Lee Park El Sch

ATSI Title 1 School Plan | 2026 - 2027

EXHIBIT - G - 1

Profile and Plan Essentials

School		AUN/Branch
Lee Park El Sch		118403003
Address 1		
99 Lee Park Ave		
Address 2		
City	**State**	**Zip Code**
Hanover Township	PA	18706
Chief School Administrator		**Chief School Administrator Email**
Mr Daniel M Malloy		dmalloy@hanoverarea.net
Principal Name		
Terry Schnee		
Principal Email		
tschnee@hanoverarea.net		
Principal Phone Number		**Principal Extension**
5708312300		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Vision for Learning

Vision for Learning

The Hanover Area School District is committed to providing a safe learning environment in which students are encouraged to achieve their highest potential as they mature into productive members of the community.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

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

Comments/Notable Observations

All Students: 34.0% proficient. White students: 39.6%, the highest reported proficiency rate. Black students: 31.9% proficient. Hispanic students: 26.7% proficient. Economically Disadvantaged students: 33.6% proficient. English Learners: 13.5% proficient. Students with Disabilities: 11.4% proficient, the lowest reported rate. Combined Ethnicity: 28.8% proficient.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	In the 2024–2025 school year, the school's overall PSSA ELA/Literature Academic Growth Score was 74.0, slightly below the statewide average of 75.4 by 1.4 points.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	PSSA ELA results indicate that 11.4% of Students with Disabilities demonstrated proficiency. This highlights a need for targeted instructional support, differentiated learning strategies, and individualized interventions to strengthen reading comprehension, writing skills, and overall ELA achievement.

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

PSSA Math results indicate that 26.6% of all students demonstrated proficiency. White students had the highest reported proficiency rate at 38.9%, followed by Hispanic students at 18.9% and Black students at 8.5%. Economically Disadvantaged students scored 24.4%, while English Learners scored 13.2% and Students with Disabilities scored 17.1%. These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps, particularly among Black students, English Learners, and Students with Disabilities.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps.

Challenges

ESSA Student Subgroups	Indicator
English Learners	PSSA results indicate that 13.2% of English Learners (ELLs) demonstrated proficiency in Math, highlighting a need for additional academic support. Targeted instruction, vocabulary development, visual supports, and opportunities to apply mathematical concepts can help strengthen students' math skills and improve overall achievement.

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

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

Comments/Notable Observations

During the 2024–2025 school year, the school's PSSA ELA/Literature Academic Growth Score was 74.0, exceeding the statewide growth standard of 70.0 but falling slightly below the statewide average of 75.4. These results indicate that the school met the state's academic growth standard, while continued focus on effective instructional practices and targeted interventions can help strengthen student growth in English Language Arts.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.

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

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

Comments/Notable Observations

PSSA Math growth results show an overall Academic Growth Score of 53.0. Hispanic students scored 70.0, Students with Disabilities scored 67.0, and the Combined Ethnicity group scored 63.0. White students scored 59.0, while Economically Disadvantaged students scored 54.0.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	PSSA Math growth results show an overall Academic Growth Score of 53.0. Hispanic students scored 70.0,

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The lowest reported rate was among Black students at 39.6%.

English Language Growth and Attainment

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

Comments/Notable Observations

During the 2024–2025 school year, the school's English Language Growth and Attainment rate was 26.7%, compared with the statewide average of 32.4%. Although the school met its interim goal/improvement target, performance remained 5.7 percentage points below the state average and well below the 2033 statewide goal of 70.3%. C

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	English Language Growth and Attainment results show an overall rate of 26.7%. English Learners also had a rate of 26.7%, while Economically Disadvantaged students scored 30.0%. Hispanic students and the Combined Ethnicity group each had a rate of 25.0%.

Challenges

ESSA Student Subgroups	Indicator
Hispanic	English Language Growth and Attainment results show an overall rate of 26.7%. English Learners also had a rate of 26.7%, while Economically Disadvantaged students scored 30.0%. Hispanic students and the Combined Ethnicity group each had a rate of 25.0%.

Regular Attendance

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

Comments/Notable Observations

During the 2023–2024 school year, 61.3% of students were not chronically absent, falling below the statewide average of 79.6% and the statewide performance standard of 94.1%. The school did not meet the performance standard, indicating a need to strengthen attendance initiatives, improve family engagement, and address barriers to regular school attendance to increase student attendance and academic success.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	Regular attendance data show that 61.3% of all students were not chronically absent. English Learners had the highest rate at 78.8%, followed by White students at 71.6%.

Challenges

ESSA Student Subgroups	Indicator

African-American/Black	Regular attendance data show that 61.3% of all students were not chronically absent. The lowest reported rate was among Black students at 39.6%.

Career Standards Benchmark

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

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

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.

PSSA Math results indicate that 26.6% of all students demonstrated proficiency. White students had the highest reported proficiency rate at 38.9%, followed by Hispanic students at 18.9% and Black students at 8.5%. Economically Disadvantaged students scored 24.4%, while English Learners scored 13.2% and Students with Disabilities scored 17.1%. These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps, particularly among Black students, English Learners, and Students with Disabilities.
These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps.
During the 2024–2025 school year, the school's PSSA ELA/Literature Academic Growth Score was 74.0, exceeding the statewide growth standard of 70.0 but falling slightly below the statewide average of 75.4. These results indicate that the school met the state's academic growth standard, while continued focus on effective instructional practices and targeted interventions can help strengthen student growth in English Language Arts.
PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.

Challenges

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

All Students: 34.0% proficient. White students: 39.6%, the highest reported proficiency rate. Black students: 31.9% proficient. Hispanic students: 26.7% proficient. Economically Disadvantaged students: 33.6% proficient. English Learners: 13.5% proficient. Students with Disabilities: 11.4% proficient, the lowest reported rate. Combined Ethnicity: 28.8% proficient.
PSSA results indicate that 13.2% of English Learners (ELLs) demonstrated proficiency in Math, highlighting a need for additional academic support. Targeted instruction, vocabulary development, visual supports, and opportunities to apply mathematical concepts can help strengthen students' math skills and improve overall achievement.
PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.
During the 2024–2025 school year, the school's English Language Growth and Attainment rate was 26.7%, compared with the statewide average of 32.4%. Although the school met its interim goal/improvement target, performance remained 5.7 percentage points below the state average and well below the 2033 statewide goal of 70.3%. C

Local Assessment

English Language Arts

Data	Comments/Notable Observations
All students did not meet ELA performance standards or growth standards	The PSSA English Language Arts (ELA) data show that 34.0% of all students demonstrated proficiency. Performance varied across student groups, with notable differences among racial/ethnic groups and student populations.

English Language Arts Summary

Strengths

Title I Specialist support classroom teachers and provide small group supplemental instruction.

Challenges

Attendance

Mathematics

Data	Comments/Notable Observations
All students did. not meet math performance standards	not part of the schoolwide focus

Mathematics Summary

Strengths

Support of math coach (not Title I programming)

Challenges

N/A

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	N/A

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
A Career Education and Work (CEW) Standards - Exposure with a focus on career awareness and self discovery. Lee Park students are introduced to local and global professions. The students explore career clusters.The student focus is to connect their interests and strengths with future career opportunities. Discussion of teamwork and collaboration are discussed.	The third grade students engage in an interest survey. Discussions and hands-on activities with the 3rd grade students. Students discuss school connection to the career work environment is correlated through a project of future career interests. Social awareness is discussed in conjunction with career readiness. 339 folders evidence collection.
The Lee Park Elementary students continue with additional career exposure, viewing career videos and follow up writing/career projects. 339 career compliance with students compiling evidence of their career exploration for their 339 folder. The 4th grade students delve deeper into the professions discussing career professions, career opportunities and business ownership.	Students choose 2 careers and with a corresponding sheet write and elaborate on school, subject area strength and career connection. Students engage in real world application of their strengths, problem solving, interests and vision of career pathways they would be interested in. Continue to build upon the career pathway foundation. Social awareness is discussed in conjunction with career readiness.

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.

N/A

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.

N/A

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
PSSA results indicate that English Learners demonstrated low proficiency in both ELA and Math. In ELA, 13.5% of English Learners achieved proficiency, compared with 13.2% in Math. English language growth and attainment was 26.7%, below the statewide average of 32.4%	These results highlight the need for targeted instruction, vocabulary development, and language supports integrated into reading and mathematics lessons to improve English proficiency and academic achievement.

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA results indicate that Students with Disabilities demonstrated low proficiency in both reading and math. In ELA, 11.4% of students achieved proficiency, compared with 17.1% in Math.	hese results highlight the need for differentiated instruction, individualized interventions, and targeted support in reading comprehension, written expression, and mathematical problem-solving to improve academic achievement and close performance gaps.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

N/A

Challenges

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

N/A

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

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

Summary

Strengths

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

>

ELA and Reading instruction is aligned to the PA Academic Standards
Title I remedial reading and small group instruction
Assessment data is analyzed and instruction is data driven

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?

>

Attendance
Achievement Gap

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
PSSA Math results indicate that 26.6% of all students demonstrated proficiency. White students had the highest reported proficiency rate at 38.9%, followed by Hispanic students at 18.9% and Black students at 8.5%. Economically Disadvantaged students scored 24.4%, while English Learners scored 13.2% and Students with Disabilities scored 17.1%. These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps, particularly among Black students, English Learners, and Students with Disabilities.	False
These results highlight a need to strengthen mathematics instruction, provide targeted interventions, and address achievement gaps.	False
During the 2024–2025 school year, the school's PSSA ELA/Literature Academic Growth Score was 74.0, exceeding the statewide growth standard of 70.0 but falling slightly below the statewide average of 75.4. These results indicate that the school met the state's academic growth standard, while continued focus on effective instructional practices and targeted interventions can help strengthen student growth in English Language Arts.	False
PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.	False
PSSA Math growth results show an overall Academic Growth Score of 53.0. Hispanic students scored 70.0,	False
English Language Growth and Attainment results show an overall rate of 26.7%. English Learners also had a rate of 26.7%, while Economically Disadvantaged students scored 30.0%. Hispanic students and the Combined Ethnicity group each had a rate of 25.0%.	False
Regular attendance data show that 61.3% of all students were not chronically absent. English Learners had the highest rate at 78.8%, followed by White students at 71.6%.	False
Title I Specialist support classroom teachers and provide small group supplemental instruction.	True
Support of math coach (not Title I programming)	False
N/A	False

N/A	False
N/A	False
ELA and Reading instruction is aligned to the PA Academic Standards	False
Title I remedial reading and small group instruction	False
Assessment data is analyzed and instruction is data driven	False

Challenges

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

Strength	Check for Consideration in Plan
All Students: 34.0% proficient. White students: 39.6%, the highest reported proficiency rate. Black students: 31.9% proficient. Hispanic students: 26.7% proficient. Economically Disadvantaged students: 33.6% proficient. English Learners: 13.5% proficient. Students with Disabilities: 11.4% proficient, the lowest reported rate. Combined Ethnicity: 28.8% proficient.	False
PSSA results indicate that 13.2% of English Learners (ELLs) demonstrated proficiency in Math, highlighting a need for additional academic support. Targeted instruction, vocabulary development, visual supports, and opportunities to apply mathematical concepts can help strengthen students' math skills and improve overall achievement.	False
PSSA ELA growth results show an overall Academic Growth Score of 74.0, exceeding the statewide growth standard of 70.0. Hispanic students and the Combined Ethnicity group scored 75.0, while White students scored 74.0 and Economically Disadvantaged students scored 71.0. Students with Disabilities had the lowest reported growth score at 65.0, falling below the state standard.	False
During the 2024–2025 school year, the school's English Language Growth and Attainment rate was 26.7%, compared with the statewide average of 32.4%. Although the school met its interim goal/improvement target, performance remained 5.7 percentage points below the state average and well below the 2033 statewide goal of 70.3%. C	True
English Language Growth and Attainment results show an overall rate of 26.7%. English Learners also had a rate of 26.7%, while Economically Disadvantaged students scored 30.0%. Hispanic students and the Combined Ethnicity group each had a rate of 25.0%.	False
During the 2023–2024 school year, 61.3% of students were not chronically absent, falling below the statewide average of 79.6% and the statewide performance standard of 94.1%. The school did not meet the	False

performance standard, indicating a need to strengthen attendance initiatives, improve family engagement, and address barriers to regular school attendance to increase student attendance and academic success.	
Regular attendance data show that 61.3% of all students were not chronically absent. The lowest reported rate was among Black students at 39.6%.	False
The lowest reported rate was among Black students at 39.6%.	False
PSSA Math growth results show an overall Academic Growth Score of 53.0. Hispanic students scored 70.0, Students with Disabilities scored 67.0, and the Combined Ethnicity group scored 63.0. White students scored 59.0, while Economically Disadvantaged students scored 54.0.	False
Attendance	True
N/A	False
N/A	False
N/A	False
N/A	False
Attendance	False
Achievement Gap	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.

Increased need for remediation and small group instruction for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
During the 2024–2025 school year, the school's English Language Growth and Attainment rate was 26.7%, compared with the statewide average of 32.4%. Although the school met its interim goal/improvement target, performance remained 5.7 percentage points below the state average and well below the 2033 statewide goal of 70.3%. C	Additional collaborative efforts with ELL and Title I	True
Attendance	Increased attendance initiatives/family outreach	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Title I Specialist support classroom teachers and provide small group supplemental instruction.	Data driven instruction

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Targeted strategies, available resources
	Need for fidelity and consistency of the program. It is in place but needs continued reflective action.

Goal Setting

Priority: Targeted strategies, available resources

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students in Grade 3 and 4 will demonstrate an increase in local assessments and state testing.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 & 4 Reading/ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baselines-Baseline Study Island benchmark, review GATES and PSSA (4th) from prior year.	Ongoing progress monitoring. Increase in Study Island Benchmark.	Increase in Study Island Benchmark.	Grade level equivalency on GATES, increased proficiency on PSSA (4th), increased scores for final Study Island Benchmark.

Priority: Need for fidelity and consistency of the program. It is in place but needs continued reflective action.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
School attendance will meet PA Future Ready Standards. Students attendance will increase due to implementation of SWPB plan and attendance specific initiatives.			
Measurable Goal Nickname (35 Character Max)			
attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline attendance %	Increase attendance by 10%	Attendance 85% or higher	90% attendance rate

Action Plan

Measurable Goals

Grade 3 & 4 Reading/ELA	
attendance	

Action Plan For: SWPB Programing

Measurable Goals:
• School attendance will meet PA Future Ready Standards. Students attendance will increase due to implementation of SWPB plan and attendance specific initiatives.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Through the implementation of the SWBP and attendance specific initiatives, student attendance will increase.		2026-08-24	0007-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal	PATHS, incentives	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Through the implementation of the SWBP and attendance specific initiatives, student attendance will increase.	Bi-weekly attendance reports, PLCs., ongoing reflection of PBIS programming.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SWPB Programing	Through the implementation of the SWBP and attendance specific initiatives, student attendance will increase.

Data driven instruction

Action Step		
• Through the implementation of the SWBP and attendance specific initiatives, student attendance will increase.		
Audience		
Classroom teachers		
Topics to be Included		
Using data to drive instruction Differentiation		
Evidence of Learning		
Classroom observation, academic achievement,		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building principal/DOC, Title I	2026-08-24	0007-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Monthly data review, Inservice day topics ongoing
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 • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Hanover Area Memorial El Sch

TSI Title 1 School Plan | 2026 - 2027

EXHIBIT - G - 2

Profile and Plan Essentials

School		AUN/Branch
Hanover Area Memorial El Sch		118403003
Address 1		
80 W Saint Marys Rd		
Address 2		
City	**State**	**Zip Code**
Hanover Township	PA	18706
Chief School Administrator		**Chief School Administrator Email**
Mr Daniel M Malloy		dmalloy@hanoverarea.net
Principal Name		
Terry Schnee		
Principal Email		
tschnee@hanoverarea.net		
Principal Phone Number		**Principal Extension**
5708312300		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Vision for Learning

Vision for Learning

The Hanover Area School District is committed to providing a safe learning environment in which students are encouraged to achieve their highest potential as they mature into productive members of the community.

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

The school's proficiency rate of 39.2% is 10.7 percentage points below the statewide average of 49.9%. Significant distance from the 2033 goal: The school is 41.9 percentage points below the statewide goal of 81.1%. Most students have not reached proficiency: Based on the reported percentage, 60.8% of students did not score at the Proficient or Advanced levels.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	A key strength in the 2024–2025 English Language Arts/Literature data is the White student group, with 50.7% of students scoring Proficient or Advanced. This is the highest reported proficiency rate among the listed student groups and is 11.5 percentage points higher than the All Student Group rate of 39.2%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	A significant challenge identified in the 2024–2025 English Language Arts/Literature data is the low proficiency rate among students with disabilities, at 7.9% Proficient or Advanced. This is 31.3 percentage points below the All Student Group rate of 39.2% and indicates a substantial need for targeted literacy support. Other student groups also demonstrate achievement gaps. English Learners have a proficiency rate of 22.2%, Black students have a rate of 20.0%, and Hispanic students have a rate of 32.5%

Proficient or Advanced in Mathematics/Algebra

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

Comments/Notable Observations

The primary concern in Mathematics/Algebra 1 is the low overall proficiency rate of 30.0%, with particularly significant gaps for students with disabilities and Black students. A focused approach to foundational skills, algebra instruction, differentiated support, and regular progress monitoring can help improve achievement and reduce disparities across student groups.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	A strength identified in the 2024–2025 Mathematics/Algebra 1 data is the performance of the White student group, with 39.6% of students scoring Proficient or Advanced. This proficiency rate exceeds the All Student Group rate of 30.0% by 9.6 percentage points.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The results reveal achievement gaps among student groups, particularly for students with disabilities, whose proficiency rate was 4.8%,

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

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

Comments/Notable Observations

Although proficiency rates are low, the 2024–2025 academic growth results indicate a significant strength in student growth. The school earned an Academic Growth Score of 91.0, exceeding the statewide average growth score of 75.4 by 15.6 points.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	A key strength is the All Student Group score of 91.0, indicating strong academic growth in English Language Arts/Literature. White students also demonstrated strong growth, with a score of 94.0, which is 3 points higher than the overall student group score.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	A significant challenge is the academic growth score of 72.0 for students with disabilities, the lowest reported growth score among the listed student groups. This is 19 points below the All Student Group score of 91.0.

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

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

Comments/Notable Observations

The school's Mathematics/Algebra results indicate a strength in academic growth. The All Student Group exceeds the standard, demonstrating growth, with an Academic Growth Score of 84.0 compared with the statewide average of 74.9.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	The White student group scored 80.0, while Hispanic students and the Combined Ethnicity group each scored 79.0. T

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities received the lowest growth reported growth score, at 69.0, which is 15 points below the All Students group.

English Language Growth and Attainment

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

Comments/Notable Observations

The 2024–2025 results show that 13.6% of students met the reported measure for English Language Growth and Attainment. This result is substantially below both the statewide average and the statewide 2033 goal.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	During the 2024–2025 school year, Hispanic students and the Combined Ethnicity group achieved an English Language Growth and Attainment rate of 15.0%, exceeding the All Student Group rate of 13.6% by 1.4 percentage points. The school can review existing instructional practices and student supports to identify

Challenges

ESSA Student Subgroups	Indicator
English Learners	The English Learner group achieved an English Language Growth and Attainment rate of 13.6%

Regular Attendance

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

Comments/Notable Observations

During the 2023–2024 school year, 58.8% of students were not chronically absent. This result falls below both the statewide average of 79.6% and the statewide performance standard of 94.1%, indicating that student attendance is a significant area for improvement.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	English Learners had the highest reported regular attendance rate at 69.0%, which is 10.2 percentage points above the All Student Group rate of 58.8%. White students also performed above the overall rate, at 64.1%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities had the lowest reported regular attendance rate, at 47.4%, followed closely by Black students at 47.9%.

Career Standards Benchmark

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

Comments/Notable Observations

During the 2024–2025 school year, the school achieved a Career Standards Benchmark rate of 95.7%. This result exceeds the statewide average of 91.5% by 4.2 percentage points, demonstrating a relative strength in preparing students to meet career-related standards. However, the school remains 2.3 percentage points below the statewide performance standard of 98.0%.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	During the 2024–2025 school year, Hispanic students achieved a Career Standards Benchmark rate of 98.1%, exceeding the All Student Group rate of 95.7%.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Students with disabilities achieved a Career Standards Benchmark rate of 86.8%, the lowest among the reported student groups and 8.9 percentage points below the All Student Group rate.

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.

A key strength is the All Student Group score of 91.0, indicating strong academic growth in English Language Arts/Literature. White students also demonstrated strong growth, with a score of 94.0, which is 3 points higher than the overall student group score.
The White student group scored 80.0, while Hispanic students and the Combined Ethnicity group each scored 79.0. T
English Learners had the highest reported regular attendance rate at 69.0%, which is 10.2 percentage points above the All Student Group rate of 58.8%. White students also performed above the overall rate, at 64.1%.

Challenges

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

The school's proficiency rate of 39.2% is 10.7 percentage points below the statewide average of 49.9%. Significant distance from the 2033 goal: The school is 41.9 percentage points below the statewide goal of 81.1%. Most students have not reached proficiency: Based on the reported percentage, 60.8% of students did not score at the Proficient or Advanced levels.
The primary concern in Mathematics/Algebra 1 is the low overall proficiency rate of 30.0%, with particularly significant gaps for students with disabilities and Black students. A focused approach to foundational skills, algebra instruction, differentiated support, and regular progress monitoring can help improve achievement and reduce disparities across student groups.
Students with disabilities achieved a Career Standards Benchmark rate of 86.8%, the lowest among the reported student groups and 8.9 percentage points below the All Student Group rate.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
GATES MACGINITIE SCORES (BOY/EOY)	End of year GATES were completed and scores will be utilized to drive instruction and classroom placement/ability groups in 26-27

English Language Arts Summary

Strengths

Ongoing data team meetings (intervention reviews), analyze curriculum, and differentiation is based upon data driven instruction.
Additional diagnostic assessments and learning paths based upon results.
Implementation of Acadience Assessment
WIN Period for remediation

Challenges

Gaps in reading achievement . Intervention curriculum needs revision.
Attendance
Targeted instruction/differentiation

Mathematics

Data	Comments/Notable Observations
Weekly Math fact fluency	Math fact fluency scores increase. Once mastery is achieved, differentiated fluency drills are administered. This has helped with the overall math progress.
Math screeners	Math screeners determined areas of weakness and small groups were formed based upon the skills needed and prior PSSA data.

Mathematics Summary

Strengths

Ongoing data team meetings (intervention reviews), analyze curriculum, and differentiation is based upon data driven instruction.
Small group math instruction for remediation.
Math ALL and subgroups with exception of disability group met or exceeded the growth standard.

Challenges

Achievement gap
Attendance
Disability subgroup not meeting growth standards.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom observations	Teachers and students are engaging in increased hands-on and higher critical thinking activities. Implementation of new science standards and hands-on activities

Science, Technology, and Engineering Education Summary

Strengths

Reading and writing across all content areas.
Hands-on science algined to new standards

Challenges

Revision of science curriculum is necessary and must include more hands on (lab/problem solving) experiences.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Benchmarks	Met at 95.7%; increase methods to track and secure portfolio items.

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.

Continue to present the students with experiences in Career Readiness and continue with the plan.

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.

No challenges in this area.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ELL students are struggling with proficiency in ELA/Math	PSSA data

Students with Disabilities

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

Data	Comments/Notable Observations
ELL students are struggling with proficiency in ELA/Math	PSSA data

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Equity is always a priority in all subject areas and classroom/school experiences. The Title I program focuses on the entire school population.

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.

Equity is always a priority in all subject areas and classroom/school experiences. The Title I program focuses on the entire school population. Every effort is made to ensure differentiation and data driven instruction is a high priority.
Disability subgroup is not achieving the growth standard.

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	Emerging
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	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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?

>

High expectations for all students.
Multiple professional learning opportunities.
Using assessment data to drive instruction.

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?

>

Multi-tiered systems of support
Implement with fidelity positive school wide behavior interventions and supports.
Increased use of formative assessment to drive instruction. Differentiation/small group instruction.

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
A key strength is the All Student Group score of 91.0, indicating strong academic growth in English Language Arts/Literature. White students also demonstrated strong growth, with a score of 94.0, which is 3 points higher than the overall student group score.	False
The White student group scored 80.0, while Hispanic students and the Combined Ethnicity group each scored 79.0. T	False
English Learners had the highest reported regular attendance rate at 69.0%, which is 10.2 percentage points above the All Student Group rate of 58.8%. White students also performed above the overall rate, at 64.1%.	False
Ongoing data team meetings (intervention reviews), analyze curriculum, and differentiation is based upon data driven instruction.	True
Additional diagnostic assessments and learning paths based upon results.	False
Implementation of Acadience Assessment	False
WIN Period for remediation	False
Ongoing data team meetings (intervention reviews), analyze curriculum, and differentiation is based upon data driven instruction.	False
Small group math instruction for remediation.	False
Math ALL and subgroups with exception of disability group met or exceeded the growth standard.	False
Reading and writing across all content areas.	False
Hands-on science algined to new standards	True
Continue to present the students with experiences in Career Readiness and continue with the plan.	False
Equity is always a priority in all subject areas and classroom/school experiences. The Title I program focuses on the entire school population.	False
High expectations for all students.	False
Multiple professional learning opportunities.	False
Using assessment data to drive instruction.	False

Challenges

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

Strength	Check for Consideration in Plan
The school's proficiency rate of 39.2% is 10.7 percentage points below the statewide average of 49.9%. Significant distance from the 2033 goal: The school is 41.9 percentage points below the statewide goal of 81.1%. Most students have not reached proficiency: Based on the reported percentage, 60.8% of students did not score at the Proficient or Advanced levels.	True
The primary concern in Mathematics/Algebra 1 is the low overall proficiency rate of 30.0%, with particularly significant gaps for students with disabilities and Black students. A focused approach to foundational skills, algebra instruction, differentiated support, and regular progress monitoring can help improve achievement and reduce disparities across student groups.	True
Students with disabilities achieved a Career Standards Benchmark rate of 86.8%, the lowest among the reported student groups and 8.9 percentage points below the All Student Group rate.	False
Gaps in reading achievement . Intervention curriculum needs revision.	False
Attendance	False
Targeted instruction/differentiation	False
Achievement gap	False
Attendance	False
Disability subgroup not meeting growth standards.	False
Revision of science curriculum is necessary and must include more hands on (lab/problem solving) experiences.	True
No challenges in this area.	False
Equity is always a priority in all subject areas and classroom/school experiences. The Title I program focuses on the entire school population. Every effort is made to ensure differentiation and data driven instruction is a high priority.	False
Disability subgroup is not achieving the growth standard.	False
Multi-tiered systems of support	False
Implement with fidelity positive school wide behavior interventions and supports.	False
Increased use of formative assessment to drive instruction. Differentiation/small group instruction.	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.

Implementation of PBIS and additional reading and math supportive programming. Need for strong attendance policies and accountability.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The school's proficiency rate of 39.2% is 10.7 percentage points below the statewide average of 49.9%. Significant distance from the 2033 goal: The school is 41.9 percentage points below the statewide goal of 81.1%. Most students have not reached proficiency: Based on the reported percentage, 60.8% of students did not score at the Proficient or Advanced levels.	Increase attendance; WIN period for remediation; data to drive instruction. Disability student subgroup not making progress or meeting growth standard.	True
The primary concern in Mathematics/Algebra 1 is the low overall proficiency rate of 30.0%, with particularly significant gaps for students with disabilities and Black students. A focused approach to foundational skills, algebra instruction, differentiated support, and regular progress monitoring can help improve achievement and reduce disparities across student groups.	Increase attendance; WIN period for remediation; data to drive instruction	True
Revision of science curriculum is necessary and must include more hands on (lab/problem solving) experiences.	Work with IU to begin to integrate new science standards and include increase in hands-on learning.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Ongoing data team meetings (intervention reviews), analyze curriculum, and differentiation is based upon data driven instruction.	Continue meetings and curriculum review. Focus on differentiation.
Hands-on science algined to new standards	Use of more hands-on, critical thinking activities, align to new currriculum

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Progress monitor with data and use allotted WIN period to address deficits and promote growth. Title I remediation for ELA/Reading.
	Progress monitor with data and use allotted WIN period to address deficits and promote growth. Title I remediation for Math.

	Progress monitor with data, increase hands-on and problem solving activities, and ensure alignment of new standards.

Goal Setting

Priority: Progress monitor with data and use allotted WIN period to address deficits and promote growth. Title I remediation for ELA/Reading.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, students will demonstrate continuous growth on the Study Island Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes.			
Measurable Goal Nickname (35 Character Max)			
Increase reading/ELA proficiency: Progress monitoring ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Review prior year PSSA data. Baseline Study Island Benchmark. Review data, create small group instruction with targeted skills.	Continue progress monitoring on identified skills and provide remediation. Administer second benchmark and complete data analysis for trends, etc.	Continue progress monitoring on identified skills and provide remediation. Administer third benchmark and complete data analysis for trends, etc. Create plan for PSSA prep	Administer PSSA, review scores if available before end of academic year.

Priority: Progress monitor with data and use allotted WIN period to address deficits and promote growth. Title I remediation for Math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the school year, students will demonstrate continuous growth on the Study Island Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes.			
Measurable Goal Nickname (35 Character Max)			
Increase math achievement- progress monitoring math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

Review PSSA prior year data. Baseline Study Island Benchmark. Review data, create small group instruction with targeted skills.	Continue progress monitoring on identified skills and provide remediation. Administer second benchmark and complete data analysis for trends, etc.	Continue progress monitoring on identified skills and provide remediation. Administer third benchmark and complete data analysis for trends, etc. Create plan for PSSA prep	Administer PSSA, review scores if available before end of academic year.

Priority: Progress monitor with data, increase hands-on and problem solving activities, and ensure alignment of new standards.

Outcome Category			
STEM			
Measurable Goal Statement (Smart Goal)			
Teachers of grades 5-6 will effectively integrated the new science standards. Teachers will integrate additional hands-on opportunities for students. By the end of the school year, students will demonstrate continuous growth on the Study Island Science Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes.			
Measurable Goal Nickname (35 Character Max)			
Through the use of hands-on, data driven, and aligned science content, teachers will Increase student science proficiency. Observational classroom data will be reviewed.			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Review avaiable PSSA District Science data. Baseline Study Island Benchmark. Review data, create small group instruction with targeted skills.	Continue progress monitoring on identified skills and provide remediation. Administer second benchmark and complete data analysis for trends, etc.	Continue progress monitoring on identified skills and provide remediation. Administer third benchmark and complete data analysis for trends, etc. Create plan for PSSA prep	Administer PSSA, review scores if available before end of academic year.

Action Plan

Measurable Goals

Increase reading/ELA proficiency: Progress monitoring ELA	Increase math achievement-progress monitoring math
Through the use of hands-on, data driven, and aligned science content, teachers will Increase student science proficiency. Observational classroom data will be reviewed.	

Action Plan For: Data driven instruction

Measurable Goals:
• By the end of the school year, students will demonstrate continuous growth on the Study Island Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes. • By the end of the school year, students will demonstrate continuous growth on the Study Island Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will analyze ELA and Math assessment data (Study Island Benchmarks, formative assessments, and classroom work) after each testing cycle to identify skill gaps. Based on the data, teachers will group students for targeted instruction, adjust lesson plans to address identified needs, and provide focused interventions and enrichment. Progress will be monitored through ongoing formative assessments and documented during grade-level or PLC data meetings.		2026-08-24	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Building Principal	Teachers will analyze ELA and Math assessment data (Study Island Benchmarks, formative assessments, and classroom work) after each testing cycle to identify skill gaps. Based on the data, teachers will group students for targeted instruction, adjust lesson plans to address identified needs, and provide focused interventions and enrichment. Progress will be monitored through ongoing formative assessments and documented during grade-level or PLC data meetings.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student progress data will demonstrate measurable growth in identified ELA and Math skills over time.	Teachers will produce documented data analyses after each ELA and Math assessment benchmark, including identified skill gaps and student groupings. Instructional plans will reflect targeted adjustments, with evidence of differentiated lessons, interventions, and enrichment activities. Data analysis sessions and or grade-level meeting notes will show ongoing review of formative assessment results, and student progress data will demonstrate measurable growth in identified ELA and Math skills over time.

Action Plan For: Hands-On/Critical Thinking Standards Aligned Science instruction

Measurable Goals:
• Teachers of grades 5-6 will effectively integrated the new science standards. Teachers will integrate additional hands-on opportunities for students. By the end of the school year, students will demonstrate continuous growth on the Study Island Science Benchmark assessments, with benchmark scores increasing over time as measured after each testing window. Progress will be monitored 3 times during the year and improved benchmark performance will align with higher proficiency on the PSSA due to the established correlation between Study Island Benchmarks and PSSA outcomes.

Action Step	Anticipated Start Date	Anticipated Completion Date
Teachers will implement hands-on, standards-aligned critical tasks in science to engage students in inquiry-based learning and real-world problem solving. Curriculum materials and instructional resources will be reviewed and adjusted to ensure alignment with the new science standards. Following each Study Island Benchmark assessment, teachers will analyze data to identify strengths and gaps in scientific practices and content knowledge, then use the results to refine instruction, provide targeted interventions, and plan enrichment opportunities. Progress will be reviewed during	2026-08-28	2027-06-01

data analysis sessions, classroom observations, and in-service days to ensure instructional adjustments are data-driven and standards-focused.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building Principal/Asst. Supt.	supplemental materials, Mystery Science Kits, assessment	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Teachers will implement hands-on, standards-aligned science tasks and adjust curriculum resources to align with new standards. Study Island Benchmark data will be analyzed to identify strengths and gaps, leading to targeted instructional adjustments, interventions, and enrichment.	Evidence from lesson plans, data meetings, and classroom observations will show consistent, data-driven science instruction and increased student engagement and growth.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data driven instruction	Teachers will analyze ELA and Math assessment data (Study Island Benchmarks, formative assessments, and classroom work) after each testing cycle to identify skill gaps. Based on the data, teachers will group students for targeted instruction, adjust lesson plans to address identified needs, and provide focused interventions and enrichment. Progress will be monitored through ongoing formative assessments and documented during grade-level or PLC data meetings.

Data driven instruction

Action Step		
• Teachers will analyze ELA and Math assessment data (Study Island Benchmarks, formative assessments, and classroom work) after each testing cycle to identify skill gaps. Based on the data, teachers will group students for targeted instruction, adjust lesson plans to address identified needs, and provide focused interventions and enrichment. Progress will be monitored through ongoing formative assessments and documented during grade-level or PLC data meetings.		
Audience		
Classroom teachers, Title I specialists, Building Principal		
Topics to be Included		
data driven instruction differentiation data analysis small group instruction strategies enrichment		
Evidence of Learning		
Evidence from lesson plans, data meetings, and classroom observations will demonstrate consistent, data-driven instruction, as well as increased student engagement and growth.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Building Principal/Asst. Supt.	2026-08-24	2027-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Monthly data review Ongoing in-service opportunities
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	

• 2b: Establishing a Culture for Learning • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Structured Literacy

Hanover Green El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

EXHIBIT - G - 3

Profile and Plan Essentials

School		AUN/Branch
Hanover Green El Sch		118403003
Address 1		
561 Main Rd		
Address 2		
City	**State**	**Zip Code**
Hanover Township	PA	18706
Chief School Administrator		**Chief School Administrator Email**
Mr Daniel M Malloy		dmalloy@hanoverarea.net
Principal Name		
Terry Schnee		
Principal Email		
tschnee@hanoverarea.net		
Principal Phone Number		**Principal Extension**
5708312300		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Vision for Learning

Vision for Learning

The Hanover Area School District is committed to providing a safe learning environment in which students are encouraged to achieve their highest potential as they mature into productive members of the community.

Future Ready PA Index

Proficient or Advanced 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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Proficient or Advanced 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

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

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

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

Comments/Notable Observations

In the 2024–2025 school year, 60.7% of students met the English Language Growth and Attainment target, compared with the statewide average of 32.4%. This is 28.3 percentage points higher than the state average.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic students: At 63.0%, Hispanic students performed slightly above the overall rate, suggesting positive outcomes for this group in English Language Growth and Attainment.

Challenges

ESSA Student Subgroups	Indicator
English Learners	English Learners: English Learners scored 60.7%, equal to the overall student group's English Language Growth and Attainment.

Regular Attendance

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

Comments/Notable Observations

In the 2023–2024 school year, 53.4% of students were not chronically absent, compared with the statewide average of 79.6%. This places the school 26.2 percentage points below the state average and 40.7 percentage points below the statewide performance standard of 94.1%. Only 53.4% of students were not chronically absent, indicating that attendance is an area of concern. State comparison: The school's rate was significantly lower than the statewide average, suggesting that chronic absenteeism may be affecting student participation and academic progress. Performance standard: The school fell well short of the 94.1% statewide performance standard, highlighting the need for focused improvement efforts.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator

White	White students: Had the highest reported attendance rate at 60.4%, followed by Students with Disabilities at 59.0% and English Learners at 57.1%.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Students identifying with Two or More Races: Recorded 45.0% attendance rate, while Black students had the lowest reported rate at 40.7

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.

Hispanic students: At 63.0%, Hispanic students performed slightly above the overall rate, suggesting positive outcomes for this group. English Learners: English Learners scored 60.7%, equal to the overall student group. Continued support may help increase their growth and attainment.
White students: Had the highest reported rate at 60.4%, followed by Students with Disabilities at 59.0% and English Learners at 57.1%.

Challenges

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

In the 2024–2025 school year, 60.7% of students met the English Language Growth and Attainment target, compared with the statewide average of 32.4%. This is 28.3 percentage points higher than the state average.
English Learners: English Learners scored 60.7%, equal to the overall student group.
Students identifying with Two or More Races: Recorded 45.0%, while Black students had the lowest reported rate at 40.7

Local Assessment

English Language Arts

Data	Comments/Notable Observations
GATES Macginitie Scores	HG School completed GATES at the end of school year for grade 1-2 Data was used for placement for 26-27
Intervention Classroom data (CORE PHONICS SURVEY/ FUNDATIONS)	Intervention classroom data indicate that students' performance increased.

English Language Arts Summary

Strengths

Title I services (small group, co-teaching, and interventions) for Reading in grades 1-2
Title I Reading teacher for each grade (1 & 2).

Challenges

Attendance
Achievement gap
ELL

Mathematics

Data	Comments/Notable Observations
Math screeners, BOY/MOY/EOY	This assessment data presents the need for schoolwide support in mathematics.

Mathematics Summary

Strengths

Ongoing support from Title I Math
Collaboration regarding math curriculum K-6. Support from Math Coach Grades 3-4.

Challenges

The student achievement gap in mathematics increased
Attendance

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	Not part of the schoolwide plan

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
N/A	

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.

N/A

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.

Increased attendance will better support reading achievement.
Increased attendance will better support math achievement.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Title I Services support reading achievement for all learners schoolwide.
Title I Services support math achievement for all learners schoolwide.

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.

Achievement Gap
Attendance

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
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	Emerging

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?

>

Hanover Green Elementary uses a variety of assessments for reading and math that are used for differentiation and progress monitoring.

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?

>

Positive school wide behavior plan implementation is inconsistent.
Math Fluency and Proficiency
Achievement gap in reading

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
Hispanic students: At 63.0%, Hispanic students performed slightly above the overall rate, suggesting positive outcomes for this group. English Learners: English Learners scored 60.7%, equal to the overall student group. Continued support may help increase their growth and attainment.	False
White students: Had the highest reported rate at 60.4%, followed by Students with Disabilities at 59.0% and English Learners at 57.1%.	False
Title I services (small group, co-teaching, and interventions) for Reading in grades 1-2	True
Title I Reading teacher for each grade (1 & 2).	False
Ongoing support from Title I Math	False
Collaboration regarding math curriculum K-6. Support from Math Coach Grades 3-4.	False
N/A	False
N/A	False
Title I Services support reading achievement for all learners schoolwide.	False
Title I Services support math achievement for all learners schoolwide.	True
Hanover Green Elementary uses a variety of assessments for reading and math that are used for differentiation and progress monitoring.	False

Challenges

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

Strength	Check for Consideration in Plan
In the 2024–2025 school year, 60.7% of students met the English Language Growth and Attainment target, compared with the statewide average of 32.4%. This is 28.3 percentage points higher than the state average.	False
English Learners: English Learners scored 60.7%, equal to the overall student group.	False

Students identifying with Two or More Races: Recorded 45.0%, while Black students had the lowest reported rate at 40.7	False
Attendance	True
Achievement gap	False
ELL	False
The student achievement gap in mathematics increased	False
Attendance	False
N/A	False
Increased attendance will better support reading achievement.	False
Increased attendance will better support math achievement.	False
Achievement Gap	False
Attendance	False
Positive school wide behavior plan implementation is inconsistent.	True
Math Fluency and Proficiency	False
Achievement gap in reading	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.

Consistent implementation of PBIS and evidence-based reading and mathematics instructional practices, along with targeted interventions, is essential to improving student outcomes. Staff should implement established programs with fidelity, use student data to identify areas of need, and provide timely, differentiated support to address academic and behavioral challenges. Ongoing progress monitoring and collaboration among staff will help ensure interventions are effective and lead to continuous improvement in student achievement and behavior.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Attendance	Systems must be in place to monitor and increase attendance.	True
Positive school wide behavior plan implementation is inconsistent.	PSWBP will be implemented with fidelity.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Title I services (small group, co-teaching, and interventions) for Reading in grades 1-2	Title I remediation, small group and coteaching Reading and Math will support the achievement gap.
Title I Services support math achievement for all learners schoolwide.	Title I remediation, small group and coteaching Reading and Math will support the achievement gap.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Systems must be in place to monitor and increase attendance.
	Title I remediation, small group and coteaching Reading and Math will support achievement gap.

Goal Setting

Priority: Systems must be in place to monitor and increase attendance.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Faculty and administration will implement the Positive Schoolwide Plan with fidelity.			
Measurable Goal Nickname (35 Character Max)			
PBIS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline School Climate Assessment	Classroom observations will indicate implementation with fidelity.	75% of teachers will be implementing the program with fidelity.	100% participation in PSWB.

Priority: Title I remediation, small group and coteaching Reading and Math will support achievement gap.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 26-27 school year, students will increase reading fluency and comprehension as measured by research based assessments, with support from Title I remediation, small-group instruction, and co-teaching.			
Measurable Goal Nickname (35 Character Max)			
Title I Reading/ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline data is gathered for all students in CORE Phonics, Acadience, and GATES.	MOY Core Phonics and Acadience assessments will show improvement of at least 15%.	Ongoing small group instruction and progress monitoring through High Frequency Words and Reading Passage formative assessments. Classroom data review and small group instruction, differentiation, and targeted interventions during WIN.	EOY Core Phonics and Acadience assessments will show improvement of at least 25%. GATES will demonstrate on grade level equivalency.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)

By the end of the school year, (26-27) overall attendance for students in Grades 1 and 2 will increase by at least 25%, as measured by attendance records, through the implementation of targeted attendance initiatives and a positive schoolwide behavior plan.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline attendance recorded after Quarter 1 end.	Increased record of PSWB initiatives to increase attendance. Increase in attendance rate by 10% from Q1. baseline.	Increased record of PSWB initiatives to increase attendance. In 20% from Q1 baseline.	Increased record of PSWB initiatives to increase attendance. Increase in attendance rate by 25% from Q1 baseline.

Action Plan

Measurable Goals

PBIS	Title I Reading/ELA
Attendance	

Action Plan For: SWPB Programing

Measurable Goals:
• By the end of the 26-27 school year, students will increase reading fluency and comprehension as measured by research based assessments, with support from Title I remediation, small-group instruction, and co-teaching. • By the end of the school year, (26-27) overall attendance for students in Grades 1 and 2 will increase by at least 25%, as measured by attendance records, through the implementation of targeted attendance initiatives and a positive schoolwide behavior plan.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
The school will implement the Positive Schoolwide Behavior Program with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.		2026-08-24	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal	PATHS program, incentives	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Grades 1 and 2 will demonstrate increased average daily attendance, reduced chronic absenteeism, and improved school climate indicators as a result of consistent implementation of the Positive Schoolwide Behavior Program.	Teacher observation, attendance initiative review, PBIS review of programming/reflection.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SWPB Programing	The school will implement the Positive Schoolwide Behavior Program with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.

Data driven instruction

Action Step		
• The school will implement the Positive Schoolwide Behavior Program with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.		
Audience		
teachers		
Topics to be Included		
FUNdations refresher Acadience data review training Classroom data progress monitoring		
Evidence of Learning		
WIN period: purposeful planning Progress monitoring data to share at data meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Asst. Supt. /Principal	2026-08-24	2027-06-04

Learning Format

Type of Activities	Frequency
Inservice day	Ongoing at least 3 dedicated trainings regarding these topics
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 • 1f: Designing Student Assessments • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

EXHIBIT - G - 4

Profile and Plan Essentials

School		AUN/Branch
Lyndwood El Sch		118403003
Address 1		
2 Collet St		
Address 2		
City	**State**	**Zip Code**
Hanover Township	PA	18706
Chief School Administrator		**Chief School Administrator Email**
Mr Daniel M Malloy		dmalloy@hanoverarea.net
Principal Name		
Terry Schnee		
Principal Email		
tschnee@hanoverarea.net		
Principal Phone Number		**Principal Extension**
5708312300		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Vision for Learning

Vision for Learning

The Hanover Area School District is committed to providing a safe learning in which students are encouraged to achieve their highest potential as they mature into productive members of the community.

Future Ready PA Index

Proficient or Advanced 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

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Proficient or Advanced 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

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

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

61.7% attendance 23-24 45.7% attendance 24-25

True Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
English Learners	52.4% attendance, highest score, maintained performance

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	35% attendance

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.

Title I Reading Instruction
Targeted, Research Based Interventions
52.4% attendance, highest score, maintained performance

Challenges

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

Attendance 61.7% attendance 23-24 45.7% attendance 24-25
ELL
35% attendance Black subgroup

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Reading Academic Achievement	Local district data provides data driven instruction and ongoing progress monitoring with collaboration.

English Language Arts Summary

Strengths

Data driven instruction
Title I Reading instruction (small group and push in)

Challenges

Attendance

Mathematics

Data	Comments/Notable Observations
Math screeners	District math coach with with Kindergarten one day per week, math screeners
District math coach provides support one day per week	Math coach will implement math screeners 3x per year to gather baseline data in new building.

Mathematics Summary

Strengths

Math Coach works with Kindergarten one day per week
Ongoing progress monitoring with classroom assessment
N/A
N/A

Challenges

Attendance
Lack of remedial math instruction
N/A
N/A

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science is not part of the schoolwide plan	Literacy in this content area is considered.

Science, Technology, and Engineering Education Summary

Strengths

NA

Challenges

NA

Related Academics

Career Readiness

Data	Comments/Notable Observations
N/A	

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.

Title I Reading instruction
Data driven instruction

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.

Attendance
Challenging student behaviors

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Black	35% attendance

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.

Additional special education programs have been allocated to support student need
Title I programming supports classroom teachers, students, and families in their journey to close the achievement gap.

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.

ELL Language proficiency
Attendance (all subgroups have decreased from the previous year)

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	Emerging

Empower Leadership

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

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	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

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	Emerging

Summary

Strengths

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

>

Curricular materials are aligned to PA Academic Standards
Ongoing progress monitoring and data driven instruction are evident.

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?

>

Attendance
Consistent Use of data to drive instruction
Fidelity to Small group instruction/remediation/interventions

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
Title I Reading Instruction	True
Targeted, Research Based Interventions	False
52.4% attendance, highest score, maintained performance	False
Data driven instruction	False
Title I Reading instruction (small group and push in)	False
Math Coach works with Kindergarten one day per week	False
Ongoing progress monitoring with classroom assessment	False
N/A	False
N/A	False
NA	False
Title I Reading instruction	False
Data driven instruction	False
Additional special education programs have been allocated to support student need	False
Title I programming supports classroom teachers, students, and families in their journey to close the achievement gap.	False
Curricular materials are aligned to PA Academic Standards	False
Ongoing progress monitoring and data driven instruction are evident.	False

Challenges

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

Strength	Check for Consideration in Plan
Attendance 61.7% attendance 23-24 45.7% attendance 24-25	False
ELL	False
35% attendance Black subgroup	False
Attendance	False
Attendance	False
Lack of remedial math instruction	False
N/A	False
N/A	False
NA	False
Attendance	False
Challenging student behaviors	True
ELL Language proficiency	False
Attendance (all subgroups have decreased from the previous year)	False
Attendance	False
Consistent Use of data to drive instruction	False

Fidelity to Small group instruction/remediation/interventions	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.

Need for differentiation, math teacher support, small group instruction, remediation, fidelity to data driven instruction.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Challenging student behaviors	Behavior professional development consulting through Behavior Specialist	True
Fidelity to Small group instruction/remediation/interventions	Continue to strengthen effective teaching practices	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Title I Reading Instruction	Data is used to drive the remediation and supplemental classroom support.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teacher Professional development
	Additional professional development opportunities

Goal Setting

Priority: Additional professional development opportunities

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
The increased use of the PATHS program and PBIS initiatives will support an increase in the attendance for Kindergarten by 20% and an ongoing decrease in discipline referrals for the 2026-2027 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline attendance	Increase by 5% from Q1	Increase by 5% from Q2	Increase by 20% overall from baseline

Priority: Teacher Professional development

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of 2026-2027, students will increase reading fluency and comprehension as measured by research based assesssment with support from Title I Remediation, small group instruction, and co-teaching.			
Measurable Goal Nickname (35 Character Max)			
Title I reading supplemental instruction			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Acadience, Core Phonics Survey	Data driven instruction	Increase Acadience and Core Phonics Survey	GATES EOY, grade level proficiency. Progress on other district assessments. Positive trends.

Action Plan

Measurable Goals

Attendance	Title I reading supplemental instruction

Action Plan For: SWPB Programing

Measurable Goals:
• The increased use of the PATHS program and PBIS initiatives will support an increase in the attendance for Kindergarten by 20% and an ongoing decrease in discipline referrals for the 2026-2027 school year.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
The school will implement the positive behavior plans with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.		2026-08-24	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Building principal/ School Counselor	Assessments, pd time to review data and plan instruction	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increased academic achievement	Building Principal/Asst. Supt. Teacher observation, data collection, ongoing data review- scheduled meeting times, teacher observations annual or bi-annual.

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	• SWPB Programing	Salary and benefits for Title I teacher	159202	
Instruction	• SWPB Programing	Supplemental materials (PATHS, PSWB materials, GATES (assessment), SImple Solutions, FUNDATIONS, Below level materials-WONDERS	100000	
Other Expenditures	• SWPB Programing	Professional development, Teacher training, mentoring, salary for curriculum/data review and planning, PD.	40798	
Total Expenditures				300000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
SWPB Programing	The school will implement the positive behavior plans with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.

Rewriting the Future: The Power of Positive Early Childhood Experiences

Action Step		
• The school will implement the positive behavior plans with fidelity by establishing daily attendance incentives, recognizing consistent attendance, and reinforcing positive behaviors to support improved daily attendance and a positive school climate.		
Audience		
All faculty and staff		
Topics to be Included		
Positive childhood experiences, being mindful of trauma		
Evidence of Learning		
classroom observation noting best practices increase in local assessment scores.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Asst. Superintendent/Building Principal	2026-08-18	2026-06-01

Learning Format

Type of Activities	Frequency
Inservice day	As per district Calendar and HAEA contract for PD after hours.
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	