

Providence El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

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| School | | AUN/Branch |
| Providence Elementary School | | 113367003/2654 |
| Address 1 | | |
| 137 Truce Road | | |
| Address 2 | | |
| | | |
| City | State | Zip Code |
| New Providence | PA | 17560 |
| Chief School Administrator | | Chief School Administrator Email |
| Brian Bliss | | brian_bliss@solancosd.org |
| Principal Name | | |
| Zac Bauermaster | | |
| Principal Email | | |
| zac_bauermaster@solancosd.org | | |
| Principal Phone Number | | Principal Extension |
| 717-786-3582 | | 5006 |
| School Improvement Facilitator Name | | School Improvement Facilitator Email |
| | | |

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|---------------------|------------------------------|------------------------------|-----------------------------------|
| Diane Harris | Education Specialist | Providence Elementary School | diane_harris@solancosd.org |
| Donna Sellers | Education Specialist | Providence Elementary School | donna_sellers@solancosd.org |
| Elise Graybill | Education Specialist | Providence Elementary School | elise_graybill@solancosd.org |
| Shayla High | Teacher | Providence Elementary School | shayla_high@solancosd.org |
| Sarah Roth | Parent | Providence Elementary School | zac_bauermaster@solancosd.org |
| Ashley Wagner | Parent/Title 1 Para Educator | Providence Elementary School | ashley_wagner@solancosd.org |
| Sara Parrish | Title 1 Coordinator | Solanco School District | sara_parrish@solancosd.org |
| Leah Willis | Education Specialist | Providence Elementary School | leah_willis@solancosd.org |
| Megan Brown | District Level Leaders | Solanco School District | Megan_brown@solancosd.org |
| Brian Bliss | Chief School Administrator | Solanco School District | Brian_bliss@solancosd.org |
| Robert Dangler | District Level Leaders | Solanco School District | robert_dangler@solancosd.org |
| Jane Ausel | Board Member | Solanco School District | jane_ausel@solancosd.org |
| Nicole Bayler | Paraprofessional | Providence Elementary School | nicole_bayler@solancosd.org |
| Jane Kreider | Paraprofessional | Providence Elementary School | Jane_kreider@solancosd.org |
| Ashley Edwards | District Level Leaders | Providence Elementary School | Ashley_edwards@solancosd.org |
| Christopher Keeler | District Level Leaders | Providence Elementary School | christopher_keeler@solancosd.org |
| Brian Musser | Board Member | Providence Elementary School | brian_musser@solancosd.org |
| Lisa Neff | Parent | Providence Elementary School | zac_bauermaster@solancosd.org |
| Dawn Fisher | Paraprofessional | Providence Elementary School | dawn_fisher@solancosd.org |
| Krystal Eisenberger | Paraprofessional | Providence Elementary School | krystal_eisenberger@solancosd.org |
| Kerri Null | Paraprofessional | Providence Elementary School | kerri_null@solancosd.org |
| Lindsey Orr | Teacher | Providence Elementary School | lindsey_orr@solancosd.org |
| Zac Bauermaster | Principal | Providence Elementary | zac_bauermaster@solancosd.org |
| Lora Bledsoe | Parent | Providence Elementary School | zac_bauermaster@solancosd.org |

Vision for Learning

Vision for Learning

District Mission/Vision Statement: Connecting. Inspiring. Empowering. Title 1 Mission/Vision Statement: Title 1 Schools will support the academic and social and emotional growth of all students through innovative resources, professional development and programs and will provide inclusive and engaging opportunities for families.

Future Ready PA Index

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

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|---------|---------|---------|----------|----------|----------|---------|
| True K | True 1 | True 2 | True 3 | True 4 | True 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 |
|---------------------------------|---|
| Title I Stakeholder Survey Data | During our evaluative meeting, groups of stakeholders reviewed our survey responses. All statements on the parent survey resulted in a rating of at least 4.0 out of 5.0. The highest ratings were in “I feel my school is a safe place” and “My school provides a welcoming environment for students, families, and staff members.” Families appreciated the frequent communication through many different avenues. Student survey responses indicated positive perceptions towards school. We will continue to utilize parent involvement funds to support these areas. |
| Early Learning Program | At our Evaluative meeting at the end of the year, it was identified that the Early Learning program had met their goal of improving district wide screening of incoming kindergarten. Incoming learners showed a decrease in the percentage qualifying for the extended day program. The data collected showed that participation in our early learning program doubled from the previous year’s data. Feedback at the engagement events held throughout the year was positive and families appreciated the opportunities to become more involved with the schools. |

Challenges

| Indicator | Comments/Notable Observations |
|----------------------|---|
| ELA Performance Data | We have found, through analysis of Acadience and Kidbiz data, that there were pockets of student success (meeting benchmark) in all our buildings. However, there continues to be a need, especially for those students participating in research-based interventions for reading, that we definitely want to continue to support the use of our Title 1 Interventionists and Title I paraprofessionals because this has been an effective practice. It is necessary to continue to use Title I funds to support this effort now and in future years as there might be a decrease in the percentage of students achieving at benchmark levels. More support by the building interventionists is necessary for classroom teachers in the implementation of research-based reading instructional practices. |
| Math Performance | In reviewing student math achievement data (PSSA results, CDT results, Eureka Math assessments), it is evident that |

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| Data | there were successes in some grade levels throughout our schools. However, there continues to be math achievement needs in various grade levels in our school. We will continue to use funds to support learner achievement and growth in the area of mathematics. |
| Behavior/Social Emotional Data | This continues to be an area of concern for our learners, families, and staff. Current research continues to project the need to address students' social and emotional well being as a result of the COVID circumstances. In addition, parent survey data indicates a concern for students' social and emotional needs being met at school. This was the lowest scored area on our parent survey across the district. It will be necessary to ensure students feel connected with their classmates, teachers, and other school personnel. Our goal is to have students come to school motivated and feeling safe. Improving students' feelings about school should lead to fewer office discipline referral and the need for suspensions. It will also be necessary to provide support to parents in obtaining services and making connections with school personnel. |
| School Readiness Data | Based on feedback from our surveys throughout the year at our early learning events, families are in need of events and activities that are geared toward our preschool aged learners. Our kindergarten screening data continues to rank as one of the lowest in the county. Early childhood programming and making connections with our incoming kindergarten students prior to the start of the kindergarten year is a need our district must continue to address. |

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

Strengths

| | |
|---|---|
| Indicator Percent Proficient or Advanced in Science ESSA Student Subgroups | Comments/Notable Observations The overall percentage of students proficient or advanced was 81.6%. The state average was 58.9% |
| Indicator Academic Growth Expectations in Science ESSA Student Subgroups White, Economically Disadvantaged | Comments/Notable Observations Science- The overall percentage for the academic growth score was 79% and the statewide average was 74.7% |
| Indicator Academic Growth Expectations in ELA ESSA Student Subgroups | Comments/Notable Observations The academic growth score was 72%, and the statewide growth average was 75.4% |

Challenges

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|---|--|
| Indicator Percent Proficient/Advanced in Math | Comments/Notable Observations Math- The overall percentage of students performing proficient or advanced is 38.6%. |
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| ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities | The statewide average was 38.3%. |
| Indicator Academic Growth Expectations in Math ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities | Comments/Notable Observations The overall expectation of students meeting the growth expectation is 65%. The statewide average was 74.9%. |
| Indicator ESSA Student Subgroups | Comments/Notable Observations |

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.

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| <p>During our evaluative meeting, groups of stakeholders reviewed our survey responses. All statements on the parent survey resulted in a rating of at least 4.0 out of 5.0. The highest ratings were in “I feel my school is a safe place” and “My school provides a welcoming environment for students, families, and staff members.” Families appreciated the frequent communication through many different avenues. Student survey responses indicated positive perceptions towards school. We will continue to utilize parent involvement funds to support these areas.</p> |
| <p>At our Evaluative meeting at the end of the year, it was identified that the Early Learning program had met their goal of improving district wide screening of incoming kindergarten. Incoming learners showed a decrease in the percentage qualifying for the extended day program. The data collected showed that participation in our early learning program doubled from the previous year’s data. Feedback at the engagement events held throughout the year was positive and families appreciated the opportunities to become more involved with the schools.</p> |
| <p>In Science - the overall % of students proficient or advanced was 81.6%. The state average was 58.9%</p> |

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.

| |
|---|
| <p>We have found, through analysis of Acadience and Kidbiz data, that there were pockets of student success (meeting benchmark) in all our buildings. However, there continues to be a need, especially for those students participating in research-based interventions for reading, that we definitely want to continue to support the use of our Title 1 Interventionists and Title I paraprofessionals because this has been an</p> |
|---|

effective practice. It is necessary to continue to use Title I funds to support this effort now and in future years as there might be a decrease in the percentage of students achieving at benchmark levels. More support by the building interventionists is necessary for classroom teachers in the implementation of research-based reading instructional practices.

In reviewing student math achievement data (PSSA results, CDT results, Eureka Math assessments), it is evident that there were successes in some grade levels throughout our schools. However, there continues to be math achievement needs in various grade levels in our school. We will continue to use funds to support learner achievement and growth in the area of mathematics.

This continues to be an area of concern for our learners, families, and staff. Current research continues to project the need to address students' social and emotional well being as a result of the COVID circumstances. In addition, parent survey data indicates a concern for students' social and emotional needs being met at school. This was the lowest scored area on our parent survey across the district. It will be necessary to ensure students feel connected with their classmates, teachers, and other school personnel. Our goal is to have students come to school motivated and feeling safe. Improving students' feelings about school should lead to fewer office discipline referral and the need for suspensions. It will also be necessary to provide support to parents in obtaining services and making connections with school personnel.

Based on feedback from our surveys throughout the year at our early learning events, families are in need of events and activities that are geared toward our preschool aged learners. Our kindergarten screening data continues to rank as one of the lowest in the county. Early childhood programming and making connections with our incoming kindergarten students prior to the start of the kindergarten year is a need our district must continue to address.

Local Assessment

English Language Arts

| Data | Comments/Notable Observations |
|--|--|
| Proficient or Advanced on Pennsylvania State Assessments | Percent Proficient and advanced: 56.8% |
| Meeting Annual Academic Growth Expectations (PVAAS) | Percent meeting Academic growth score: 72% |
| Advanced on Pennsylvania State Assessments | Percent Advanced: 13.5% |
| Local ELA Needs Assessment (Acadience) | 65% of all students achieved the end-of-year benchmark level during the 2023-2024 SY when measured through the Acadience assessment; the goal was set at 80%. K - 67% of students achieved benchmark 1 - 72% of students achieved benchmark 2 - 64% of students achieved benchmark 3 - 59% of of students achieved benchmark 4 - 67% of students achieved benchmark 5 - 58% of students achieved benchmark |
| Local ELA Needs Assessment (KidBiz Lexile Level Growth) | 93% of all students utilizing KidBiz showed a growth of at least 75 lexile points when assessed from beginning of year to end of year on KidBiz/Achieve3000 or met the benchmark for their grade level, the goal was set at 80%. |
| Kindergarten Early Literacy Screening | Based on screening data for kindergarten 40% of incoming kindergarten students did not meet set local kindergarten readiness standards. |

English Language Arts Summary

Strengths

Title I Interventionists are supporting students to meet grade level benchmarks. The implementation of reading tier times across the grade levels have had a positive impact on student performance.

Challenges

Student growth expectations (PVAAS) and student achievement data does not meet the interim goal and additional support should be put in place in order to increase achievement results and growth percentages. Local assessments show similar results when compared to the State Assessment. Putting additional supports in place to improve learners' reading fluency, comprehension, and reading decoding skills will increase student performance on both state and local assessments.

Mathematics

| Data | Comments/Notable Observations |
|--|--|
| Proficient or Advanced on Pennsylvania State Assessments | Percent [proficient and advanced]: 38.6% |
| Meeting Annual Academic Growth Expectations (PVAAS) | Percent meeting Academic growth score: 65% |
| Advanced on Pennsylvania State Assessments | 8.2% *This data is from the most recent PSSA reported data (dated 2018-19 school year). If more current data is available at time of submission, information will be updated. |
| Local Math Needs Assessment (CDT Math Assessment) | 76% of all students assessed on the CDT Math Assessment showed a growth of 75 points or more from the baseline given at the beginning of the year to end of the year assessment or achieved benchmark, the goal was 80%. |

Mathematics Summary

Strengths

Teachers consistently utilized a research-based math program for core instruction. This program was implemented in classrooms grade K-5. Students showed growth and success in many aspects of the newly implemented curriculum.

Challenges

Continued implementation of the new curriculum will improve with additional exposure to skills/units. Putting additional supports in place to improve learners' math calculations, reasoning, and problem solving skills will increase student performance and growth on both state and local assessments.

Science, Technology, and Engineering Education

| Data | Comments/Notable Observations |
|--|--|
| Advanced on Pennsylvania State Assessments | 46.9% *This data is from the most recent PSSA reported data (dated 2018-19 school year). If more current data is available at time of submission, information will be updated. |
| Meeting Annual Academic Growth Expectations (PVAAS) | Percent meeting academic growth score: 79% |
| Proficient or Advanced on Pennsylvania State Assessments | Percent Proficient and advanced: 81.6% |

Science, Technology, and Engineering Education Summary

Strengths

Students exceeded the statewide average for percent of learners meeting proficient and advanced in Science.

Challenges

Continue to utilize non-fiction reading resources/strategies and expose students to science curriculum.

Related Academics

Career Readiness

| Data | Comments/Notable Observations |
|----------------------------|--|
| Career Standards Benchmark | 98.2% Student Groups Exceeds Performance Standard exceeding the state average of 89.6% |

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.

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| Students participate in activities to expose them to a variety of career opportunities, we exceeded the state average. |
|--|

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.

To continue to provide meaningful career exploration to all students.

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 |
|--|---|
| English Language Arts/Literature State Assessments | 19% of the subgroup met the state benchmarks for proficient and advanced |
| Math Assessments | 9.1% of the subgroup met the state benchmarks for proficient and advanced |
| Local Needs Assessments for ELA | This student subgroup performed similarly on local assessments of Acadience, Kidbix lexile level assessment as state assessments. |
| Local Needs Assessment for Mathematics | This student subgroup performed similarly on local assessments of CDT mathematics assessment as state assessments. |

Students Considered Economically Disadvantaged

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

| Data | Comments/Notable Observations |
|--|---|
| English Language Arts/Literature State Assessments | 47.4% of the subgroup met the state benchmarks for proficient and advanced *This data is from the most recent PSSA reported data (dated 2018-19 school year). If more current data is available at time of submission, information will be updated. |
| Math State Assessments | 28.2% of the subgroup met the state benchmark for proficient and advanced. |
| Local Needs Assessments | This student subgroup performed similarly on local assessments of Acadience, Kidbix lexile level |

| | |
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| for ELA | assessment as state assessments. |
| Local Needs Assessment for Mathematics | This student subgroup performed similarly on local assessments of CDT mathematics assessment as state assessments. |

Student Groups by Race/Ethnicity

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

| Student Groups | Comments/Notable Observations |
|-----------------|---|
| White | English Language Arts/Literature - 58.7 of this subgroup met the state benchmarks for proficient and advanced. Math - 41.4% of this subgroup met the state benchmarks for proficient and advanced. This student subgroup performed similarly on local assessments of ACADIENCE, Kidbiz lexile level assessment as state assessments. This student subgroup performed similarly on local assessments of CDT mathematics assessment as state assessments. |
| 2 or More Races | English Language Arts/Literature - 46.7 of this subgroup met the state benchmarks for proficient and advanced. Math - 26.7% of this subgroup met the state benchmarks for proficient and advanced. This student subgroup performed similarly on local assessments of ACADIENCE, Kidbiz lexile level assessment as state assessments. This student subgroup performed similarly on local assessments of CDT mathematics assessment as state assessments. |

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.

| |
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| Title I Interventionists are supporting students to meet grade level benchmarks. The implementation of reading tier times across the grade levels have had a positive impact on student performance. |
| Teachers consistently utilized a research-based math program for core instruction. This program was implemented in classrooms grade K-5. Students showed growth and success in many aspects of the newly implemented curriculum. |
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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.

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| Although students are meeting the growth expectations (PVAAS), student achievement data does not meet the interim goal and additional supports should be put in place in order to increase achievement results. Local assessments show similar results when compared to the State Assessment. Putting additional supports in place to improve learners' reading fluency, comprehension, and reading decoding skills will increase student performance on both state and local assessments. |
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| Continued implementation of the new curriculum will improve with additional exposure to skills/units. Putting additional supports in place to improve learners' math calculations, reasoning, and problem solving skills will increase student performance and growth on both state and local assessments. |
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Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

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

Empower Leadership

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

Provide Student-Centered Support Systems

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|--|-------------|
| 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 | 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 | 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?

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|---|
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |
| Foster a culture of high expectations for success for all students, educators, families, and community member |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community |
| Identify professional learning needs through analysis of a variety of data |

Challenges

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

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| Align curricular materials and lesson plans to the PA Standards |
| Use multiple professional learning designs to support the learning needs of staff |
| 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 |
|---|---------------------------------|
| During our evaluative meeting, groups of stakeholders reviewed our survey responses. All statements on the parent survey resulted in a rating of at least 4.0 out of 5.0. The highest ratings were in “I feel my school is a safe place” and “My school provides a welcoming environment for students, families, and staff members.” Families appreciated the frequent communication through many different avenues. Student survey responses indicated positive perceptions towards school. We will continue to utilize parent involvement funds to support these areas. | True |
| At our Evaluative meeting at the end of the year, it was identified that the Early Learning program had met their goal of improving district wide screening of incoming kindergarten. Incoming learners showed a decrease in the percentage qualifying for the extended day program. The data collected showed that participation in our early learning program doubled from the previous year’s data. Feedback at the engagement events held throughout the year was positive and families appreciated the opportunities to become more involved with the schools. | True |
| In Science - the overall % of students proficient or advanced was 81.6%. The state average was 58.9% | False |
| Title I Interventionists are supporting students to meet grade level benchmarks. The implementation of reading tier times across the grade levels have had a positive impact on student performance. | True |
| Teachers consistently utilized a research-based math program for core instruction. This program was implemented in classrooms grade K-5. Students showed growth and success in many aspects of the newly implemented curriculum. | True |
| Title I Interventionists are supporting students to meet grade level benchmarks. The implementation of reading tier times across the grade levels have had a positive impact on student performance. | False |
| Teachers consistently utilized a research-based math program for core instruction. This program was implemented in classrooms grade K-5. Students showed growth and success in many aspects of the newly implemented curriculum. | False |
| Students exceeded the statewide average for percent of learners meeting proficient and advanced in Science. | False |
| Students participate in activities to expose them to a variety of career opportunities, we exceeded the state average. | False |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence- | True |

| | |
|---|-------|
| based | |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | True |
| Foster a culture of high expectations for success for all students, educators, families, and community member | False |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | False |
| Identify professional learning needs through analysis of a variety of data | 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 |
|--|---------------------------------|
| We have found, through analysis of Acadience and Kidbiz data, that there were pockets of student success (meeting benchmark) in all our buildings. However, there continues to be a need, especially for those students participating in research-based interventions for reading, that we definitely want to continue to support the use of our Title 1 Interventionists and Title I paraprofessionals because this has been an effective practice. It is necessary to continue to use Title I funds to support this effort now and in future years as there might be a decrease in the percentage of students achieving at benchmark levels. More support by the building interventionists is necessary for classroom teachers in the implementation of research-based reading instructional practices. | True |
| In reviewing student math achievement data (PSSA results, CDT results, Eureka Math assessments), it is evident that there were successes in some grade levels throughout our schools. However, there continues to be math achievement needs in various grade levels in our school. We will continue to use funds to support learner achievement and growth in the area of mathematics. | True |
| This continues to be an area of concern for our learners, families, and staff. Current research continues to project the need to address students' social and emotional well being as a result of the COVID circumstances. In addition, parent survey data indicates a concern for students' social and emotional needs being met at school. This was the lowest scored area on our parent survey across the district. It will be necessary to ensure students feel connected with their classmates, teachers, and other school personnel. Our goal is to have students come to school motivated and feeling safe. Improving students' feelings about school should lead to fewer office discipline referral and the need for suspensions. It will also be necessary to provide support to parents in obtaining services and making connections with school personnel. | True |

| | |
|--|-------|
| Based on feedback from our surveys throughout the year at our early learning events, families are in need of events and activities that are geared toward our preschool aged learners. Our kindergarten screening data continues to rank as one of the lowest in the county. Early childhood programming and making connections with our incoming kindergarten students prior to the start of the kindergarten year is a need our district must continue to address. | True |
| Student growth expectations (PVAAS) and student achievement data does not meet the interim goal and additional support should be put in place in order to increase achievement results and growth percentages. Local assessments show similar results when compared to the State Assessment. Putting additional supports in place to improve learners' reading fluency, comprehension, and reading decoding skills will increase student performance on both state and local assessments. | False |
| Continued implementation of the new curriculum will improve with additional exposure to skills/units. Putting additional supports in place to improve learners' math calculations, reasoning, and problem solving skills will increase student performance and growth on both state and local assessments. | False |
| To continue to provide meaningful career exploration to all students. | False |
| Align curricular materials and lesson plans to the PA Standards | False |
| Use multiple professional learning designs to support the learning needs of staff | False |
| Continue to utilize non-fiction reading resources/strategies and expose students to science curriculum. | False |
| Although students are meeting the growth expectations (PVAAS), student achievement data does not meet the interim goal and additional supports should be put in place in order to increase achievement results. Local assessments show similar results when compared to the State Assessment. Putting additional supports in place to improve learners' reading fluency, comprehension, and reading decoding skills will increase student performance on both state and local assessments. | False |
| Continued implementation of the new curriculum will improve with additional exposure to skills/units. Putting additional supports in place to improve learners' math calculations, reasoning, and problem solving skills will increase student performance and growth on both state and local assessments. | False |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | True |

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
|--|--|--------------------|
| <p>We have found, through analysis of Acadience and Kidbiz data, that there were pockets of student success (meeting benchmark) in all our buildings. However, there continues to be a need, especially for those students participating in research-based interventions for reading, that we definitely want to continue to support the use of our Title 1 Interventionists and Title I paraprofessionals because this has been an effective practice. It is necessary to continue to use Title I funds to support this effort now and in future years as there might be a decrease in the percentage of students achieving at benchmark levels. More support by the building interventionists is necessary for classroom teachers in the implementation of research-based reading instructional practices.</p> | <p>Continued need for direct instruction of reading skills in small groups, targeted intervention Lack of common high-quality resources</p> | <p>True</p> |
| <p>In reviewing student math achievement data (PSSA results, CDT results, Eureka Math assessments), it is evident that there were successes in some grade levels throughout our schools. However, there continues to be math achievement needs in various grade levels in our school. We will continue to use funds to support learner achievement and growth in the area of mathematics.</p> | <p>Increase in rigor in the recently implemented math curriculum Lack of students' background knowledge for vocabulary and prerequisite skills</p> | <p>True</p> |
| <p>This continues to be an area of concern for our learners, families, and staff. Current research continues to project the need to address students' social and emotional well being as a result of the COVID circumstances. In addition, parent survey data indicates a concern for students' social and emotional needs being met at school. This was the lowest scored area on our parent survey across the district. It will be necessary to ensure students feel connected with their classmates, teachers, and other school personnel. Our goal is to have students come to school motivated and feeling safe. Improving students' feelings about school should lead to fewer office discipline</p> | <p>Lack of consistent implementation of curriculum Lack of common high quality resources Increased students' social and emotional needs</p> | <p>True</p> |

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| referral and the need for suspensions. It will also be necessary to provide support to parents in obtaining services and making connections with school personnel. | | |
| Based on feedback from our surveys throughout the year at our early learning events, families are in need of events and activities that are geared toward our preschool aged learners. Our kindergarten screening data continues to rank as one of the lowest in the county. Early childhood programming and making connections with our incoming kindergarten students prior to the start of the kindergarten year is a need our district must continue to address. | There continues to be limited access to high quality preschool opportunities in our community. At evaluative meetings stakeholders shared the value of the Early Learning program. Data shows a significant increase in family participation in the program. | True |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | | False |

Analyzing Strengths

| Analyzing Strengths | Discussion Points |
|---|--|
| Title I Interventionists are supporting students to meet grade level benchmarks. The implementation of reading tier times across the grade levels have had a positive impact on student performance. | Interventionists will continue to assess and monitor the progress of all learners who meet the 2A & 2B criteria. |
| During our evaluative meeting, groups of stakeholders reviewed our survey responses. All statements on the parent survey resulted in a rating of at least 4.0 out of 5.0. The highest ratings were in “I feel my school is a safe place” and “My school provides a welcoming environment for students, families, and staff members.” Families appreciated the frequent communication through many different avenues. Student survey responses indicated positive perceptions towards school. We will continue to utilize parent involvement funds to support these areas. | Overall family/parent perceptions of our schools are positive. Families are supportive of the programs and initiatives that the district is implementing. |
| At our Evaluative meeting at the end of the year, it was identified that the Early Learning program had met their goal of improving district wide screening of incoming kindergarten. Incoming learners showed a decrease in the percentage qualifying for the extended day program. The data collected showed that participation in our early learning program doubled from the previous year’s data. Feedback at the engagement events held throughout the year was positive and | The early learning program has completed it's third year and has gained a large amount of support from the community, our school leaders and school board. |

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| families appreciated the opportunities to become more involved with the schools. | |
| Teachers consistently utilized a research-based math program for core instruction. This program was implemented in classrooms grade K-5. Students showed growth and success in many aspects of the newly implemented curriculum. | Eureka is a rigorous math program that will increase the critical math thinking skills that our learners need to be successful. |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Our teachers utilize common planning time among their teams as well as monthly time with our Title 1 interventionists for support in their instructional planning and practices. Additionally, teachers have utilized monthly faculty meetings to receive professional development and collaborate as grade level teams district wide. |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | School wide data team meetings occur multiple a year, at those team meetings teams review a variety of assessments and data to guide and plan instruction and form learner groupings for interventions. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|---|
| | Continue to focus on identifying specific reading needs by supporting core instruction and interventions for all learners. |
| | Continue to focus on implementing the Eureka core curriculum with fidelity and providing interventions during math tier time for learners who are not meeting benchmarks. |
| | Focus on identifying student and families social emotional and behavioral needs and provide support to individual learners and families in these areas. |
| | Focus on offering early learning opportunities to families of future incoming students to support transition into kindergarten. |

Goal Setting

Priority: Focus on identifying student and families social emotional and behavioral needs and provide support to individual learners and families in these areas.

| | | | |
|--|---|---|--|
| Outcome Category | | | |
| School climate and culture | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Responses on the stakeholder survey, will indicate positive perceptions with average ratings of at least a 4 on a 5 point scale. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| School Climate and Culture | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Positive feedback following parent and engagement events. | Positive feedback following parent and engagement events. | Positive feedback following parent and engagement events. | Responses on the stakeholder survey, will indicate positive perceptions with average ratings of at least a 4 on the 5 point scale. |

| | | | |
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| Outcome Category | | | |
| School Safety | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Decrease in suspensions and office referrals from previous year based on end of the year PowerSchool reports. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| School Safety | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Decrease suspensions and office referrals from previous years. | Decrease suspensions and office referrals from previous years. | Decrease suspensions and office referrals from previous years. | Decrease suspensions and office referrals from previous years. |

| | | | |
|--|---------------------------|---------------------------|---------------------------|
| Outcome Category | | | |
| Social emotional learning | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Responses on the student surveys will indicate positive perceptions with average ratings of at least an 80%. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| SEL | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |

| | | | |
|--|--|--|---|
| Student responses during minute meeting interviews | Student responses during minute meeting interviews | Student responses during minute meeting interviews | Responses on the student surveys will indicate positive perceptions with average ratings of at least an 80% |
|--|--|--|---|

Priority: Continue to focus on implementing the Eureka core curriculum with fidelity and providing interventions during math tier time for learners who are not meeting benchmarks.

| | | | |
|--|---|---|---|
| Outcome Category | | | |
| Mathematics | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| 80% of students in grades 3-5 will demonstrate growth of 75 points from the September CDT assessment to the May CDT assessment or more and/or score at or above benchmark on the May CDT assessment. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Math Supports/CDT | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Baseline data from administrating September CDT's | Increase in growth and/or performance data from baseline assessment | Increase in growth and/or performance data from baseline assessment | 80% of students in grades 3-5 will demonstrate a growth of 75 points or more from the September CDT assessment to the May CDT assessment and/or score at or above benchmark on the May CDT assessment |

Priority: Focus on offering early learning opportunities to families of future incoming students to support transition into kindergarten.

| | | | |
|--|---|---|---|
| Outcome Category | | | |
| Early childhood development | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Decrease the percentage of incoming kindergartners qualifying for the extended day Kindergarten program based on a comparison of 2023-24 and 2024-25 kindergarten screening assessment data. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Early Learning | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Measured through a decrease in students qualifying for Extended Day Kindergarten based on the Kindergarten screening assessment given to all incoming | Measured through a decrease in students qualifying for Extended Day Kindergarten based on the Kindergarten screening assessment given to all incoming | Measured through a decrease in students qualifying for Extended Day Kindergarten based on the Kindergarten screening assessment given to all incoming | Measured through a decrease in students qualifying for Extended Day Kindergarten based on the Kindergarten screening assessment given to all incoming |

| | | | |
|-----------------|-----------------|-----------------|-----------------|
| kindergarteners | kindergarteners | kindergarteners | kindergarteners |
|-----------------|-----------------|-----------------|-----------------|

Priority: Continue to focus on identifying specific reading needs by supporting core instruction and interventions for all learners.

| | | | |
|---|-----------------------------------|-----------------------------------|---|
| Outcome Category | | | |
| English Language Arts | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Goal: 80% of students in grades 3-5 will show a growth of 75 points or more from the September Kidbiz Level Set to the May KidBiz Level Set and/or meets/exceeds grade level expectations on the May KidBiz level set assessment. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| ELA Supports /KidBiz | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Baseline data from September KidBiz Level Set Assessment | Increase in student Lexile levels | Increase in student Lexile levels | 80% of students in grades 3-5 will show a growth of 75 points or more from the September KidBiz Level Set to the May KidBiz Level Set and/or meets/exceeds grade level expectations on the May KidBiz level set assessment. |

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| Outcome Category | | | |
| English Language Arts | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| 80% of students in grades K-5 will achieve at or above benchmark on the Acadience reading assessment administered in May. Nickname: ELA Supports/Acadience | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| ELA Supports/Acadience | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Baseline data from September Acadience administration | Increase in percentage of students meeting benchmark | Increase in percentage of students meeting benchmark | 80% of students in grades K-5 will achieve at or above benchmark on the Acadience reading assessment administered in May |

Action Plan

Measurable Goals

| | |
|------------------------|----------------------------|
| School Safety | School Climate and Culture |
| SEL | Math Supports/CDT |
| ELA Supports/Acadience | ELA Supports /KidBiz |
| Early Learning | |

Action Plan For: Interventions

| |
|---|
| <p>Measurable Goals:</p> <ul style="list-style-type: none"> • Goal: 80% of students in grades 3-5 will show a growth of 75 points or more from the September Kidbiz Level Set to the May KidBiz Level Set and/or meets/exceeds grade level expectations on the May KidBiz level set assessment. • 80% of students in grades K-5 will achieve at or above benchmark on the Acadience reading assessment administered in May. Nickname: ELA Supports/Acadience • 80% of students in grades 3-5 will demonstrate growth of 75 points from the September CDT assessment to the May CDT assessment or more and/or score at or above benchmark on the May CDT assessment. |
|---|

| Action Step | | Anticipated Start/Completion Date | |
|---|---|-----------------------------------|------------|
| Provide research validated interventions through a tiered system of supports. | | 2024-08-26 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Interventionists | Interventionists salary, Paraprofessionals salary, Researched based programs for interventions and subscriptions to Digital platforms for learning, Summer programs, Technology, Professional Development for interventionists & Teachers, Assessments- Acadience, Supplies, Administrative costs | Yes | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| Increased number of learners meeting the benchmarks on assessments | Student scores and data will be reviewed at our data days multiple times a year. The following stakeholders will be involved in these meetings: Teachers, specialists, school psychologist, |

| | |
|---|---|
| being utilized by teachers with fidelity. | principal, and counselor. The goal will be for tiered supports to be implemented in order for the learner to meet benchmark. The tools that will be used include Acadience testing, Acadience, CDT's and research based programs. |
|---|---|

Action Plan For: Early Learning Program

| |
|--|
| Measurable Goals: |
| <ul style="list-style-type: none"> Decrease the percentage of incoming kindergartners qualifying for the extended day Kindergarten program based on a comparison of 2023-24 and 2024-25 kindergarten screening assessment data. |

| Action Step | | Anticipated Start/Completion Date | |
|--|--|-----------------------------------|------------|
| Early Learning program to address the needs of pre-school aged children in the community by providing opportunities for parents to interact with professional staff. | | 2024-08-26 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Early Learning Director | Salary & Benefits of professional staff Professional Development for staff Supplies Mileage Administrative costs | Yes | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|---|--|
| Increase in the scores on kindergarten screenings | Kindergarten assessment data/percentage of students qualifying for extended day kindergarten |

Action Plan For: School Climate

| |
|---|
| Measurable Goals: |
| <ul style="list-style-type: none"> Responses on the student surveys will indicate positive perceptions with average ratings of at least an 80%. Decrease in suspensions and office referrals from previous year based on end of the year PowerSchool reports. Responses on the stakeholder survey, will indicate positive perceptions with average ratings of at least a 4 on a 5 point scale. |

| Action Step | | Anticipated Start/Completion Date | |
|--|---|--|------------|
| Develop a school wide behavioral support system (including behavioral incentives, classroom management strategies/resources) to promote positive building culture and climate among all school stakeholders and through increased family engagement. | | 2024-08-26 | 2025-06-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principals Interventionists/Specialists Counselors Teachers Community Liaisons | Supplies Salary and Benefits of Community Liaison Salary & Benefits of staff for events Administrative Costs Food/Refreshments Presenters/Guest Speakers Parent/Family Engagement Conference | No | |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--|---|
| Increased positive student response on student surveys given throughout the school year. Increase student/family participation in activities and events that foster learning beyond the classroom. Decreased office discipline referrals leading to in-school or out of school suspensions. | Data collected from students throughout the school year will show an increase in positive responses. Increased participation at events. Positive responses in stakeholder survey results. Decreased student discipline as shown through student discipline data. |

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"> • Interventions • Early Learning Program • School Climate | Salary | 331843.53 |
| Instruction | <ul style="list-style-type: none"> • Interventions • Early Learning Program • School Climate | Benefits | 136763.89 |
| Other Expenditures | <ul style="list-style-type: none"> • Interventions • Early Learning Program • School Climate | Parent Engagement | 26267.86 |
| Other Expenditures | <ul style="list-style-type: none"> • Interventions • Early Learning Program • School Climate | Staff Development | 189.66 |
| Other Expenditures | <ul style="list-style-type: none"> • Interventions • Early Learning Program • School Climate | Supplies | 117987.11 |
| Other Expenditures | <ul style="list-style-type: none"> • Interventions • Early Learning | Administrative Salary and Benefits | 41637.94 |

| | | | |
|--------------------|---|------------------------------------|----------|
| | <ul style="list-style-type: none"> Program School Climate | | |
| Other Expenditures | <ul style="list-style-type: none"> Early Learning Program | Early Learning Salary and Benefits | 99471.01 |
| Total Expenditures | | | 754161 |

Professional Development

Professional Development Action Steps

| | |
|--------------------------------|--|
| Evidence-based Strategy | Action Steps |
| Interventions | Provide research validated interventions through a tiered system of supports. |
| Early Learning Program | Early Learning program to address the needs of pre-school aged children in the community by providing opportunities for parents to interact with professional staff. |

Professional Conferences

| | | |
|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> • Early Learning program to address the needs of pre-school aged children in the community by providing opportunities for parents to interact with professional staff. • Provide research validated interventions through a tiered system of supports. | | |
| Audience | | |
| Title 1 Interventionists, Administrators, Teachers | | |
| Topics to be Included | | |
| Research based best practices | | |
| Evidence of Learning | | |
| Implementation of quality instructional practices Presentation of skills learned for faculty meetings Daily walk through and classroom observations | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Title 1 Interventionists Teachers Administrator | 2024-08-26 | 2025-06-03 |

Learning Format

| | |
|---|------------------|
| Type of Activities | Frequency |
| Conference | As needed |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 4d: Participating in a Professional Community • 1c: Setting Instructional Outcomes • 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources | |
| This Step Meets the Requirements of State Required Trainings | |

Approvals & Signatures

| Uploaded Files |
|----------------|
| |

| Chief School Administrator | Date |
|--|------------|
| Brian A Bliss | 2024-12-20 |
| Building Principal Signature | Date |
| Zachary S. Bauernmaster | 2024-12-20 |
| School Improvement Facilitator Signature | Date |
| | |