Profile and Plan Essentials

School		AUN/Branch	
Big Beaver Elementary School		127041503/0650	
Address 1			
Big Beaver Falls Area School District			
Address 2			
588 Friendship Road			
City	**State**	**Zip Code**	
Darlington	PA	16115	
Chief School Administrator		**Chief School Administrator Email**	
Dr. Donna Nugent		nugentd@tigerweb.org	
Principal Name			
Chad Thomas			
Principal Email			
thomasc@tigerweb.org			
Principal Phone Number		**Principal Extension**	
7248272828		5205	
School Improvement Facilitator Name		**School Improvement Facilitator Email**	

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chad Thomas	Administrator/ Principal	Big Beaver Elementary	thomasc@tigerweb.org
Jennifer Ceriani	Title 1 Reading	Big Beaver Elementary	cerianij@tigerweb.org
Deneen Muhl	Teacher	Big Beaver Elementary	muhld@tigerweb.org
Jessica Schwartz	Special Education Teacher	Big Beaver Elementary	schwartzj@tigerweb.org
Carla Schriver	PTO President	Big Beaver Elementary	schriverc@tigerweb.org
Joyce Depenhart	District Level Leaders	District Administration	depenhartj@tigerweb.org
Mary Beth Leeman	District Level Leaders	District Administration	leemanm@tigerweb.org
Dr. Donna Nugent	Chief School Administrator	Superintendent	nugentd@tigerweb.org
Kim Snedeker	Paraprofessional	Big Beaver Elementary	snedekerk@tigerweb.org
Lauren Hall	Parent	Big Beaver Elementary	louloub_7@hotmail.com
Jackie Sobona	Parent	Big Beaver Elementary Parent	jackie_sabol@yahoo.com
Cindy Evans	Community Member	Big Beaver Community Member	evanscindy286@gmail.com

Vision for Learning

Vision for Learning

As part of the Big Beaver Falls Area School District, Big Beaver Elementary School 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 - English Language Arts	The "all student group" showed an increase in performance from previous year.
Proficient or Advanced on Pennsylvania State Assessments - Science	The "all student group" met/exceeded the statewide goal.
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics	The "all student group" met/exceeded the statewide goal.
Meeting Annual Academic Growth Expectations (PVAAS) - English Language Arts	The "all student group" met/exceeded the statewide goal.

Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced on Pennsylvania State Assessments - Mathematics	The "all student group" showed a decrease in performance from previous year.

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

Strengths

Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts **ESSA Student Subgroups** White	**Comments/Notable Observations** The subgroup "2 or more races" showed an increase in performance from the previous year on the ELA portion of the PSSA.
Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** The subgroup "Student with Disabilities" showed an increase in performance from the previous year.

Indicator Proficient or Advanced on Pennsylvania State Assessments - Science **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The subgroup "Economically Disadvantaged" met/exceeded the statewide goal.

Challenges

Indicator Proficient or Advanced on Pennsylvania State Assessments - English Language Arts **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the ELA portion of the PSSA.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Mathematics **ESSA Student Subgroups**	**Comments/Notable Observations** The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the Math portion of the PSSA.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Mathematics **ESSA Student Subgroups**	**Comments/Notable Observations** The subgroup "2 or more races" showed a decrease in performance from the previous year on the Math portion of the PSSA.
Indicator Proficient or Advanced on Pennsylvania State Assessments - Mathematics **ESSA Student Subgroups**	**Comments/Notable Observations** The subgroup "white" showed a decrease in performance from the previous year on the Math portion of the PSSA.

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 - English Language Arts The subgroup "2 or more races" showed an increase in performance from the previous year on the ELA portion of the PSSA.
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics 100% of the subgroup "Economically Disadvantaged" met/exceeded the statewide goal.
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The subgroup "2 or more races" showed an increase in performance from the previous year on the ELA portion of the PSSA.

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 subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the ELA portion of the PSSA.
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the Math portion of the PSSA.
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The "white" subgroup showed a decrease in performance from the previous year on the Math portion of the PSSA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS	83 % of 1st graders met ORF Benchmark goal
Star Assessment	3rd Grade students showed an increase in overall reading skills
CDT	35 out of 39 5th grade students tested showed increase on Numbers and Operations Sept-Feb
CDT	39 out of 42 4th grade students showed increase on algebraic concepts

English Language Arts Summary

Strengths

1st graders meeting benchmark and beyond the fluency goal of 69 for the year

Challenges

Improving 2nd grade percentage of students meeting fluency benchmark goal at end of year

Mathematics

Data	Comments/Notable Observations
PSSA Mathematics	The "black" subgroup showed an decrease in performance on the Math PSSA from last year.
PSSA Mathematics	The "student with disabilities" subgroup showed an decrease in performance from last year
PSSA Mathematics	The "all student" group showed a decrease in performance from last year

Mathematics Summary

Strengths

The increase of CDT scores from beginning to end for 4th and 5th grade math concepts of numbers and operations and algebraic concepts

Challenges

The "students with disabilities" subgroup showed a decrease in performance from last year
The "black" subgroup showed a decrease in performance from last year
The "all student" subgroup showed a decrease in performance from last year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PVAAS Science	The "white" subgroup did not meet or exceeded the statewide goal on Meeting Annual Growth Expectations
PVAAS Science	The "economically disadvantaged" subgroup showed an decrease in meeting or exceeding the statewide goal from

	last year
Advanced on Pennsylvania State Assessments	The "economically disadvantaged" subgroup did not exceed the state average number of students scoring advanced on PSSA Science

Science, Technology, and Engineering Education Summary

Strengths

Moving to steels for the 24-25 school year.

Challenges

The "white" subgroup did not meet or exceed the statewide goal on Meeting Annual Growth Expectations
The "economically disadvantaged" subgroup showed a decrease in meeting or exceeding the statewide goal from last year
The "economically disadvantaged" subgroup did exceed the state average number of students scoring advanced on PSSA Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready - Career Standards Benchmark	All student group did meet/exceed the Career Standards Benchmark.
Future Ready - Career Standards Benchmark	Economically Disadvantaged subgroup did meet/exceed the Career Standards Benchmark.
Future Ready - Career Standards Benchmark	White student subgroup did meet/exceed the Career Standards Benchmark.

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.

The committee noted that we do have notable strengths at this time pertaining to career readiness participation.

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.

Committee noted that we do not have any challenges currently in meeting career readiness.

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 did not meet the statewide goal/interim target.

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.

Multiple strategies are in place to improve attendance of all student groups.
committee agreed no other strengths at this time

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.

Future Ready PA Index - Regular Attendance The Economically Disadvantaged subgroup did not meet the statewide goal/interim target.
Committee feels no other challenges

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
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	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	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	Emerging

Foster Quality Professional Learning

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

Summary

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

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 .

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?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Collectively shape the vision for continuous improvement of teaching and 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 - English Language Arts The subgroup "2 or more races" showed an increase in performance from the previous year on the ELA portion of the PSSA.	False
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics 100% of the subgroup "Economically Disadvantaged" met/exceeded the statewide goal.	True
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The subgroup "2 or more races" showed an increase in performance from the previous year on the ELA portion of the PSSA.	False
1st graders meeting benchmark and beyond the fluency goal of 69 for the year	False
committee agreed no other strengths at this time	False
Moving to steels for the 24-25 school year.	False
The increase of CDT scores from beginning to end for 4th and 5th grade math concepts of numbers and operations and algebraic concepts	False
The committee noted that we do have notable strengths at this time pertaining to career readiness participation.	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.	True
Implement a multi-tiered system of supports for academics and behavior .	True
Multiple strategies are in place to improve attendance of all student groups.	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
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the ELA portion of the PSSA.	True
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the Math portion of the PSSA.	True
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The "white" subgroup showed a decrease in performance from the previous year on the Math portion of the PSSA.	True

Improving 2nd grade percentage of students meeting fluency benchmark goal at end of year	False
The "students with disabilities" subgroup showed a decrease in performance from last year	False
The "black" subgroup showed a decrease in performance from last year	False
The "all student" subgroup showed a decrease in performance from last year	False
Future Ready PA Index - Regular Attendance The Economically Disadvantaged subgroup did not meet the statewide goal/interim target.	False
The "white" subgroup did not meet or exceed the statewide goal on Meeting Annual Growth Expectations	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
The "economically disadvantaged" subgroup showed a decrease in meeting or exceeding the statewide goal from last year	False
The "economically disadvantaged" subgroup did exceed the state average number of students scoring advanced on PSSA Science	False
Committee noted that we do not have any challenges currently in meeting career readiness.	False
Committee feels no other challenges	False

Most Notable Observations/Patterns

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

Big Beaver Elementary School students perform significantly better in the areas of English Language Arts and Science. Mathematics continues to be an area of concern.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the ELA portion of the PSSA.	Did "Regular Attendance" play into this subgroup of students scoring below the statewide goal?	True
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The subgroup "Economically Disadvantaged" showed a decrease in performance from the previous year on the Math portion of the PSSA.	Did "Regular Attendance" play into this subgroup of students scoring below the statewide goal?	True
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics The "white" subgroup showed a decrease in performance from the previous year on the Math portion of the PSSA.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Meeting Annual Academic Growth Expectations (PVAAS) - Mathematics 100% of the subgroup "Economically Disadvantaged" met/exceeded the statewide goal.	
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 .	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The Economically Disadvantaged subgroup will show an increase in performance from the previous year on the ELA portion of the PSSA.
	The Economically Disadvantaged subgroup will show an increase in performance from previous year on the Mathematics portion of the PSSA.

Goal Setting

Priority: The Economically Disadvantaged subgroup will show an increase in performance from the previous year on the ELA portion of the PSSA.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Big Beaver Elementary School will show an increase in Proficient or Advanced on the Pennsylvania State Assessments by 10% on the English Language Arts portion.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
BOY local assessments will be given to determine baseline of students.	Progress monitoring using local assessments given to determine growth and any intervention.	MOY local assessments will give benchmark data on students.	EOY local assessments given to determine if growth.

Priority: The Economically Disadvantaged subgroup will show an increase in performance from previous year on the Mathematics portion of the PSSA.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Big Beaver Elementary School will show an increase in Proficient or Advanced on the Pennsylvania State Assessments by 10% on the Math portion of the assessment as reported by the Future Ready Index.			
Measurable Goal Nickname (35 Character Max)			
Math Goal			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Local assessments given to determine baseline on math skills.	Local assessment, such as CDT, will be given on specific math skill that needs the most intervention.	CDT given again to indicate any growth.	EOY local assessments to determine any growth among students in math.

Action Plan

Measurable Goals

ELA Goal	Math Goal

Action Plan For: Increase fluency

Measurable Goals:
• Big Beaver Elementary School will show an increase in Proficient or Advanced on the Pennsylvania State Assessments by 10% on the English Language Arts portion.

Action Step		Anticipated Start/Completion Date	
Small group interventions		2024-08-22	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Ceriani	Reading Horizons	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Anticipating students fluency rate to increase. More students meeting EOY benchmark.	dibels 3 times a year Progress monitoring multiple times a year Skill checks within classrooms weekly

Action Plan For: Math Achievement

Measurable Goals:
• Big Beaver Elementary School will show an increase in Proficient or Advanced on the Pennsylvania State Assessments by 10% on the Math portion of the assessment as reported by the Future Ready Index.

Action Step		Anticipated Start/Completion Date	
Using STAR math and CDT to determine the needs in math		2024-08-22	2025-06-03
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Jennifer Ceriani Nathan Verba Jennifer Janectic	CDT STAR math Math curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To better math achievement	STAR Math CDT informal assessments

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	• Increase fluency • Math Achievement	BB Title I staff salary - Title I funds - $86,960, any overage will be paid out of the general fund.	86960
Other Expenditures	• Increase fluency • Math Achievement	BB Title I staff benefits - Title I funds $13,540, any overage will be paid out of the general fund.	13540
Other Expenditures	• Increase fluency • Math Achievement	BB Parent Family Engagement Title I funds - $2,860, any overage will be paid out of the general fund.	2860
Total Expenditures			103360

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Achievement	Using STAR math and CDT to determine the needs in math

Math Data Team Meetings

Action Step
• Using STAR math and CDT to determine the needs in math
Audience
BB Math Teachers
Topics to be Included
Analyze student data, data driven decision making, effective instructional strategies
Evidence of Learning
STAR math and CDT Math Assessment Data - student growth/proficiency

Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Chad Thomas, BB 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
• 3c: Engaging Students in Learning
• 2b: Establishing a Culture for Learning
• 3d: Using Assessment in Instruction
• 1b: Demonstrating Knowledge of Students
• 4a: Reflecting on Teaching
• 1d: Demonstrating Knowledge of Resources
• 1e: Designing Coherent Instruction
This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Dr Donna M Nugent	2024-08-20
Building Principal Signature	**Date**
Chad A. Thomas	2024-08-20
School Improvement Facilitator Signature	**Date**