

Shafer El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Shafer Elementary School		8056
Address 1		
49 South Liberty Street		
Address 2		
City	State	Zip Code
Nazareth	PA	18064
Chief School Administrator		Chief School Administrator Email
Dr. Richard Kaskey		rkaskey@nazarethasd.org
Principal Name		
Mr. William Mudlock		
Principal Email		
wmudlock@nazarethasd.org		
Principal Phone Number		Principal Extension
610-759-5228		4208
School Improvement Facilitator Name		School Improvement Facilitator Email
Mrs. Noelle Kondikoff		nkondikoff@nazarethasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
William Mudlock	Principal/Parent	Shafer Elementary	wmudlock@nazarethasd.org
Tara Sysko	Teacher	Shafer Elementary	tsysko@nazarethasd.org
Erin Kemmerer	Title I Reading Specialist	Shafer Elementary	ekemmerer@nazarethasd.org
Lauren Freed	Teacher	Shafer Elementary	lfreed@nazarethasd.org
Laurie Ann Conklin	Teacher	Shafer Elementary	lconklin@nazarethasd.org
Melissa Whitman	Education Specialist	Shafer Elementary	mwhitman@nazarethasd.org
Michelle Warren	Guidance	Shafer Elementary	mwarren@nazarethasd.org
Sarah Scarangelo	Parent	Shafer Elementary	sklemka17@gmail.com
Isabel Resende	District Level Leaders	Nazareth Area School District	iresende@nazarethasd.org
Leslis Collins	Teacher	Shafer Elementary	lcollins@nazarethasd.org
Melissa Oberman	Teacher	Shafer Elementary	moberman@nazarethasd.org
Taylor Sammons	Teacher	Shafer Elementary	tsammons@nazarethasd.org
Blanca Torres	Parent	Shafer Elementary	Arhaxa@hotmail.com
Christina Reinhard	Teacher	Shafer Elementary	creinhard@nazarethasd.org
Noelle Kondikoff	District Level Leaders	Nazareth Area School District	nkondikoff@nazarethasd.org
Brittany Prosoco	Parent	Shafer Elementary	brittanytreon05@gmail.com

Vision for Learning

Vision for Learning

The Shafer Elementary School Community is unified in our commitment to provide an exemplary education that creates a learning environment developing individual self-worth and potential.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA State Assessment Measure Proficient or Advanced	All student groups in ELA achieved 69.1% proficient/advanced in 3rd grade.
Math State Assessment Measure Proficient or Advanced	All student groups in Math achieved an 65.6% proficient or advanced in 3rd grade.
Attendance	All students attendance was at 81%. The state average was at 73%.

Challenges

Indicator	Comments/Notable Observations
ELA State Assessment Measure Proficient or Advanced	45.4% of all 4th grade student groups in ELA were basic or below basic.
Math State Assessment Measure Proficient or Advanced	46.9% of all 4th grade student groups in Math were basic or below basic.

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

Strengths

Indicator ELA State Assessment Measure Proficient or Advanced ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Strong curriculum, strong interventions programs, strong building culture and communication
Indicator Math State Assessment Measure Proficient or Advanced ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian	Comments/Notable Observations Strong curriculum, strong interventions programs, strong building culture and communication.

Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	
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Challenges

<p>Indicator ELA State Assessment Measure Proficient or Advanced</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Students are reading well below grade level that makes grade level assessments a challenge.</p>
<p>Indicator Math State Assessment Measure Proficient or Advanced</p> <p>ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p>Comments/Notable Observations Students are performing well below grade level that makes grade level assessments a challenge.</p>

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student groups in ELA achieved 69.1% proficient/advanced in 3rd grade.
All student group in Math achieved an 65.6% proficient or advanced in 3rd grade.
All students attendance was at 81%. The state average was at 73%.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

45.4% of all 4th grade student groups in ELA were basic or below basic.
46.9% of all 4th grade student groups in Math were basic or below basic.
Continue to close the achievement gap for all students that was created by the COVID 19 pandemic.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
4th Gr. ELA PSSA Data- 54.6% P/A.	Student performance fell below expectations.
4th Gr. ELA STAR Data- 41% M/E	Student performance fell below expectations.

English Language Arts Summary

Strengths

4th Gr. Economically Disadvantaged student's PSSA scores increased to 59.5% in English Language Arts. That is an increase from the previous year.

Challenges

4th Gr. Special Education students scored 30.8% P/A on PSSA in English language Arts.

4th Gr. Economically Disadvantaged student's PSSA scored 59.5 % P/A in English Language Arts.

Mathematics

Data	Comments/Notable Observations
Math PSSA Data- 53.1% P/A.	Student performance fell below expectations.
Math STAR Data- 42% M/E	Student performance fell below expectations.

Mathematics Summary

Strengths

4th Gr. Special Education student's PSSA scores were at 26.9% P/A in Math. It is a slight increase from the previous year.

Challenges

4th Gr. Special Education student's PSSA scores were at 26.9% P/A in Math.

4th Gr. Economically Disadvantaged student's PSSA (37.8% P/A) scores decreased from the previous year..

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	This area is not part of our school 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.

N/A

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
ELA State Assessment Data	A moderate number of special education students were not proficient or advanced in 3rd and 4th grades.
Math State Assessment Data	A moderate number of special education students were not proficient or advanced in 3rd and 4th grades.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA State Assessment Data	A moderate number of ED students were not proficient or advanced in 3rd and 4th grades.
Math State Assessment Data	A moderate number of ED students were not proficient or advanced in 3rd and 4th grades.

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.

MTSS/RTII Reading and Math interventions that are implemented daily for 30 to 60 minutes.

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.

Closing the achievement gap of students that performed below grade level in reading and/or math that are economically disadvantage.
Closing the achievement gap of students that performed below grade level in reading and/or math that are identified as special education students.
Closing the achievement gap of all students that performed below grade level in reading and/or math.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	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?

MTSS/RTII Reading and Math interventions that are provided daily for students that qualify for additional academic support.

Core content is rigorous and aligned directly to the state standards.

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?

Currently each area under essential practices are AT LEAST operational. However, we will continue to improve in the areas listed below:

Implement an evidence-based system of schoolwide positive behavior interventions and supports *

Implement a multi-tiered system of supports for academics and behavior *
--

Partner with local businesses, community organizations, and other agencies to meet the needs of the school *
--

Monitor and evaluate the impact of professional learning on staff practices and student learning *
--

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
All student groups in ELA achieved 69.1% proficient/advanced in 3rd grade.	True
All student group in Math achieved an 65.6% proficient or advanced in 3rd grade.	True
4th Gr. Economically Disadvantaged student's PSSA scores increased to 59.5% in English Language Arts. That is an increase from the previous year.	True
4th Gr. Special Education student's PSSA scores were at 26.9% P/A in Math. It is a slight increase from the previous year.	False
Economically Disadvantaged student's PSSA scores were at 32% P/A in Math. That is an increase from the previous year.	False
MTSS/RTII Reading and Math interventions that are provided daily for students that qualify for additional academic support.	False
All students attendance was at 81%. The state average was at 73%.	False
MTSS/RTII Reading and Math interventions that are implemented daily for 30 to 60 minutes.	False
N/A	False
Core content is rigorous and aligned directly to the state standards.	False
N/A	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
Continue to close the achievement gap for all students that was created by the COVID 19 pandemic.	False
45.4% of all 4th grade student groups in ELA were basic or below basic.	False
46.9% of all 4th grade student groups in Math were basic or below basic.	False
Currently each area under essential practices are AT LEAST operational. However, we will continue to improve	False

in the areas listed below:	
N/A	False
4th Gr. Special Education students scored 30.8% P/A on PSSA in English language Arts.	False
4th Gr. Economically Disadvantaged student's PSSA (37.8% P/A) scores decreased from the previous year..	True
4th Gr. Economically Disadvantaged student's PSSA scored 59.5 % P/A in English Language Arts.	True
4th Gr. Special Education student's PSSA scores were at 26.9% P/A in Math.	True
Closing the achievement gap of all students that performed below grade level in reading and/or math.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Implement a multi-tiered system of supports for academics and behavior *	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	False
Closing the achievement gap of students that performed below grade level in reading and/or math that are economically disadvantage.	False
Closing the achievement gap of students that performed below grade level in reading and/or math that are identified as special education students.	False
N/A	False
Monitor and evaluate the impact of professional learning on staff practices and student learning *	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.

We need to continue to monitor our student's academic progress that fall into a sub group and make sure the academic support they receive matches their academic needs. In addition, we have developed plans to close the achievement gap for all students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
4th Gr. Special Education student's PSSA scores were at 26.9% P/A in Math.	The majority of our special education students are performing below grade level in Math but are identified for Special Education services in Reading only.	True
4th Gr. Economically Disadvantaged student's PSSA (37.8% P/A) scores decreased from the previous year..	Continue to increase the percentage of economically disadvantaged students in the area of Math.	True
4th Gr. Economically Disadvantaged student's PSSA scored 59.5 % P/A in English Language Arts.	Continue to increase the percentage of economically disadvantaged students in the area of English Language Arts.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
4th Gr. Economically Disadvantaged student's PSSA scores increased to 59.5% in English Language Arts. That is an increase from the previous year.	Continue to increase the percentage of economically disadvantaged students in the area of English Language Arts.
All student groups in ELA achieved 69.1% proficient/advanced in 3rd grade.	Continue to increase the percentage of all students in the area of English Language Arts.
All student group in Math achieved an 65.6% proficient or advanced in 3rd grade.	Continue to increase the percentage of all students in the area of Math.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Students that receive Special Education services in Reading only, will receive additional math support 30 minutes per day.
	Continue to increase the percentage of economically disadvantaged students in the area of Math.
	Economically Disadvantaged students that qualify for additional reading support will receive an additional 30 minutes of reading per day.

Goal Setting

Priority: Economically Disadvantaged students that qualify for additional reading support will receive an additional 30 minutes of reading per day.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA's scores by 8 percentage points.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase	2% increase	2% increase	2% increase

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA scores by 8 percentage points.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase	2% increase	2% increase	2% increase

Priority: Students that receive Special Education services in Reading only, will receive additional math support 30 minutes per day.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Special Educations students in 3rd and 4th grade that receive additional support in Math will increase their PSSA scores by 8%.			
Measurable Goal Nickname (35 Character Max)			
Special Ed with Math Support			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase	2% increase	2% increase	2% increase

Priority: Continue to increase the percentage of economically disadvantaged students in the area of Math.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA scores by 8 percentage points.			
Measurable Goal Nickname (35 Character Max)			
Improve Mathematics growth on 24-25 PSSA's			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2% increase	2% increase	2% increase	2% increase

Action Plan

Measurable Goals

ELA Goal	Math Goal
Special Ed with Math Support	Improve Mathematics growth on 24-25 PSSA's

Action Plan For: Evidence Based Remedial Programs and Instructional Practices in Reading and Math

Measurable Goals:
<ul style="list-style-type: none"> Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA's scores by 8 percentage points. Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA scores by 8 percentage points.

Action Step		Anticipated Start/Completion Date	
Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
William Mudlock, Principal	Intervention materials, Title I Reading Specialist, Assessments	Yes	
Action Step		Anticipated Start/Completion Date	
Students that qualify for additional academic support in the area of Math will receive an additional 30 minutes of math instruction by a Title I Math Teacher to close the achievement gap in this area two to three times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in Math, like Do the Math and VMath. 3. Develop math intervention activities for small group instruction.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
William Mudlock, Principal	Intervention materials, Title I Math Specialist, Assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will improve their level of proficiency in the area of ELA.	Principal, Title I Reading Specialist, 4 times per school year, STAR Assessment

Action Plan For: Increase ELA proficiency

Measurable Goals:
<ul style="list-style-type: none"> Economically Disadvantaged students in 3rd and 4th grade will increase their PSSA's scores by 8 percentage points.

Action Step		Anticipated Start/Completion Date	
Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction.		2024-08-26	2025-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
William Mudlock, Principal	Intervention materials, Title I Reading Specialist, Assessments	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students will improve their level of proficiency in the area of Mathematics.	Principal, Title I Math Specialist, 4 times per school year, STAR Assessment

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.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Evidence Based Remedial Programs and Instructional Practices in Reading and Math Increase ELA proficiency 	Title I Funds are used to pay for the salary and benefits of an additional Reading Specialist, Title I Math Teacher, and Title I Associate Teacher. The Reading Specialist and Associate Teacher work directly with students to provide remediation and intervention.	201515
Total Expenditures			201515

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evidence Based Remedial Programs and Instructional Practices in Reading and Math	Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction.

Evidence Based Instructional Practices in ELA

Action Step		
<ul style="list-style-type: none"> Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction. 		
Audience		
ELA Teachers in Grades K-4		
Topics to be Included		
Science of Reading, Structured Literacy, Phonics, Decoding		
Evidence of Learning		
Teacher Reflection and Teacher Observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Elementary Teaching and Learning	2024-08-20	2025-05-20

Learning Format

Type of Activities	Frequency
Workshop(s)	Three 6-hour professional development days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3e: Demonstrating Flexibility and Responsiveness 3a: Communicating with Students 3c: Engaging Students in Learning 	

This Step Meets the Requirements of State Required Trainings

Structured Literacy

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
William Mudlock	2024-08-21
School Improvement Facilitator Signature	Date
Noelle Kondikoff	2024-08-20