

Profile and Plan Essentials

School		AUN/Branch
Clarence M Gockley El Sch		121397803
Address 1		
2940 MacArthur Road		
Address 2		
City	State	Zip Code
Whitehall	PA	18052
Chief School Administrator		Chief School Administrator Email
Mr Christopher A Schiffert		schiffertc@whitehallcoplay.org
Principal Name		
Denise Saylor		
Principal Email		
saylord@whitehallcoplay.org		
Principal Phone Number		Principal Extension
610-433-7551		1211
School Improvement Facilitator Name		School Improvement Facilitator Email
Cassandra Herr		herrc@whitehallcoplay.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chris Schiffert	Chief School Administrator	Whitehall-Coplay School District	schiffertc@whitehallcoplay.org
Renee Sallit	District Level Leaders	Department of Teaching, Learning, and Technology	sallitr@whitehallcoplay.org
Cassandra Herr	District Level Leaders	Department of Teaching, Learning, and Technology	herrc@whitehallcoplay.org
Sandra Rex	Other	Gockley Elementary School	rexes@whitehallcoplay.org
Denise Saylor	Principal	Gockley Elementary School	saylord@whitehallcoplay.org
Dana Mensher	Principal	Gockley Elementary School	mensherd@whitehallcoplay.org
Melissa Sommers	Education Specialist	Gockley Elementary School	sommersm@whitehallcoplay.org
Christine White	Education Specialist	Gockley Elementary School	whitec@whitehallcoplay.org
Kimberly Ziminsky	Education Specialist	Gockley Elementary School	ziminskyk@whitehallcoplay.org
Abby Koch	Education Specialist	Gockley Elementary School	kocha@whitehallcoplay.org
Kalan Student	Paraprofessional	Gockley Elementary School	studentk@whitehallcoplay.org
Joanne Jarrah	Parent	Whitehall-Coplay School District	joannejarrah@gmail.com
Patty Gaugler	Community Member	Whitehall-Coplay School District	gauglerp@whitehallcoplay.org
William Fonzone, Sr.	Board Member	Whitehall-Coplay School District	fonzonew@whitehallcoplay.org
Nichole Hartman	Board Member	Whitehall-Coplay School District	hartmann@whitehallcoplay.org
Jenn Truckly	Teacher	Whitehall-Coplay School District	trucklyj@whitehallcoplay.org

Vision for Learning

Vision for Learning

Using academic data acquired through the MTSS process, the district will close the achievement gap so that all students achieve their highest potential in a safe, equitable, and caring environment.

Future Ready PA Index

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

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

Proficient or Advanced in English Language Arts/Literature

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
The percentage of English learners, proficient or advanced in English Language Arts at the third-grade level as reported by the PA Future Ready Index (to which Gockley Elementary is a feeder school) increased from the 2022-2023 school year.	As reported by the PA Future Ready Index, in the area of English Language Arts, the English Learner student group went from 30% in the 2022-2023 school year to 45.7% in the 2023-2024 school year.
There was a slight increase in percent proficient or advanced in Mathematics at the third-grade level as reported by the PA Future Ready Index (to which Gockley Elementary is a feeder school).	As reported by the PA Future Ready Index in the area of Mathematics, the All Student group went from 48.4% in the 2022-2023 school year to 49.6% in the 2023-2024 school year.
The attendance rate at Gockley Elementary School is above the statewide average as reported by the PA Future Ready Index.	As reported by the PA Future Ready Index, 83.7% of students demonstrated regular attendance, which is above the statewide average of 78.1%.
The percentage of students advanced in Mathematics at the third-grade level is comparable to the state-wide average as reported by the PA Future Ready Index (to which Gockley Elementary is a feeder school.)	As reported by the PA Future Ready Index in the area of Mathematics, the percentage of third-grade students advanced in Mathematics is 15.3%; the state-wide average is 15%.
The percentage of students proficient or advanced in Mathematics at the third-grade level exceeds the statewide average (to which Gockley Elementary is a feeder school).	As reported by the PA Future Ready Index in the area of Mathematics, the percentage of third grade students proficient or advanced in Mathematics is 49.6% while the statewide average is 40.2%.

Challenges

Indicator	Comments/Notable Observations
The percentage of all students proficient or advanced in English Language Arts at the third-grade level (to which Gockley Elementary is a feeder school) has decreased from the 2022-2023 school year as reported by the PA Future Ready Index.	As reported by the PA Future Ready Index, in the area of English Language Arts, the ALL student group went from 59.8% in the 2022-2023 school year to 47.2% in the 2023-2024 school year.
The percentage of white students proficient or advanced in Mathematics at the third-grade level (to which Gockley Elementary is a feeder school) has decreased from the 2022-2023 school year as reported by the PA Future Ready Index.	As reported by the PA Future Ready Index, the white student group went from 58.4% in the 2022-2023 school year, to 56.4% in the 2023-2024 school year.
The attendance rate at Gockley Elementary School is slightly below the statewide average as reported by the PA Future Ready Index.	Downward trend over the past six years of data.

Proficient or Advanced in Mathematics/Algebra

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

Strengths

Indicator	Comments/Notable Observations
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The percentage of English Learners proficient or advanced in English Language Arts at the third-grade level as reported by the PA Future Ready Index increased from the 2022-2023 school year. ESSA Student Subgroups English Learners	ELA proficiency as indicated by the Future Ready Index: English Learners: 30% (2022-2023) to 45.7% (2023-2024).
Indicator The percent proficient or advanced in Mathematics among Black and Combined Ethnicity students at the third-grade level has continued to increase as reported by the PA Future Ready Index. ESSA Student Subgroups African-American/Black, Combined Ethnicity	Comments/Notable Observations Math proficiency as indicated by the Future Ready Index: Black: 33.3% (2022-2023) to 60% (2023-2024) Combined Ethnicity: 39.6% (2022-2023) to 44.4% (2023-2024)
Indicator Overall, there was an increase in the percent proficient or advanced in Mathematics among Economically Disadvantaged students and English Learners at the third-grade level as reported by the PA Future Ready Index. ESSA Student Subgroups Economically Disadvantaged, English Learners	Comments/Notable Observations Math Proficiency as indicated by the Future Ready Index: Economically Disadvantaged: 42% (2-220-2023) to 42.4% (2023-2024) English Learners: 25% (2022-2023) to 50% (2023-2024)

Challenges

Indicator The percentage of diverse subgroups (Black and Hispanic) demonstrating proficiency in English Language Arts at the third-grade level is less than their White student subgroup as reported by the PA Future Ready Index. ESSA Student Subgroups Hispanic, White	Comments/Notable Observations Proficiency as indicated by the Future Ready Index: Black: 55.6% Hispanic: 56.9% White: 63.7%
Indicator The percentage of economically disadvantaged students demonstrating proficiency in English Language Arts at the third-grade level had decreased as reported by the PA Future Ready Index. ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations As indicated by the Future Ready Index, in 21-22 the percentage of economically disadvantaged students demonstrating proficiency in English Language Arts at the third-grade level was 54% but only 52% in 22-23.
Indicator The percentage of diverse subgroups (Black and Hispanic) demonstrating proficiency in Mathematics at the third-grade level is less than their White student subgroup as reported by the PA Future Ready Index. ESSA Student Subgroups African-American/Black, Hispanic, White	Comments/Notable Observations Proficiency as indicated by the Future Ready Index: Black: 33.3% Hispanic: 40.9% White: 58.4%

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

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

English Language Growth and Attainment

Regular Attendance

Career Standards Benchmark

High School Graduation Rate Four-Year Cohort

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

The percent proficient or advanced in English Language Arts among Hispanic students at the third-grade level (to which Gockley Elementary is a feeder school) has continued to increase as reported by the PA Future Ready Index.

Overall, there was an increase in the percent proficient or advanced in Mathematics among Black, Hispanic, and White students at the third-grade level to which Gockley Elementary is a feeder school) as reported by the PA Future Ready Index.
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Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The percentage of diverse subgroups (Black and Hispanic) demonstrating proficiency in English Language Arts at the third-grade level (to which Gockley Elementary is a feeder school) is less than their White student subgroup as reported by the PA Future Ready Index.

The percentage of economically disadvantaged students demonstrating proficiency in English Language Arts at the third-grade level (to which Gockley Elementary is a feeder school) has decreased as reported by the PA Future Ready Index.
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The percentage of diverse subgroups (Black and Hispanic) in the district demonstrating proficiency in Mathematics at the third-grade level(to which Gockley Elementary is a feeder school) is less than their White student subgroup as reported by the PA Future Ready Index.
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Local Assessment

English Language Arts

Data	Comments/Notable Observations
In ELA during the 23-24 academic year, the percentage of Kindergarten students at or above benchmark decreased by 9% from the Fall to Spring benchmark assessments.	earlyReading Group Screening ReportBOY: 55%MOY: 59%EOY: 46%It should be noted that, during the 22-23 school year, the percentage of Kindergarten students at or above benchmark in ELA decreased by 18% from the Fall to Spring benchmark assessments.
In ELA during the 23-24 academic year, the percentage of first-grade students at or above benchmark decreased by 4% from the Fall to Spring benchmark assessments.	earlyReading Group Screening ReportBOY: 51%MOY: 49%EOY: 47%It should be noted that, during the 22-23 school year, the percentage of first-grade students at or above benchmark in ELA decreased by 6% from the Fall to Spring benchmark assessments.
In ELA during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at or above benchmark decreased by 4% from the Fall to Spring benchmark assessments.	earlyReading Group Screening ReportBOY: 54%MOY: 59%EOY: 50%It should be noted that, during the 22-23 school year, the percentage of diverse Kindergarten students at or above benchmark in ELA decreased by 7% from the Fall to Spring benchmark assessments.
In ELA during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) first-grade students at or above benchmark remained the same from the Fall to Spring benchmark assessments.	earlyReading Group Screening ReportBOY: 55%MOY: 57%EOY: 55%It should be noted that, during the 22-23 school year, the percentage of diverse first-grade students at or above benchmark in ELA decreased by 1% from the Fall to Spring benchmark assessments.
In ELA during the 23-24 academic year, the percentage of White Kindergarten students at or above benchmark decreased by 11% from the Fall to Spring benchmark assessments.	earlyReading Group Screening ReportBOY: 55%MOY: 60%EOY: 44%It should be noted that, during the 22-23 school year, the percentage of White Kindergarten students at or above benchmark in ELA decreased by 22% from the Fall to Spring benchmark assessments.
In ELA during the 23-24 academic year, more diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students were at benchmark at the end of the school year than their White counterparts.	earlyReading Group Screening ReportEOY Diverse: 50%EOY White: 44%It should be noted that the decrease in the percentage of diverse Kindergarten students at benchmark in ELA at the end of the 23-24 school year was less than the decrease in the percentage of White Kindergarten students at benchmark in ELA at the end of the 23-24 school year.Decrease Diverse: 4% decrease from BOY to EOYDecrease White: 11% decrease from BOY to EOY
In ELA during the 23-24 academic year, more diverse(Asian, Black, Hispanic, Multi-racial) first-grade students were at benchmark at the end of the school year than their White counterparts.	earlyReading Group Screening ReportEOY Diverse: 55%EOY White: 45%It should be noted that the decrease in the percentage of diverse first-grade students at benchmark in ELA at the end of the 23-24 school year was less than the decrease in the percentage of White first-grade students at benchmark in ELA at the end of the 23-24 school year.Decrease Diverse: 0% change from BOY to EOYDecrease White: 6% decrease from BOY to EOY
In ELA during the 23-24 academic year, the percentage of White first-grade students at or above benchmark decreased by 6% from the Fall to Spring benchmark assessments, which is consistent with the decrease during the 22-23 school year.	earlyReading Group Screening ReportBOY: 51%MOY: 47%EOY: 45%It should be noted that, during the 22-23 school year, the percentage of White Kindergarten students at or above benchmark in ELA decreased by 22% from the Fall to Spring benchmark assessments. These Kindergarten students would be first-grade students in the 23-24 school year.

English Language Arts Summary

Strengths

In ELA in Kindergarten, the decrease in percentage of diverse(Asian, Black, Hispanic, Multi-racial) students at end-of-year benchmark was less than their White counterparts (4% decrease for non-whites vs. 11% decrease for White students) as demonstrated on the FastBridge earlyReading benchmarks.

Challenges

In ELA in Kindergarten and First Grade, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyReading benchmark.

In ELA in Kindergarten and First Grade, the percentage of White students at benchmark at the end of the year is less than their diverse (Asian, Black, Hispanic, Multi-racial) counterparts as demonstrated on the FastBridge earlyReading benchmarks. (Kindergarten 44% vs. 50% at benchmark; first grade 45% vs. 55%)

Mathematics

Data	Comments/Notable Observations
In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at benchmark at the end of the school year was relatively the same as the percentage of White students at benchmark.	earlyMath Group Screening ReportEOY Diverse: 56%EOY White: 58%
In Math during the 23-24 academic year, more White first-grade students were at benchmark at the end of the school year than their diverse (Asian, Black, Hispanic, Multi-racial) counterparts.	earlyMath Group Screening ReportEOY Diverse: 46%EOY White: 59%
In Math during the 23-24 academic year, the percentage of Kindergarten students at or above benchmark decreased by 13% from the Fall to Spring benchmark assessment.	earlyMath Group Screening ReportBOY: 71%MOY: 69%EOY: 58%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of Kindergarten students at or above benchmark in Math increased by 8% from the Fall to Spring benchmark assessment.
In Math during the 23-24 academic year, the percentage of first-grade students at or above benchmark decreased by 12% from the Fall to Spring benchmark assessment.	earlyMath Group Screening ReportBOY: 69%MOY: 64%EOY: 57%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of first-grade students at or above benchmark in Math increased by 5% from the Fall to Spring benchmark assessment.
In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at or above benchmark decreased by 13% from the Fall to Spring benchmark assessments.	earlyMath Group Screening ReportBOY: 69%MOY: 70%EOY: 56%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of diverse Kindergarten students at or above benchmark in Math increased by 8% from the Fall to Spring benchmark assessment.
In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) first-grade students at or above benchmark decreased by 24% from the Fall to Spring benchmark assessments.	earlyMath Group Screening ReportBOY: 70%MOY: 60%EOY: 46%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of diverse first-grade students at or above benchmark in Math increased by 8% from the Fall to Spring benchmark assessment.
In Math during the 23-24 academic year, the percentage of White Kindergarten students at or above benchmark decreased by 14% from the Fall to Spring benchmark assessments.	earlyMath Group Screening ReportBOY: 72%MOY: 69%EOY: 58%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of White Kindergarten students at or above benchmark in Math increased by 8% from the Fall to Spring benchmark assessment.
In Math during the 23-24 academic year, the percentage of White first-grade students at or above benchmark decreased by 10% from the Fall to Spring benchmark assessments.	earlyMath Group Screening ReportBOY: 69%MOY: 64%EOY: 59%It should be noted that this is a reverse trend from the previous school year (22-23) when the percentage of White first-grade students at or above benchmark in Math increased by 4% from the Fall to Spring benchmark assessment.

Mathematics Summary

Strengths

In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at benchmark at the end of the school year was relatively the same as the percentage of White students at benchmark as demonstrated on the FastBridge earlyMath benchmarks.

Challenges

In Kindergarten and First Grade Math, there was a reverse trend from the 22-23 school year, whereby there was a decrease (rather than an increase) in the percentage of students at benchmark at the end of the school year as noted by the FastBridge earlyMath reports.

In Kindergarten and First Grade Math, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyMath benchmark.

In Math, the diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten subgroup of students at high risk increased from Fall to Spring (BOY: 31% vs. 44%) as reported by FastBridge, and the White Kindergarten subgroup of students at high risk increased from Fall to Spring (BOY: 28% vs. 42%) as reported by FastBridge.

In first-grade Math, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) students at end-of-year benchmark was less than their White counterparts (46% vs. 59%) as noted by the FastBridge earlyMath reports. Therefore, there is a higher percentage of at-risk diverse (Asian, Black, Hispanic, Multi-racial) first-grade students (54%) than at risk White first-grade students (41%).

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
The percentage of students scoring proficient or advanced on the Science 4th Grade PSSA is 79.7%.	This percentage exceeds the statewide STEM average of 58.9%, as indicated on the PA Future Ready Index.
The percentage of students scoring proficient or advanced in the diverse subgroups of Black and Hispanic are less than the White student subgroup as indicated by the PA Future Ready Index. However, the percentage of economically disadvantaged students scoring proficient or advanced is comparable to the White student subgroup and exceeds the ALL student percentage.	Proficiency in STEM as indicated by the PA Future Ready Index: White: 81.7% Black: 65.2% Hispanic: 77.7% Economically Disadvantaged: 80.5%

Science, Technology, and Engineering Education Summary

Strengths

In the area of science, the percentage of economically disadvantaged students scoring proficient or advanced is comparable to the White student subgroup and exceeds the ALL student percentage.

Challenges

In the area of science, the percentage of Zephyr Elementary students (to which Steckel Elementary is a feeder school) scoring proficient or advanced in the diverse subgroups of Black and Hispanic are less than the White student subgroup according to the PA Future Ready Index.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	99.3% of students at the K-5 level met the Career Standards Benchmark for the 23-24 school year.
Future Ready Index	Students in K-5 exceeded the statewide Career Readiness average performance of 91.4%, as reported by the PA Future Ready Index.

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.

93.3% of students at the K-5 level met the Career Standards Benchmark for the 23-24 school year as reported by the PA Future Ready Index.
Students in K-5 exceeded the statewide Career Readiness average performance of 91.4% as reported by the PA Future Ready Index.

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
n/a

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
The percentage of EL students at Steckel Elementary School (to which Gockley is a feeder school) demonstrating language growth and attainment is above the statewide average as reported by the PA Future Ready Index.	As reported by the PA Future Ready Index, 64.4% of ELs at Steckel Elementary School (to which Gockley is a feeder school) demonstrated language growth; the statewide average is 29%.
The percentage of economically disadvantaged EL students at Steckel Elementary School (to which Gockley is a feeder school) demonstrating growth and attainment correlates with the ALL EL student group as reported by the PA Future Ready Index.	As reported by the PA Future Ready Index, 68.4% of economically disadvantaged ELs at Steckel Elementary School (to which Gockley is a feeder school) demonstrated language growth.
The percentage of EL students at Steckel Elementary (to which Gockley is a feeder school) demonstrating proficiency in English language arts increased from the 22-23 school year.	As reported by the PA Future Ready Index, 45.7% of ELs at Steckel Elementary (to which Gockley is a feeder school) in 23-24 were proficient in English language arts as compared to 30% in 22-23.

Students with Disabilities

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

Data	Comments/Notable Observations
Only 5.3% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.	This is a substantial change from the 22-23 school year when 25% of students were proficient in English Language Arts as reported by the PA Future Ready index.
Only 12.3% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in Mathematics as reported by the PA Future Ready Index.	This is a substantial change from the 22-23 school year when 23.1% of students were proficient in Mathematics as reported by the PA Future Ready Index.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Only 39% of students considered economically disadvantaged at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.	This percentage is a decrease from the 22-23 school year (52%).
42.4% of students considered economically disadvantaged at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in Mathematics as reported by the PA Future Ready Index.	This percentage is a slight increase from the 22-23 school year (42%).

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	In ELA, the Hispanic subgroup at Steckel Elementary (to which Gockley is a feeder school) decreased from 56.9% in the 22-23 school year to 42.4% in the 23-24 school year as reported by the PA Future Ready Index.
Black	In ELA, the Black subgroup at Steckel Elementary (to which Gockley is a feeder school) decreased from 55.6% in the 22-23 school year to 52% in the 23-24 school year as reported by the PA Future Ready Index.
White	In ELA, the White subgroup at Steckel Elementary (to which Gockley is a feeder school) decreased from 63.7% in the 22-23 school year to 51.2% in the 23-24 school year as reported by the PA Future Ready Index.
Hispanic	In Math, the Hispanic subgroup at Steckel Elementary (to which Gockley is a feeder school) slightly decreased from 40.9% in the 22-23 school year to 39.3% in the 23-24 school year as reported by the PA Future Ready Index.
Black	In Math, the Black subgroup at Steckel Elementary (to which Gockley is a feeder school) significantly increased from 33.3% in the 22-23 school year to 60% in the 23-24 school year as reported by the PA Future Ready Index.
White	In Math, the White subgroup at Steckel Elementary (to which Gockley is a feeder school) decreased from 58.4% in the 22-23 school year to 56.4% in the 23-24 school year as reported by the PA Future Ready Index.

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.

The percentage of EL students at Steckel Elementary School (to which Gockley is a feeder school) demonstrating language growth and attainment is above the statewide average as reported by the PA Future Ready Index.
The percentage of EL students at Steckel Elementary (to which Gockley is a feeder school) demonstrating proficiency in English Language Arts increased from the 22-23 school year (30% to 45.7%).
In Math, the Black subgroup significantly increased from 33.3% in the 22-23 school year to 60% in the 23-24 school year as reported by the PA Future Ready Index.

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.

Only 53% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.
Only 12.3% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceeded statewide goal/interim targets in Mathematics as reported by the PA Future Ready Index.
Only 39% of students considered economically disadvantaged at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.

In ELA, the Hispanic subgroup decreased from 56.9% in the 22-23 school year to 42.4% in the 23-24 school year as reported by the PA Future Ready Index.
In ELA, the white subgroup decreased from 63.7% in the 22-23 school year to 51.2% in the 23-24 school year as reported by the PA Future Ready Index.

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	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	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	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	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?

Align curricular materials and lesson plans to the PA Standards

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

Challenges

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

- | |
|--|
| Implement a multi-tiered system of support for academics and behavior |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Provide frequent, timely, and systematic feedback and support on instructional practices |

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
The percent proficient or advanced in English Language Arts among Hispanic students at the third-grade level (to which Gockley Elementary is a feeder school) has continued to increase as reported by the PA Future Ready Index.	False
Overall, there was an increase in the percent proficient or advanced in Mathematics among Black, Hispanic, and White students at the third-grade level to which Gockley Elementary is a feeder school) as reported by the PA Future Ready Index.	False
In ELA in Kindergarten, the decrease in percentage of diverse(Asian, Black, Hispanic, Multi-racial) students at end-of-year benchmark was less than their White counterparts (4% decrease for non-whites vs. 11% decrease for White students) as demonstrated on the FastBridge earlyReading benchmarks.	True
The percentage of EL students at Steckel Elementary School (to which Gockley is a feeder school) demonstrating language growth and attainment is above the statewide average as reported by the PA Future Ready Index.	False
The percentage of EL students at Steckel Elementary (to which Gockley is a feeder school) demonstrating proficiency in English Language Arts increased from the 22-23 school year (30% to 45.7%).	False
In the area of science, the percentage of economically disadvantaged students scoring proficient or advanced is comparable to the White student subgroup and exceeds the ALL student percentage.	False
Students in K-5 exceeded the statewide Career Readiness average performance of 91.4% as reported by the PA Future Ready Index.	False
93.3% of students at the K-5 level met the Career Standards Benchmark for the 23-24 school year as reported by the PA Future Ready Index.	False
In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at benchmark at the end of the school year was relatively the same as the percentage of White students at benchmark as demonstrated on the FastBridge earlyMath benchmarks.	True
In Math, the Black subgroup significantly increased from 33.3% in the 22-23 school year to 60% in the 23-24 school year as reported by the PA Future Ready Index.	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Align curricular materials and lesson plans to the PA Standards	True

Challenges

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

Strength	Check for Consideration in Plan
The percentage of diverse subgroups (Black and Hispanic) demonstrating proficiency in English Language Arts at the third-grade level (to which Gockley Elementary is a	False

feeder school) is less than their White student subgroup as reported by the PA Future Ready Index.	
The percentage of economically disadvantaged students demonstrating proficiency in English Language Arts at the third-grade level (to which Gockley Elementary is a feeder school) has decreased as reported by the PA Future Ready Index.	False
The percentage of diverse subgroups (Black and Hispanic) in the district demonstrating proficiency in Mathematics at the third-grade level (to which Gockley Elementary is a feeder school) is less than their White student subgroup as reported by the PA Future Ready Index.	False
In Kindergarten and First Grade Math, there was a reverse trend from the 22-23 school year, whereby there was a decrease (rather than an increase) in the percentage of students at benchmark at the end of the school year as noted by the FastBridge earlyMath reports.	False
In Kindergarten and First Grade Math, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyMath benchmark.	True
In Math, the diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten subgroup of students at high risk increased from Fall to Spring (BOY: 31% vs. 44%) as reported by FastBridge, and the White Kindergarten subgroup of students at high risk increased from Fall to Spring (BOY: 28% vs. 42%) as reported by FastBridge.	False
In ELA in Kindergarten and First Grade, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyReading benchmark.	True
Only 39% of students considered economically disadvantaged at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.	False
In the area of science, the percentage of Zephyr Elementary students (to which Steckel Elementary is a feeder school) scoring proficient or advanced in the diverse subgroups of Black and Hispanic are less than the White student subgroup according to the PA Future Ready Index.	False
n/a	False
Only 53% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceed statewide goal/interim targets in English Language Arts as reported by the PA Future Ready Index.	False
Only 12.3% of students with disabilities at Steckel Elementary School (to which Gockley is a feeder school) meet or exceeded statewide goal/interim targets in Mathematics as reported by the PA Future Ready Index.	False
n/a	False
In ELA in Kindergarten and First Grade, the percentage of White students at benchmark at the end of the year is less than their diverse (Asian, Black, Hispanic, Multi-racial) counterparts as demonstrated on the FastBridge earlyReading benchmarks. (Kindergarten 44% vs. 50% at benchmark; first grade 45% vs. 55%)	False
In first-grade Math, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) students at end-of-year benchmark was less than their White counterparts (46% vs. 59%) as noted by the FastBridge earlyMath reports. Therefore, there is a higher	False

percentage of at-risk diverse (Asian, Black, Hispanic, Multi-racial) first-grade students (54%) than at risk White first-grade students (41%).	
Implement a multi-tiered system of support for academics and behavior	True
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Provide frequent, timely, and systematic feedback and support on instructional practices	True
In ELA, the Hispanic subgroup decreased from 56.9% in the 22-23 school year to 42.4% in the 23-24 school year as reported by the PA Future Ready Index.	False
In ELA, the white subgroup decreased from 63.7% in the 22-23 school year to 51.2% in the 23-24 school year as reported by the PA Future Ready Index.	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.

The Whitehall-Coplay School District values the importance of reading on grade level by grade 3 and recognizes the need to increase foundational literacy skills for all students at the Gockley Elementary School since it is a feeder school to Steckel Elementary (grades 2 and 3). The Whitehall-Coplay School District values the importance of being on-track in the area of mathematics and recognizes the need to increase foundational math skills for all students at the Gockley Elementary School.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
In Kindergarten and First Grade Math, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyMath benchmark.	Interventions are not targeted and correctly matched to student needs based on data, particularly with students needing Tier III support.	True
Implement a multi-tiered system of support for academics and behavior	Continue the analyze the data to drive instruction at trimester data meetings. New district team will be creating MTSS behavior system.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Collaborative planning processes will be utilized in order to align assessments with new standards-based grading system and a new evidence based ELA curriculum is being implemented.	True
Provide frequent, timely, and systematic feedback and support on instructional practices	The ELA and Math specialists will be working with classroom teachers to provide actionable feedback for Tier 1 instructional practices as well as intervention and enrichment opportunities.	False
In ELA in Kindergarten and First Grade, there should be an increase in the percentage of all students at or above benchmark from beginning of the school year to the end of the school year as noted by the FastBridge earlyReading benchmark.	The ELA and Math specialists will identify and have classroom teachers assign specific intervention and enrichment lessons using the iReady and FastBridge platforms in order to increase the percentage of students who are at or above benchmark from the beginning of the year to the end of the year.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
In ELA in Kindergarten, the decrease in percentage of diverse(Asian, Black, Hispanic, Multi-racial) students at end-of-year benchmark was less than their White counterparts (4% decrease for non-whites vs. 11% decrease for White students) as demonstrated on the FastBridge earlyReading benchmarks.	WCSD has adopted the Amplify CKLA curriculum for the 25-26 school year for K-3 in order to have evidence-based delivery of grade level content in PA Core knowledge and skills for all students.
In Math during the 23-24 academic year, the percentage of diverse (Asian, Black, Hispanic, Multi-racial) Kindergarten students at benchmark at the end of the school year was relatively the same as the percentage of White students at benchmark as demonstrated on the FastBridge earlyMath benchmarks.	Continuing to refine our implementation of the MTSS process in mathematics will ensure the alignment of interventions with student needs.
Align curricular materials and lesson plans to the PA Standards	Intentional alignment of curricular materials, lesson plans, and assessments will occur due to standards-based grading system being adopted for the 25-26 school year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase utilization of iReady lessons customized to each student based on the diagnostic data collected at the beginning, middle, and end of year benchmark assessments.

	Utilize teacher leaders to conduct and document grade level meetings twice a month to ensure instruction is coordinated, aligned, and evidence-based. Agenda and notes will be shared with teachers, specialists, and administration.
	Utilize intervention component(s) of the Amplify CKLA curriculum in order to increase the percentage of all students from the beginning of the school year to the end of the school year as noted by the FastBridge early Reading benchmark.

Goal Setting

Priority: Increase utilization of iReady lessons customized to each student based on the diagnostic data collected at the beginning, middle, and end of year benchmark assessments.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June of 2026, the percentage of all students at benchmark (low risk) on the end-of-year Early Math FastBridge assessment (Kindergarten - Number Identification; First Grade - Number Decomposition) will increase at least 6%.			
Measurable Goal Nickname (35 Character Max)			
MTSS Math			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025 100% of all students will have completed the initial Fastbridge Early Math benchmark assessment.	By January 30th, 2026 the percentage of all students at benchmark (low risk) on the MOY Fastbridge assessment will increase at least 3%.	Administration to complete at least two meetings with the math specialist identifying evidence-based interventions being used by MTSS team and classroom teachers.	By June 2026 the percentage of all students at benchmark (low risk) on EOY Fastbridge assessment will increase at least 6% from the BOY assessment.

Priority: Utilize intervention component(s) of the Amplify CKLA curriculum in order to increase the percentage of all students from the beginning of the school year to the end of the school year as noted by the FastBridge early Reading benchmark.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
By June of 2026, the percentage of all students at benchmark (low risk) on the end-of-year DIBELS assessment (Kindergarten - Nonsense Word Fluency; First Grade - ORF) will increase at least 5%.			
Measurable Goal Nickname (35 Character Max)			
MTSS Early Literacy			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By September 30, 2025 100% of students will have completed the initial DIBLES assessment.	By January 30, 2026, the percentage of students at benchmark (low risk) on the MOY assessment will increase at least 2%.	Administration to complete at least two meetings with the reading specialists identifying evidence-based interventions being used by MTSS team and classroom teachers.	By June 2026 the percentage of all students at benchmark (low risk) on EOY DIBELS assessment will increase at least 5% from the BOY assessment.

Priority: Utilize teacher leaders to conduct and document grade level meetings twice a month to ensure instruction is coordinated, aligned, and evidence-based. Agenda and notes will be shared with teachers, specialists, and administration.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By June of 2026, eighteen (18) meetings will have been held with grade level teachers (and specialists) and led by grade level teacher leaders in order for each grade level to determine and adjust pacing of Tier 1 instruction.			
Measurable Goal Nickname (35 Character Max)			
Improve Tier 1 Instruction			

Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
By August 30, 2025, administration holds planning meeting with teacher leaders.	By December 2025, teacher leaders will meet with administration to report and update on the six (6) meetings and the planning and pacing of Tier 1 instruction.	By March 2026, teacher leaders will meet with administration to report and update on the twelve (12) meetings and the planning and pacing of Tier 1 instruction.	By June 2026, teacher leaders will have held, reported, and shared eighteen (18) grade level meetings.

Action Plan

Measurable Goals

MTSS Math	MTSS Early Literacy
Improve Tier 1 Instruction	

Action Plan For: WWC: Assisting Elementary Students Struggling with Math

Measurable Goals:
By June of 2026, the percentage of all students at benchmark (low risk) on the end-of-year Early Math FastBridge assessment (Kindergarten - Number Identification; First Grade - Number Decomposition) will increase at least 6%.

Action Step		Anticipated Start/Completion Date	
Using the iReady and Fastbridge data to determine the Math IE instructional period.		2025-08-25	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Denise Saylor, Principal Dana Mensher, Assistant Principal	Ready Math and iReady diagnostic and pathway Fastbridge benchmark Math Specialist and paraeducators	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instruction during IE period will be targeted to student needs. Differentiation within classroom and during pull out.	Building administration along with Director of Elementary, Teaching, Learning, and Technology. Trimester Data Meetings with Math MTSS team and classroom teachers.

Action Plan For: WWC: Foundational Skills to Support Reading for Understanding (Systematic Instruction)

Measurable Goals:
By June of 2026, the percentage of all students at benchmark (low risk) on the end-of-year DIBELS assessment (Kindergarten - Nonsense Word Fluency; First Grade - ORF) will increase at least 5%.

Action Step		Anticipated Start/Completion Date	
Using the DIBELS data to determine the Reading IE instructional period.		2025-08-25	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Denise Saylor, Principal Dana Mensher, Assistant Principal	DIBELS BOY, MOY, EOY benchmark assessments Reading Specialists and paraeducators	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instruction during IE period will be targeted to student needs. Differentiation within classroom and during pull out.	Building administration along with Director of Elementary, Teaching, Learning, and Technology. Trimester Data Meetings with Reading MTSS team and classroom teachers.

Action Plan For: WWC: Organizing Instruction and Study to Improve Student Learning

Measurable Goals:

- By June of 2026, eighteen (18) meetings will have been held with grade level teachers (and specialists) and led by grade level teacher leaders in order for each grade level to determine and adjust pacing of Tier 1 instruction.

Action Step		Anticipated Start/Completion Date	
Create, schedule, and hold eighteen (18) grade level meetings led by teacher leaders to identify, plan, and pace best practices for the Ready Math and Amplify CKLA curriculum resources with the goal of improving Tier 1 instruction.		2025-08-25	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Denise Saylor, Principal Dana Mensher, Assistant Principal	Ready Math and Amplify CKLA physical and digital resources Agendas, attendance, and notes from meetings	Yes	
Action Step		Anticipated Start/Completion Date	
Monthly meetings between administration and teacher leaders to report on agenda items regarding curriculum resources and Tier 1 instruction.		2025-08-25	2026-06-09
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Denise Saylor, Principal Dana Mensher, Assistant Principal Cassie Herr, Director of Elementary, TLT	Physical and digital curriculum resources. Meeting agendas, notes, and attendance.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Instruction in and across classrooms will be coordinated, aligned, and evidence-based to enhance student learning.	Monthly meetings with building and district administration to review agenda and any action items needed.

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	• WWC: Assisting Elementary Students Struggling with Math • WWC: Foundational Skills to Support Reading for Understanding (Systematic Instruction) • WWC: Organizing Instruction and Study to Improve Student Learning	Salaries - Math & Reading MTSS teachers & paras	520,185.00
Total Expenditures			520

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
WWC: Assisting Elementary Students Struggling with Math	Using the iReady and Fastbridge data to determine the Math IE instructional period.
WWC: Foundational Skills to Support Reading for Understanding (Systematic Instruction)	Using the DIBELS data to determine the Reading IE instructional period.
WWC: Organizing Instruction and Study to Improve Student Learning	Create, schedule, and hold eighteen (18) grade level meetings led by teacher leaders to identify, plan, and pace best practices for the Ready Math and Amplify CKLA curriculum resources with the goal of improving Tier 1 instruction.
WWC: Organizing Instruction and Study to Improve Student Learning	Monthly meetings between administration and teacher leaders to report on agenda items regarding curriculum resources and Tier 1 instruction.

Math Coaching

Action Step		
• Using the iReady and Fastbridge data to determine the Math IE instructional period.		
Audience		
Math MTSS Team and Classroom Teachers		
Topics to be Included		
Ready Math resource and iReady My PathFastBridge		
Evidence of Learning		
Beginning, Middle, and End of Year benchmarking and diagnostic testing.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Abigail Koch, Math Specialist	2025-08-25	2026-06-09

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	continuous reflection and support will be provided following the MTSS framework
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Early Literacy Coaching

Action Step		
• Using the DIBELS data to determine the Reading IE instructional period.		
Audience		
Reading MTSS team and Classroom Teachers		
Topics to be Included		
DIBELS data to differentiate instruction during IE period.		
Evidence of Learning		
Beginning, Middle, and End of Year DIBELS testing.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Missie Sommers, Reading SpecialistChristine White, Reading SpecialistKim Ziminsky, Reading Specialist	2025-08-25	2026-06-09
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Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	continuous reflection and support will be provided following the MTSS framework
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Bimonthly Grade Level Meetings

Action Step		
- Create, schedule, and hold eighteen (18) grade level meetings led by teacher leaders to identify, plan, and pace best practices for the Ready Math and Amplify CKLA curriculum resources with the goal of improving Tier 1 instruction. - Monthly meetings between administration and teacher leaders to report on agenda items regarding curriculum resources and Tier 1 instruction.		
Audience		
Grade level Teacher Leaders (K and 1) and classroom teachers		
Topics to be Included		
Identify, plan, and pace best practices for the Ready Math and Amplify CKLA curriculum resources with the goal of improving Tier 1 instruction.		
Evidence of Learning		
Follow up meeting between building and district administrators to monitor curriculum implementation and quality of Tier 1 instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kyleigh Grim, Math/Science/SS Teacher LeaderHeather Marth, ELA Teacher LeaderCarly LaCoe, Math/Science/SS Teacher LeaderJenn Truckly, ELA Teacher LeaderDenise Saylor, PrincipalDana Mensher, Assistant PrincipalCassie Herr, Director of Elementary TLT	2025-08-25	2026-06-09

Learning Format

Type of Activities	Frequency
Other	Bimonthly Grade Level meetingsMonthly Building Leader meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Christopher A Schiffert	2025-09-26
Building Principal Signature	Date
Denise L Saylor	2025-09-25
School Improvement Facilitator Signature	Date