction of minor and major behavioral referrals.	ODRs (office discipline referrals) will be reviewed daily and data reports will be shared monthly with the staff/team through email and in person meetings. TBD/AP Jennifer Esh/Principal Kelly Strausburg/Building leader PBIS team/teachers PBIS coaches/Emma Wilson, Jillian Kochenderfer, Casey Goss
---	--

Action Plan For: MTSS

Measurable Goals:
- By June 3, 2027, 85% of Lewistown Elementary School's K-3 students will be performing at or above benchmark in their reading composite score using Acadience. - By June 3, 2027, 50% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. - By June 3, 2027, 85% of Lewistown Elementary School's first grade students will be performing at or above benchmark in whole words read in Acadience.

Action Step		Anticipated Start Date	Anticipated Completion Date
LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model		2026-08-31	2027-06-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jennifer Esh- Principal Kelly Strausburg -Asst. Principal Becky Wagner- 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 II levels of support	Frequent and direct monitoring and charting of student response to intervention. Academically - Progress monitoring will be completed weekly for intensive, biweekly for strategic, and monthly for cutline students. Tier 3 meetings are held every 8 weeks for students that are not making expected progress. Jennifer Esh/Principal Becky Wagner/ School psychologist Title I and classroom teachers Behaviorally - SRSS screener will be given 3 times a year (beginning, middle, end). Data will be used to identify supports needed for our students in need of Tier 2 and Tier 3 services. Weekly progress updates are communicated with families in tiered supports. TBD/AP Kim Kauffman/School counselor Tier 2 team Becky Wagner/school psychologist

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	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	Salaries - 6 Title I Reading teachers and 3 Title I Math teachers	625982	
Instruction	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	Camp on the Way to Kindergarten - Salaries	7000	
Other Expenditures	- Acadience RCS - Spring Math - Acadience WWR - Attendance - LETRS - PBIS - MTSS	MTSS Supplies	12729	
Instruction	- Acadience RCS - Spring Math - Acadience WWR - Attendance	Benefits - 6 Title I Reading teachers and 3 Title I Math teachers	361208	

	• LETRS • PBIS • MTSS			
Instruction	• Acadience RCS • Spring Math • Acadience WWR • Attendance • LETRS • PBIS • MTSS	Camp on the Way to Kindergarten - Benefits	1760	
Total Expenditures				1008679

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
LETRS	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development
PBIS	PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students
MTSS	LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model

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

Action Step		
Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development		
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 Volume I and Volume II		
Lead Person/Position	Anticipated Start	Anticipated Completion
Steven DeArment/Chief Academic Officer Jennifer Esh Principal PaTTAN Facilitators for LETRS Units of Study.	2026-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	Units 1-4 2026-2027 School Year Units 5-8 2026-2027 School Year
Observation and Practice Framework Met in this Plan	
4d: Participating in a Professional Community 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

PBIS

Action Step
PBIS Ready, Responsible, Respectful and Safe expectations modeled and taught to all students
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 LES.		
Lead Person/Position	Anticipated Start	Anticipated Completion
PBIS Core Team	2026-07-01	2027-06-30

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 • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 4c: Communicating with Families	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

MTSS

Action Step		
• LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System (MTSS) model		
Audience		
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
Jennifer Esh Principal TBD - AP Title 1 Reading and Math Teachers K-3 teachers Becky Wagner - School 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 • 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
Language and Literacy Acquisition for All Students

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Jennifer L. Esh	
School Improvement Facilitator Signature	Date