Central El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Central Elementary School		127041503/0647
Address 1		
Big Beaver Falls Area School District		
Address 2		
805 15th Street		
City	**State**	**Zip Code**
Beaver Falls	PA	15010
Chief School Administrator		**Chief School Administrator Email**
Dr. Donna Nugent		nugentd@tigerweb.org
Principal Name		
Robert Bryan Fabyanic		
Principal Email		
fabyanicb@tigerweb.org		
Principal Phone Number		**Principal Extension**
7248437470		6106
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Joyce Depenhart		depenhartj@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Bryan Fabyanic	Principal	Central Elementary	fabyanicb@tigerweb.org
Susan Becker	Title 1	Central Elementary	beckers@tigerweb.org
Chelsea Dawson	Teacher	Central Elementary Teacher	dawsonc@tigerweb.org
Kristen Pook	Parent	Community	kristinpook1017@gmail.com
Jennifer Honeywill	Teacher	Central Elementary	honeywillj@tigerweb.org
Dr. Donna Nugent	Superintendent	District Administration	nugentd@tigerweb.org
Mary Beth Leeman	Special Education Compliance	District Administration	leemanm@tigerweb.org
Joyce Depenhart	Director of Pupil Services	District Administration	depenhardtj@tigerweb.org
Karen Jackson	Teacher	Central Elementary	jacksonk@tigerweb.org
Missy Nyeholt	Parent	Community/Parent	missynyeholt@gmail.com
Christine Kroger	Community Member	Neighborhood North	christine @neighborhoodnorth.com
Mike Beegle	Teacher	Central Elementary	beeglem@tigerweb.org
Jennifer Majors	Teacher	Tiger Pause	majorsj@tigerweb.org
Chelsea Navage	Teacher	Central Elementary	navagec@tigerweb.org
Melissa Reyes	Paraprofessional	Central Elementary	reyesm@tigerweb.org
Elaine Roboski	Community Member	Tiger Pause	elaine@tigerpause.net
Mary Ferrigno	Teacher	Central Elementary	ferrignom@tigerweb.org
Rachel Stanczak	Paraprofessional	Central Elementary	stanczakr@tigerweb.org
Nicole Collins	Parent	Parent	collinsn@tigerweb.org
Shanell Thompson	Parent	Parent	shanellthompson2015@gmail.com

Vision for Learning

Vision for Learning

As part of the Big Beaver Falls Area School District, Central Elementary will serve as the core of a diverse community of life-long learners, which will provide high academic standards and challenging progressive learning experiences for all students. The vision of the Big Beaver Falls Area School District will be achieved within a safe, inviting, nurturing environment generating responsible and self-sustaining citizens.

Future Ready PA Index

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

True K	**True** 1	**True** 2	**True** 3	**True** 4	**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
Proficient or Advanced on Pennsylvania State Assessments - Science	The "All Student Group" showed an increase from previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - English Language Arts	The "All Student Group" met/exceeded the the statewide goal but showed a decrease from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - Science	The "All Student Group" met/exceeded the the statewide goal and showed an increase from the previous year.
An increase of 10% of K-3 students achieving benchmark level composite scores on DIBELS 8 indicator.	Overall, students K-3 exceeded a 10% growth in reaching benchmark scores.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts	The "All Student Group" showed a decrease in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Mathematics	The "All Student Group" showed a decrease in performance from the previous year.

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

Strengths

Indicator Meeting Annual Academic Growth Expectations (PVAAS) - Science **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 100% of "2 or more races" subgroup met/exceeded the growth expectation
Indicator Proficient or Advanced on Pennsylvania State Assessments - Science **ESSA Student Subgroups** Multi-Racial (not Hispanic)	**Comments/Notable Observations** 85% of the "2 or more races" subgroup met/exceeded the statewide goal

Challenges

Indicator Proficient or Advanced on Pennsylvania State Assessments - Mathematics **ESSA Student Subgroups** African-American/Black, Multi-Racial (not Hispanic), White, Economically Disadvantaged	**Comments/Notable Observations** The following subgroups showed a decrease in performance from the previous year: black, white, 2 or more races, and economically disadvantaged.
Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts **ESSA Student Subgroups** African-American/Black, White, Economically Disadvantaged, Students with Disabilities	**Comments/Notable Observations** The following subgroups showed a decrease in performance from the previous year: black, white, economically disadvantaged and student with disabilities.

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.

Proficient or Advanced on Pennsylvania State Assessments - Science The "All Student Group" showed an increase from previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - Science The "All Student Group" met/exceeded the the statewide goal and showed an increase from the previous year.
Meeting Annual Academic Growth Expectations (PVAAS) - English Language Arts The "All Student Group" met/exceeded the the statewide goal and showed an increase from the previous year.
An increase of 10% of K-3 students achieving benchmark level composite scores on DIBELS 8 indicator.

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.

Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The "All Student Group" showed a decrease in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Mathematics The "All Student Group" showed a decrease in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Mathematics The following subgroups showed a decrease in performance from the previous year: black, white, 2 or more races, and economically. disadvantaged
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The following subgroups showed a decrease in performance from the previous year: black, white, economically disadvantaged and student with disabilities.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading Assessment	Over 65% of all regular education third grade students are benchmarked on all Foundational Skills, including Phonics and Word Recognition and Fluency.
STAR Reading Assessment	Over 55% of regular education students in third grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge, and Vocabulary Acquisition.
STAR Reading Assessment	Over 55% of regular education fourth grade students show mastery levels in the reading of Informational Text, specifically the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Vocabulary Acquisition.
STAR Reading Assessment	Nearly 60% of all regular education fourth grade students are benchmarked on all Foundational Skills, including Phonics and Word Recognition and Fluency.
STAR Reading Assessment	Nearly 60% of regular education students in fourth grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge, and Vocabulary Acquisition.
STAR Reading Assessment	Over 50% of regular education fourth grade students show mastery levels in the reading of Informational Text, specifically the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Vocabulary Acquisition.
STAR Reading Assessment	Over 75% of all regular education fifth grade students are benchmarked on all Foundational Skills, including Phonics and Word Recognition and Fluency.
STAR Reading Assessment	Seventy percent of regular education students in fifth grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge, and Vocabulary Acquisition.
STAR Reading Assessment	Seventy percent of regular education fifth grade students show mastery levels in the reading of Informational Text, specifically the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Vocabulary Acquisition.
DIBELS 8	In kindergarten, those at or above benchmark levels has risen from 5% at BOY to 58% at EOY.
DIBELS 8	In first grade, those at or above benchmark levels has risen from 43% at BOY to 71% at EOY.
DIBELS 8	In second grade, those at or above benchmark levels has risen from 51% at BOY to 63% at EOY.

English Language Arts Summary

Strengths

Introduction of the Reading Horizons curriculum in grades 4 and 5 this school year.
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.
Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.
Targeted Reading Horizons classrooms in grades 2 and 3.

Challenges

Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.

In order to become more comfortable with the program and its implementation, additional Reading Horizons training for teachers in grades 4 and 5.
Maintaining a fifth kindergarten classroom in order to keep numbers small and to allow for more intensified, small group interventions.

Mathematics

Data	Comments/Notable Observations
CDT Math--Grade 5	Eighty percent of fifth grade students showed an increase in score in the category of Numbers and Operations from pre-test to post-test.
STAR Math Assessment	Third grade is at or below 50% average mastery in the domain areas of: Numbers and Operations (Base Ten and Fractions) 50% Measurement, Data, and Probability 48%
STAR Math Assessment	Third grade is above 50% average mastery in the domain areas of: Operations and Algebraic Thinking 57% Geometry 65%
CDT Math--Grade 4	Forty-seven percent of general education fourth grade students showed an increase in score in the category of Numbers and Operations from pre-test to post-test.
CDT Math--Grade 4	Sixty-five percent of fourth grade students showed an increase in score in the category of Algebraic Concepts from pre-test to post-test.
STAR Math Assessment	No mastery level for the various math domains on the STAR for any classroom in third grade exceeds the "Developing" level.

Mathematics Summary

Strengths

This year, fourth grade has switched from STAR math screenings to CDT math screenings and begun data evaluation in conjunction with the IU.
Continuing fifth grade data evaluation done in conjunction with the IU has brought a better understanding to student results and has opened discussion on how to best meet student needs and how to bring in new math strategies.

Challenges

No District level math screener employed for grades K-2.
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.
A switch to the CDT math screener in third grade with training for teachers on how to interpret data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PA State Assessment Measures - Proficient or Advanced Science/Biology	The white and economically disadvantaged subgroup did not meet the state goal but did show improvement from the previous year.
PA State Assessment Measures - Proficient or Advanced Science/Biology	The students scored right above the state average.
Meeting Annual Academic Growth Expectations (PVAAS) Science/ Biology	The following groups met/exceeded the statewide goal and showed improvement from the previous year: all student group, white group, 2 or more races, economically disadvantaged.

Science, Technology, and Engineering Education Summary

Strengths

Meeting Annual Academic Growth Expectations (PVAAS) Science/ Biology The following groups met/exceeded the statewide goal and showed improvement from the previous year: all student group, white group, 2 or more races, economically disadvantaged.
Moving to the STEELS curriculum in the 24-25 school year.

Challenges

PA State Assessment Measures - Proficient or Advanced Science/Biology The white and economically disadvantaged subgroup did not meet the state goal but did show improvement from the previous year.
Realizing how to best incorporate the STEELS standards into the best disciplines and classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standard Benchmark	97% of the all student group exceeded the statewide goal.
Career Standard Benchmark	The white subgroup did meet the statewide goal.
Career Standard Benchmark	97% of the black subgroup met/exceeded the statewide goal.

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.

Career Standard Benchmark 97% of the black subgroup met/exceeded the statewide goal.
Career Standard Benchmark 97% of the all student group exceeded the statewide goal.

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.

Career Standard Benchmark The white subgroup did meet the statewide goal.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index - Regular Attendance	The economically disadvantaged subgroup met/exceeded the interim target.
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts based on the 2023 PSSA results	The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments - Mathematics/Algebra based on the 2023 PSSA results	The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Future Ready PA Index -Regular Attendance The economically disadvantaged subgroup met/exceeded the interim target.

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.

Proficient or Advanced on Pennsylvania State Assessments based on 2023 PSSA results - English Language Arts The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.
Proficient or Advanced on Pennsylvania State Assessments based on 2023 PSSA results - Mathematics/Algebra The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
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	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
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	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?

Foster a culture of high expectations for success for all students, educators, families, and community members.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement a multi-tiered system of supports for academics and behavior.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Added CDT math diagnostic testing and data review meetings for fifth grade. Added Reading Horizons and Sound City curriculum and instruction to K-3 classrooms.

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?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
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
Proficient or Advanced on Pennsylvania State Assessments - Science The "All Student Group" showed an increase from previous year.	False
Meeting Annual Academic Growth Expectations (PVAAS) - Science The "All Student Group" met/exceeded the the statewide goal and showed an increase from the previous year.	False
Meeting Annual Academic Growth Expectations (PVAAS) - English Language Arts The "All Student Group" met/exceeded the the statewide goal and showed an increase from the previous year.	False
An increase of 10% of K-3 students achieving benchmark level composite scores on DIBELS 8 indicator.	False
Introduction of the Reading Horizons curriculum in grades 4 and 5 this school year.	True
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.	True
Meeting Annual Academic Growth Expectations (PVAAS) Science/ Biology The following groups met/exceeded the statewide goal and showed improvement from the previous year: all student group, white group, 2 or more races, economically disadvantaged.	False
This year, fourth grade has switched from STAR math screenings to CDT math screenings and begun data evaluation in conjunction with the IU.	True
Continuing fifth grade data evaluation done in conjunction with the IU has brought a better understanding to student results and has opened discussion on how to best meet student needs and how to bring in new math strategies.	True
Career Standard Benchmark 97% of the black subgroup met/exceeded the statewide goal.	False
Career Standard Benchmark 97% of the all student group exceeded the statewide goal.	False
Future Ready PA Index -Regular Attendance The economically disadvantaged subgroup met/exceeded the interim target.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
Added CDT math diagnostic testing and data review meetings for fifth grade. Added Reading Horizons and Sound City curriculum and instruction to K-3 classrooms.	False
Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.	True
Targeted Reading Horizons classrooms in grades 2 and 3.	True

Moving to the STEELS curriculum in the 24-25 school year.	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
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The "All Student Group" showed a decrease in performance from the previous year.	False
Proficient or Advanced on Pennsylvania State Assessments - Mathematics The "All Student Group" showed a decrease in performance from the previous year.	False
Proficient or Advanced on Pennsylvania State Assessments - Mathematics The following subgroups showed a decrease in performance from the previous year: black, white, 2 or more races, and economically. disadvantaged	False
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The following subgroups showed a decrease in performance from the previous year: black, white, economically disadvantaged and student with disabilities.	False
No District level math screener employed for grades K-2.	True
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.	True
Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.	True
In order to become more comfortable with the program and its implementation, additional Reading Horizons training for teachers in grades 4 and 5.	False
PA State Assessment Measures - Proficient or Advanced Science/Biology The white and economically disadvantaged subgroup did not meet the state goal but did show improvement from the previous year.	False
Career Standard Benchmark The white subgroup did meet the statewide goal.	False
Proficient or Advanced on Pennsylvania State Assessments based on 2023 PSSA results - English Language Arts The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.	False
Proficient or Advanced on Pennsylvania State Assessments based on 2023 PSSA results - Mathematics/Algebra The economically disadvantaged subgroup did not meet the statewide goal and showed a decrease in performance from the previous year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	True
Maintaining a fifth kindergarten classroom in order to keep numbers small and to allow for more intensified, small group interventions.	False
Realizing how to best incorporate the STEELS standards into the best disciplines and classes.	True

A switch to the CDT math screener in third grade with training for teachers on how to interpret data.	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.

Math continues to be a struggle for all students. Added CDT math testing and data review to third grade. Find a usable math screener for K-2.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
No District level math screener employed for grades K-2.	Finding a usable, quick, and affordable math screener is an ongoing challenge. Management of screening, data analysis, and remediation once a screener is found is a considerable.	False
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.		False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.		False
Monitor and evaluate the impact of professional learning on staff practices and student learning.		False
Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.	Utilizing support staff such as paraprofessionals disrupts their duties. Counselors cannot dedicate their time because they may need to be available to handle immediate needs. Having teachers with the knowledge/programs to help Tier III behaviors is an ongoing challenge. Using teachers in this capacity ultimately reduces the number of academic remediation groups.	True
Realizing how to best incorporate the STEELS standards into the best disciplines and classes.		False
A switch to the CDT math screener in third grade with training for teachers on how to interpret data.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Introduction of the Reading Horizons curriculum in grades 4 and 5 this school year.	With the continuation of Reading Horizons instruction for students with the need, their reading levels and phonics and decoding knowledge can be extended beyond the primary levels. Reading strategies for these students can be further developed and, thus, better overall reading skills.
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.	With the consistent teaching of the Reading Horizons strategies, our students reading foundations with be continually and further strengthen, allowing them to become proficient readers.
This year, fourth grade has switched from STAR math screenings to CDT	Continued data review will help math teachers better understand where specific

math screenings and begun data evaluation in conjunction with the IU.	groups are struggling and then adjustments to teaching and strategies can be made.
Continuing fifth grade data evaluation done in conjunction with the IU has brought a better understanding to student results and has opened discussion on how to best meet student needs and how to bring in new math strategies.	Continued data review will help math teachers better understand where specific groups are struggling and then adjustments to teaching and strategies can be made.
Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.	A continued, consistent RtII program addresses the needs of those students requiring additional practice to strengthen their reading foundations. It allows those who have a strong hold on the basics to work on fluency and higher order reading/thinking skills.
Targeted Reading Horizons classrooms in grades 2 and 3.	These classes target those students who hover just near proficient and, with intensive instruction from highly skilled teachers, works to push them to benchmark skills and reading proficiency.
Moving to the STEELS curriculum in the 24-25 school year.	This will work to target the many aspects of a modern science curriculum. By including instruction in various disciplines such as STEM or Communication as well as the classroom, standards can be addressed by those with expertise and specific knowledge.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Administration working to better schedule the duties of paraprofessionals and/or support staff would allow for increased staffing. By increasing the amount of small groups during RtII, skills deficiencies can better be addressed.
	By employing a more thorough screener with better data, teachers can be trained to analyze the data and use that information to better guide instruction, remediation, and strategies.

Goal Setting

Priority: Administration working to better schedule the duties of paraprofessionals and/or support staff would allow for increased staffing. By increasing the amount of small groups during RtII, skills deficiencies can better be addressed.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students K-3 will show reading growth by increasing DIBELS scores and showing at least 8 months growth on the Zones of Growth report at the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Zones of Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Two months growth as indicated by DIBELS reports.	Four months growth as indicated by DIBELS reports.	Six months growth as indicated by DIBELS reports.	Eight months plus growth as indicated by DIBELS Zones of Growth report.

Priority: By employing a more thorough screener with better data, teachers can be trained to analyze the data and use that information to better guide instruction, remediation, and strategies.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students will increase scores in taught and targeted math categories from CDT pre-test to post-test in the instructed area.			
Measurable Goal Nickname (35 Character Max)			
CDT Data Analysis			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Students will show growth and an increase in scores in Numbers and Operations pre- to post-test.	Students will show continued growth and an increase in scores in Numbers and Operations pre- to post-test.	Students will show growth and an increase in scores in Algebraic Concepts pre- to post-test.	Students will show growth and an increase in scores in Geometry pre- to post-test.

Action Plan

Measurable Goals

Zones of Growth	CDT Data Analysis

Action Plan For: Reading Horizons

Measurable Goals:
• Students K-3 will show reading growth by increasing DIBELS scores and showing at least 8 months growth on the Zones of Growth report at the end of the school year.

Action Step		**Anticipated Start/Completion Date**	
Paraprofessionals and support staff will be given time in their schedules to participate in one grade level RtII group. They will be trained on the basics of Reading Horizons and how to conducted a lessons		2024-08-20	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Bryan Fabyanic, Principal Susan Becker Title I Reading	Reading Horizons material Time to train paraprofessionals	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will show 8 months growth as measured by the DIBELS Zones of Growth report at the end of the school year.	Monitoring will be done throughout the year during DIBELS benchmark and progress monitoring periods. Screenings will be done by the Title I Reading Specials and other trained staff.

Action Plan For: Envisions and CDT

Measurable Goals:
• Students will increase scores in taught and targeted math categories from CDT pre-test to post-test in the instructed area.

Action Step		**Anticipated Start/Completion Date**	
Continued instruction with fidelity of the Envisions math program. Data review sessions to continue for 4th and 5th grades with the IU and Susan Emmett to better analyze growth and/or areas of need, and to improve and/or expand teaching and remediation strategies. Possible switch to CDT for third grade and the incorporation of data analysis.		2024-08-20	2025-06-04
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Bryan Fabyanic, Principal Classroom math instructors	Envisions math curriculum CDT testing capability Time to work with IU to	Yes	

Susan Emmett, IU 27 Joyce Depenhart, Director of Pupil Services	analyze data. Time and materials to implement strategies.		

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students/grades participating in CDT math testing will show 10% from fall to spring.	CDT Math given by math teachers and analyzed with guidance through the Beaver Valley IU 27. Battery Benchmark done at the beginning and end of the year Diagnostic categories retested throughout the year as instruction is completed

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	• Reading Horizons • Envisions and CDT	CE Title I staff salary - Title I funds - $351,565, any overage will be paid out of the general fund.	351565
Other Expenditures	• Reading Horizons • Envisions and CDT	CE Title I staff benefits - Title I funds $168,935, any overage will be paid out of the general fund.	168935
Other Expenditures	• Reading Horizons • Envisions and CDT	CE Parent Family Engagement Title I funds - $2,860, any overage will be paid out of the general fund.	2860
Total Expenditures			523360

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Envisions and CDT	Continued instruction with fidelity of the Envisions math program. Data review sessions to continue for 4th and 5th grades with the IU and Susan Emmett to better analyze growth and/or areas of need, and to improve and/or expand teaching and remediation strategies. Possible switch to CDT for third grade and the incorporation of data analysis.

Data Team Meetings

Action Step		
• Continued instruction with fidelity of the Envisions math program. Data review sessions to continue for 4th and 5th grades with the IU and Susan Emmett to better analyze growth and/or areas of need, and to improve and/or expand teaching and remediation strategies. Possible switch to CDT for third grade and the incorporation of data analysis.		
Audience		
CE Math Teachers		
Topics to be Included		
Analyze student data, data driven decision making, effective instructional strategies		
Evidence of Learning		
CDT Math Assessment Data - student growth/proficiency		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mr. Bryan Fabyanic - CE Principal Ms. Susan Emmett - BVIU Program Specialist Mrs. Joyce Depenhart - Director of Student Services	2024-08-20	2025-06-04

Learning Format

Type of Activities	**Frequency**
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
• 4a: Reflecting on Teaching • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 3d: Using Assessment in Instruction • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
• BBFASD Elementary SWP BOE Affirmation 2024 2025.pdf

Chief School Administrator	**Date**
Dr Donna M Nugent	2024-08-20
Building Principal Signature	**Date**
Robert Bryan Fabyanic	2024-08-16
School Improvement Facilitator Signature	**Date**