

Strodes Mills El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Strodes Mills El Sch		111444602
Address 1		
185 Chestnut Ridge Rd		
Address 2		
City	State	Zip Code
McVeytown	PA	17051
Chief School Administrator		Chief School Administrator Email
Mr Vance S Varner		vsv55@mcsdk12.org
Principal Name		
Travis Zook		
Principal Email		
thz57@mcsdk12.org		
Principal Phone Number		Principal Extension
7172487154		1505
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Travis Zook	Principal	MCSD/Strodes Mills Elementary	thz57@mcsdk12.org
Mandy Hartzler	Teacher	MCSD/Strodes Mills Elementary	mlm56@mcsdk12.org
Sylvia Franklin	Teacher	MCSD/Strodes Mills Elementary	slf48@mcsdk211.org
Zachary Sigler	Teacher	MCSD/Strodes Mills Elementary	zls45@mcsdk12.org
Natalie Powell	Teacher	MCSD/Strodes Mills Elementary	nrm13@mcsdk12.org
Leah Noerr	Teacher	MCSD/Strodes Mills Elementary	lcn21@mcsdk12.org
Heather Benfer	Teacher	MCSD/Strodes Mills Elementary	hdm13@mcsdk12.org
Brooke Marker	Education Specialist	MCSD/Strodes Mills Elementary	blm50@mcsdk12.org
Amelia Nultn	Education Specialist	MCSD/Strodes Mills Elementary	ajn15@mcsdk12.org
Steven DeArment	District Level Leaders	MCSD/Strodes Mills Elementary	sfd12@mcsdk12.org
Jessica Specht	Parent	Community Representation	morjes04@gmail.com
Megan Shawver	Parent	Community Member	mrs5404@gmail.com
Mr. Vance Varner	Chief School Administrator	MCSD	vsv55@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 PSSA results released by PDE reports 51.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 1.0% from the 2023-2024 PSSA results released by PDE which reports 50.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	2024-2025 PSSA results released by PDE reports 43.8% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 1.6%, from 42.2% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.
White	2024-2025 PSSA results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

2024-2025 PSSA results released by PDE reports 63.5% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 19.4% from the 2023-2024 PSSA results released by PDE which reports 44.1% of our grade 3 students scored at the advanced/proficient level Mathematics.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
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Economically Disadvantaged	Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 14.4%, from 35.6% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.
White	White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.

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 our All Student Group is 81.5%. This is a decrease of 2.9% from the previous year and also exceeds the statewide average of 79.6%.

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.

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

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.

2024-2025 PSSA results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.
Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.
White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics 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.

51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.

Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Grade K	67% of Grade K students are At or Above Benchmark on EOY Reading Composite Score. Increase of 1% from the previous year.
Acadience Grade 1	50% of Grade 1 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 13% from previous year.
Acadience Grade 2	49% of Grade 2 students are At or Above Benchmark on EOY Reading Composite Score. Decrease of 1% from previous year.
Acadience Grade 3	52% of Grade 3 students are At or Above Benchmark on EOY Reading Composite Score. Increase of 11% from previous year.

English Language Arts Summary

Strengths

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

Challenges

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

Data	Comments/Notable Observations
Spring Math Grade K	92% of students "Met Target" on Spring Screen. Increase of 84% from Fall Screen.
Spring Math Grade 1	44% of students "Met Target" on Spring Screen. Increase of 13% from Fall Screen.
Spring Math Grade 2	61% of students "Met Target" on Spring Screen. Increase of 54% from Fall Screen.
Spring Math Grade 3	21% of students "Met Target" on Spring Screen. Increase of 4% from Fall Screen.

Mathematics Summary

Strengths

SMES teachers continue to use Spring Math with fidelity.
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Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.
Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

Challenges

Students get stuck on one skill for an extended period of time.
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
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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.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Summary

Strengths

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

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

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

Challenges

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

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

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

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2024 ELA PSSA	Economically Disadvantaged students 7.2% below the All-Student Group.
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2024 Math PSSA	Economically Disadvantaged students 13.5% below the All Student Group.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
White	63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

Summary

Strengths

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

51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.
63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.

Challenges

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

43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Mathematics PSSA

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

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

Summary

Strengths

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

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Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Identify and address individual student learning needs.

Challenges

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

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Continuously monitor implementation of the school improvement plan and adjust as needed.
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
2024-2025 PSSA results released by PDE reports 53.1% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is an increase of 3.1%, from 50.0% of grade 3 students who performed at the advanced/proficient level in English Language Arts from the previous year.	False
Students with Disabilities - Attendance is 83.6% for 2024-2025 which is 2.1% above the All Student Group.	False
White - 2024-2025 PSSA results released by PDE reports 66.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is an increase of 22.1%, from 43.9% of grade 3 students who performed at the advanced/proficient level in Mathematics from the previous year.	False
SMES frequently and directly monitors and charts student response to interventions based on an MTSS framework. District psychologists worked collaboratively to rewrite MTSS handbook.	False
Grade level data teams' analysis of student growth in Core Phonics Screener and Acadience Pathway to Progress.	False
Heggerty, Heggerty Bridge the Gap, ERI, Phonics for Reading, LLI, 95% Group, Blevin's Building Reading Success, Sound Partners, Phonics Plug-In, Flyleaf Decodable Readers, Flow Fluency are all used as evidence-based resources and interventions. SMES teachers use these resources with fidelity based on the differentiated needs of students.	False
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.	True
SMES teachers continue to use Spring Math with fidelity.	False
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.	True
SMES Title I math teacher provides ongoing support and coaching to analyze Spring Math data with K-3 teachers during Act 80 professional development days.	False
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
51% of All Student group in comparison to 53.1% of White Student group were Advanced/Proficient on 2025 ELA PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
63.5% of All Student group in comparison to 66% of White Student group were Advanced/Proficient on 2025 Math PSSA. Since all other Race/Ethnicity subgroups are listed as IS (Insufficient Sample), we are pleased to note these percentages show equity in our performance of other Race/Ethnicity subgroups.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Identify and address individual student learning needs.	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
51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%	True
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.	True
Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.	True
Deficit in phonemic awareness and phonics skills have created an "inverted triangle" of students in grade K and 1 that are likely in need of strategic or intensive support.	False
Students get stuck on one skill for an extended period of time.	False
Assigning peer to peer partner review needs to be done strategically and monitored frequently for effectiveness.	False
The technical pieces could be resolved by working closely with the tech department to make the login process more user friendly.	False
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	False

in terms of being able to collect classroom data and uploading items to the students online portfolio.	
43.8% of Economically Disadvantaged students were Advanced/Proficient on the 2025 ELA PSSA	False
50.0% of Economically Disadvantaged students were Advanced/Proficient on the 2025 Mathematics PSSA	False
Continuously monitor implementation of the school improvement plan and adjust as needed.	False
Having the human, fiscal and programmatic capital resources to identify and meet the individual and diverse student learning needs of all students.	False

Most Notable Observations/Patterns

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

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern. 2024 PSSA results released by PDE reports 51.0% of our grade 3 students scored at the advanced/proficient level in English Language Arts. This is a slight increase of 1.0% from 2024. 63.5% of All Student group were Advanced/Proficient on 2024-2025 Math PSSA. Statewide average is 41.7%. There continues to be a deficit in phonemic awareness and phonics skills of students in grade K and 1 that are likely in need of strategic or intensive support. Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff. Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices Heggerty, UFLI, 95% Group, West Virginia Phonics, Early Reading Intervention, iReady, Flyleaf Decodable Readers and Flow Fluency, continue to be used as supplemental resources. SMES teachers use these resources with fidelity.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
51% of All Student group were Proficient or Advanced on 2024 ELA PSSA - Statewide goal is 70.3% Statewide average is 53.9%	Implementation of Core Phonics Screener as universal assessment in grades K-3. Implementation of University of Florida Literacy Institute Phonics (UFLI), Heggerty Phonemic Awareness, Flyleaf Decodable Readers and Early Reading Intervention (ERI) to strengthen phonemic awareness and phonics instruction. Pilot of Story Champs/Step Up to Writing and Heggerty Bridge to Writing to strengthen K-3 language/writing/comprehension program.	True
Economically Disadvantaged - 2024-2025 PSSA results released by PDE reports 50.0% of our grade 3 students scored at the advanced/proficient level in Mathematics. This is below the the All Student Group which is 63.5%.	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. 2025-2026 a new math series, I-Ready was implemented in the school.	True
Economically Disadvantaged - Attendance is 77.7% for 2024-2025 which is 3.8% below the All Student Group.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Monthly grade level meetings from 2:45 to 3:30 to meet to support fidelity of approved use of RTI for SLD determination in the area of Reading.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework.	Utilization of Pathways of Progress from Acadience to make decisions regarding tiered supports.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	A variety of assessments are used to frequently and directly monitor and chart student response to interventions. (Core Phonic Screener, Acadience, Spring Math)
Implement a multi-tiered system of supports for academics and behavior. MTSS handbook has recently been updated and distributed to all K-3 staff.	Strodes Mills continues to develop/refine a Multi-Tiered System of Support handbook to assure fidelity of implementation by all stakeholders. MTSS handbook recently rewritten with PaTTAN (Dr. Collins) during the summer of 2023.

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Federal Program Coordinator meets monthly with building principal to determine how Title I funds can supplement programmatic and human resources to support student and building needs identified in school improvement plan.
Identify and address individual student learning needs.	Title I funds will support the purchase of MTSS resources, staff professional development (LETRS) and highly qualified Title I reading and math intervention teachers.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implementation of Heggerty and UFLI with Fidelity to strengthen phonemic awareness and phonics instruction. Implementation of Core Phonics Screener as universal assessment in grades K-3.
	Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics was used for the first time in 2025-2026 as the new core math resource for all K-3 classrooms. Strodes Mills will work to improve the use and effectiveness of the I-Ready resource.

Goal Setting

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

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.			
Measurable Goal Nickname (35 Character Max)			
Tier I /Acadience Reading Composite			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 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, 60% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.	By June 1, 2027, 70% of K-1 students will be performing At or Above Benchmark on their Reading Composite Score in Acadience.

Priority: Strodes Mills will continue implementation of Spring Math interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student. i-Ready Mathematics was used for the first time in 2025-2026 as the new core math resource for all K-3 classrooms. Strodes Mills will work to improve the use and effectiveness of the I-Ready resource.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 1, 2026, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.			
Measurable Goal Nickname (35 Character Max)			
Spring Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By November 1, 2026, 20% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By January 30, 2027, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.	By March 30, 2027, 50% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview	By June 1, 2027, 70% of Strodes Mills Elementary K-3 students will have 'Met Target' based on Spring Math School Overview

Action Plan

Measurable Goals

Tier I /Acadience Reading Composite	Spring Math
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Action Plan For: Heggerty Phonemic Awareness

Measurable Goals:
By June 1, 2027, 70% 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.		2026-08-24	2027-06-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kindergarten/Grade 1 Classroom Teachers	Heggerty Phonemic Awareness Curriculum	No	

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

Action Plan For: MTSS

Measurable Goals:
By June 1, 2027, 70% 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
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Travis Zook/Principal Amelia Nulton/School Psychologist	Federal Funds will support Universal Screeners/Evidence Based Interventions/Standards Based Core Curriculum/Reading and Math Intervention Teachers	Yes	

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

Action Plan For: PBIS

Measurable Goals:
By June 1, 2027, 70% 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
PBIS Ready, Responsible, Respectful and Safe expectations modeled to all students. Each grade level will take a turn planning quarterly celebrations.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
PBIS Core Team	Federal Funds will support PBIS Handbook/funding for PBIS rewards and celebrations.	Yes	

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

Action Plan For: Spring Math

Measurable Goals:

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.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Natalie Powell/Title I Math	Federal Funds will support Spring Math Assessment	No	

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

Action Plan For: Early Reading Intervention

Measurable Goals:
By June 1, 2027, 70% 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.	2026-08-24	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Mandy Hartzler/Sylvia Franklin/Zachary Sigler/Title I Reading Specialists	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, 70% 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.	2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Travis Zook/Building Principal K-2 Classroom Teachers	UFLI Travis Zook/Building Principal K-2 Classroom Teachers	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Improvement with Acadience students' progress monitoring in FSF, PSF, NWF/WWR.	Acadience Data BOY/MOY/EOY
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Action Plan For: Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development

Measurable Goals:
By June 1, 2027, 70% 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.		2026-08-24	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Travis Zook/Building Principal Steven DeArment/Chief Academic Officer	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development Training Resources. Language Essentials for Administrators (LETRS) Professional Development Training Resources. TIU 11 Professional Development Facilitators for LETRS Units of Study.	Yes	

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

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI)	4 Title I Reading/Math Teacher Salary/Benefits	1	
Instruction	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention • University of Florida Literacy Institute (UFLI)	Camp on the Way to Kindergarten Salary/Benefits	1	
Other Expenditures	• Heggerty Phonemic Awareness • MTSS • PBIS • Spring Math • Early Reading Intervention	MTSS Supplies	1	

	University of Florida Literacy Institute (UFLI)			
Total Expenditures				3

Professional Development

Professional Development Action Steps

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

Problem Solving Team Meetings (PST)

Action Step		
SMES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model		
Audience		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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	
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		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	
2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2c: Managing Classroom Procedures 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness	
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		
Topics to be Included		
Evidence of Learning		
Lead Person/Position	Anticipated Start	Anticipated Completion

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	
1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques	

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|--|
| <ul style="list-style-type: none">• 3d: Using Assessment in Instruction• 4a: Reflecting on Teaching• 4d: Participating in a Professional Community |
| 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
Travis Zook	2026-06-24
School Improvement Facilitator Signature	Date