

Profile and Plan Essentials

School		AUN/Branch
Wilson Borough El Sch		120488603
Address 1		
301 S 21st St		
Address 2		
City	State	Zip Code
Easton	PA	18042
Chief School Administrator		Chief School Administrator Email
Mr John Martuscelli		jmartus@wilsonareasd.org
Principal Name		
Ian Beitler		
Principal Email		
ibeitler@wilsonareasd.org		
Principal Phone Number		Principal Extension
484-373-6220		
School Improvement Facilitator Name		School Improvement Facilitator Email
Amy Austin		aaustin@wilsonareasd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ian Beitler	Principal	Wilson Borough	aaustin@wilsonareasd.org
Jess Ryan	Reading Specialist	Wilson Borough	jryan@wilsonareasd.org
Alex Mindler	District Level Leaders	Wilson Area School District	amindler@wilsonareasd.org
Samantha Strickler	RTII Interventionist	Wilson Borough/Avona	sstrickler@wilsonareasd.org
Doug Wagner	Superintendent	Wilson Area School District	dwagner@wilsonareasd.org
Laura Samson	Supervisor of Special Education	Wilson Area School District	lsamson@wilsonareasd.org
Nicholas Woodward	Teacher	Wilson Borough	nwoodward@wilsonareasd.org
Kathleen MacHose	Parent	Wilson Borough	kathleen.machose@gmail.com
Patricia Ulshafer	Teacher	Wilson Borough	pulshafer@wilsonareasd.org
Ruthann Cookson	Special Education Teacher	Wilson Borough	RCOOKSON@wilsonareasd.org
Amy Austin	District Level Leaders	Wilson Area School District	dwright@wilsonareasd.org
Katherine Armitage	Community Member	Community	Katherine.armitage@gmail.com

Vision for Learning

Vision for Learning

The vision for the Wilson Borough Elementary is to be a student and community-focused school that provides all children with practical and educational learning experiences that allow students to grow both intellectually and socially. Teachers, staff, and families will help inspire, challenge, and equip all students to reach their fullest potential. The goal for all children is to become outstanding communicators, collaborators, and critical and creative thinkers. Students will leave Wilson Borough Elementary School having met core benchmark academic skills and prepared to learn at the Intermediate school. Students will embody the W.A.R.R.I.O.R. values and attempt to meet these expectations on a daily basis.

Future Ready PA Index

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

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

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
PSSA Science	80.6% of students achieved proficient or advanced scores on the science PSSA.
Acadience Benchmark Scores	12% increase in Acadience composite score from BOY to EOY

Challenges

Indicator	Comments/Notable Observations
Math	59% of students scored proficient on the 2024 PSSA assessment in math
Local assessment data	Continue to address learning gaps
Acadience	Still below Acadience students at core levels as compared prior to pandemic

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

Strengths

Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator Acadience data ESSA Student Subgroups Hispanic, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations 81% of 2nd-grade students were reading at or above grade level at EOY. This is a 31% increase from BOY
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator ELA ESSA Student Subgroups	Comments/Notable Observations 79.5% of students scored core on the EOY benchmark

Challenges

Indicator ELA ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Both 3rd and 4th grades performed below our expected goals.
Indicator Math ESSA Student Subgroups	Comments/Notable Observations All grades continue to show a decrease in local assessments when compared to prior to the pandemic.
Indicator ELA ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Students with Disabilities 18.75% received a score of proficient on 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.

81% of 2nd-grade students were reading at or above grade level at EOY. This is a 31% increase from BOY
12% increase in Acadience composite score from BOY to EOY

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.

ELA - Students with Disabilities, 18.75% received a score of proficient on the PSSA
4.39% decrease in 4th-grade proficient/advanced students in math PSSA
ELA- Both 3rd and 4th grades performed below our expected goals on the PSSA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	Grade 3 - 64% proficient/advanced level Grade 4 - 54% proficient/advanced level
Acadience	Grade K - 93% core benchmark Grade 1 - 79% core benchmark Grade 2 - 81 % core benchmark Grade 3 - 77% core benchmark Grade 4 - 66% core benchmark
Study Island	Grade 3 - 38% on EOY assessment Grade 4 - 47% on EOY assessment

English Language Arts Summary

Strengths

12% increase in core scores from BOY to EOY
Kindergarten, first, second, and third grades all increased their EOY scores from the previous academic year

Challenges

Students with disabilities saw a decreasing PSSA score from the previous year
4th-grade students performed below expectation and saw decreasing scores

Mathematics

Data	Comments/Notable Observations
PSSA	Grade 3 - 64% proficient/advanced Grade 4 - 53% proficient/advanced
Study Island	Grade 3 - 38% on March assessment Grade 4 - 33% on March assessment

Mathematics Summary

Strengths

All students showed progression with SpringMath throughout the school year
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Challenges

4th-grade students need to increase their PSSA scores compared to the previous year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	80.6 % students scored proficient/advanced on PSSA Science assessment

Science, Technology, and Engineering Education Summary

Strengths

updated STEM curriculum to be implemented

Challenges

Need to address learning gaps in reading and math which affects students achieving in Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Readiness activities are completed, but the benchmark grade is not in this grade level (K-4)	

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.

Excellent Career readiness activities that use academic skills while exploring career options

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

n/a

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PSSA	Students with Disabilities did not meet the Statewide goal target in 2024 PSSA

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
ELA PSSA	Students Considered Economically Disadvantaged scored similar to the all student group on ELA
Math PSSA	Students Considered Economically Disadvantaged scored lower than the all student group on Math PSSA

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Hispanic student group scored higher in ELA and Math PSSA compared to the all student group.
White	White student group scored lower PVAAS than the all student group in ELA and Math PSSA.

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.

Students Considered Economically Disadvantaged scored similar to the all student group on ELA
Hispanic student group scored higher in ELA and Math PSSA compared to the all student group.

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.

Students with Disabilities did not meet the Statewide goal target in ELA or Math on 2024 PSSA
The absentee rate for students increased

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	Operational
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Identify and address individual student learning needs
Foster a culture of high expectations for success for all students, educators, families, and community members
Monitor and evaluate the impact of professional learning on staff practices and student learning
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

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?

Align curricular materials and lesson plans in Science to the PA Standards
Implement evidence-based strategies to engage families to support learning
Implement additional resources for student with learning disabilities

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
81% of 2nd-grade students were reading at or above grade level at EOY. This is a 31% increase from BOY	True
12% increase in Acadience composite score from BOY to EOY	True
12% increase in core scores from BOY to EOY	True
Kindergarten, first, second, and third grades all increased their EOY scores from the previous academic year	True
Students Considered Economically Disadvantaged scored similar to the all student group on ELA	True
Hispanic student group scored higher in ELA and Math PSSA compared to the all student group.	True
updated STEM curriculum to be implemented	True
Excellent Career readiness activities that use academic skills while exploring career options	False
Identify and address individual student learning needs	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
All students showed progression with SpringMath throughout the 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
ELA- Both 3rd and 4th grades performed below our expected goals on the PSSA	True
ELA - Students with Disabilities, 18.75% received a score of proficient on the PSSA	True
4.39% decrease in 4th-grade proficient/advanced students in math PSSA	True
Students with disabilities saw a decreasing PSSA score from he previous year	True
4th-grade students need to increase their PSSA scores compared to the previous year	True
Implement additional resources for student with learning disabilities	True
Align curricular materials and lesson plans in Science to the PA Standards	True

n/a	False
Need to address learning gaps in reading and math which affects students achieving in Science	False
4th-grade students performed below expectation and saw decreasing scores	True
Implement evidence-based strategies to engage families to support learning	True
Students with Disabilities did not meet the Statewide goal target in ELA or Math on 2024 PSSA	True
The absentee rate for students increased	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.

Students with disabilities continue to not meet the target in ELA and Math statewide goals, but do show PVAAS growth. A critical focus in the Title I School-wide plan remains to be the identification of learning gaps in ELA and Math and to address them within the tiered instruction and intervention MTSS system at Wilson Borough. The school will also continue to engage families to support learning especially with our new "Family Connections" resources.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA- Both 3rd and 4th grades performed below our expected goals on the PSSA	Grade-level teacher teams have changed to ensure quality instruction	True
ELA - Students with Disabilities, 18.75% received a score of proficient on the PSSA	Students with disabilities need more resources in the grade-level classroom.	True
4.39% decrease in 4th-grade proficient/advanced students in math PSSA		False
4th-grade students need to increase their PSSA scores compared to the previous year		False
Implement additional resources for student with learning disabilities	Special education resources need to increase in certain classrooms.	False
Align curricular materials and lesson plans in Science to the PA Standards	The Spring math program will be implemented this year and will be adjusted to meet the instructional needs of students and PA Core standards	False
Implement evidence-based strategies to engage families to support learning	Utilize family connections to engage and involve parents/guardians and families to support learning,	True
Students with disabilities saw a decreasing PSSA score from he previous year		False
4th-grade students performed below expectation and saw decreasing scores	Identify students and their specific needs in order to provide necessary instruction and intervention to address skill gaps in both ELA and Mathematics	False
Students with Disabilities did not meet the Statewide goal target in ELA or Math on 2024 PSSA	Students with disabilities need more small group and direct instruction in ELA and Math, as well as intervention.	False
The absentee rate for students increased		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
12% increase in core scores from BOY to EOY	WBES has a very strong-tiered program
Kindergarten, first, second, and third grades all increased their EOY scores from the previous academic year	Overall curriculum and instruction is effective for most students
Students Considered Economically Disadvantaged scored similar to the all student group on ELA	
Hispanic student group scored higher in ELA and Math PSSA compared to the all student group.	
updated STEM curriculum to be implemented	

81% of 2nd-grade students were reading at or above grade level at EOY. This is a 31% increase from BOY	Overall curriculum and instruction is effective for most students
12% increase in Acadience composite score from BOY to EOY	School-wide explicit instruction and the use of centers as a teaching strategy
All students showed progression with SpringMath throughout the school year	Ensure that SpringMath is started at the beginning of the school year and teachers are consistent with inputting student scores
Foster a culture of high expectations for success for all students, educators, families, and community members	Highlight and emphasize the importance of education with the community
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	Need to ensure that we recognize students that are struggling as early as possible and be diagnostic in how to address deficiencies in an online environment

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increase ELA PSSA scores to 68% for both 3rd and 4th grade through progress monitoring and explicit instruction
	Students with disabilities need more small group and direct instruction in ELA and Math within their grade level class
	Parents/guardians and families are an important component of student learning which benefits our students, especially when the school provides evidence-based strategies to our families.

Goal Setting

Priority: Students with disabilities need more small group and direct instruction in ELA and Math within their grade level class

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students with disabilities will increase their performance on the 2024 ELA PSSA, above 25% proficiency.			
Measurable Goal Nickname (35 Character Max)			
Student with Disabilities ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
40% of students with a disability will show Acadience growth from the BOY benchmark	50% of students with a disability will show Acadience growth from the BOY benchmark	60% of students with a disability will show Acadience growth from the BOY benchmark	25% of students with learning disability will score advanced or above on their PSSA

Priority: Parents/guardians and families are an important component of student learning which benefits our students, especially when the school provides evidence-based strategies to our families.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
80% of families that attend parent and family engagement activities find the activities useful in supporting student learning at home.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
75% of students will be represented by their parent/guardian at the BOY Open house or Kindergarten Orientation	80% of parents/guardian attend a parent/teacher conference.	The demographic statistics of the students who attend a Title 1 event mirror that of the student population.	80% of families that attend parent and family engagement activities find the activities useful in supporting student learning at home.

Priority: Increase ELA PSSA scores to 68% for both 3rd and 4th grade through progress monitoring and explicit instruction

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Increase ELA PSSA scores to 68% for both 3rd and 4th grade			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

80% of students below or well below BOY benchmark will demonstrate growth/progress through progress monitoring	70% of students below or well below BOY benchmark will demonstrate growth/progress	80% of students below or well below BOY benchmark will demonstrate growth/progress	Increase ELA PSSA scores to 68% for both 3rd and 4th grade
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Action Plan

Measurable Goals

Student with Disabilities ELA	Parent and Family Engagement
ELA PSSA	

Action Plan For: Students with an individualized education plan

Measurable Goals:

- Students with disabilities will increase their performance on the 2024 ELA PSSA, above 25% proficiency.

Action Step		Anticipated Start/Completion Date	
Create student and staff schedules that allow the most instruction time in the core classroom with the support of the special education staff.		2024-08-28	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	Special education resources on best practices	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
High-quality explicit instruction and support time for students with specially designed instruction	Ian Beitler, bi-weekly walkthroughs and staff conversations

Action Plan For: Parent/Family Engagement

Measurable Goals:

- 80% of families that attend parent and family engagement activities find the activities useful in supporting student learning at home.

Action Step		Anticipated Start/Completion Date	
Provide Open House		2024-08-27	2024-08-27
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	Schedule and teachers	No	
Action Step		Anticipated Start/Completion Date	
Schedule parent/teacher conferences		2024-11-18	2024-11-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	Schedule and teachers	No	

Action Step		Anticipated Start/Completion Date	
Schedule Title 1 Family Engagement events		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	Appropriate event planning and specific resources for planned event	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student and parent engagement appropriately represents our student body, increase parent involvement, and highlights the prioritization of education	Ian Beitler. collection of sign-in sheets

Action Plan For: ELA PSSA

Measurable Goals:
Increase ELA PSSA scores to 68% for both 3rd and 4th grade

Action Step		Anticipated Start/Completion Date	
Provide professional development in LETRS, interventions, centers strategies		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	LETRS license	Yes	
Action Step		Anticipated Start/Completion Date	
Use of evidence-based reading instruction and intervention practices		2024-08-26	2025-05-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ian Beitler / Principal	Intervention schedule and constant monitoring of groups	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase PSSA scores	Ian Beitler, state standardized test

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	- Students with an individualized education plan - Parent/Family Engagement - ELA PSSA	Salaries and benefits for Title 1 instructors and guidance counselors	271154.31
Instruction	ELA PSSA	Supplies for Title 1 -Spring Math/Acadience	5148.50
Instruction	- Students with an individualized education plan - Parent/Family Engagement - ELA PSSA	Salaries and benedits for teachers and aides for Title I summer program	14142.00
Instruction	- Students with an individualized education plan - Parent/Family Engagement - ELA PSSA	Supplies for summer Title 1 program	250.00
Instruction	ELA PSSA	Supplies for MTSS program	101.84
Other Expenditures	Parent/Family	Salaries and benefits to	1870

	Engagement	provide Parent Family Engagement activites	
Other Expenditures	Parent/Family Engagement	Supplies for Parent Family Engagement activites	1817.21
Other Expenditures	- Students with an individualized education plan - ELA PSSA	Transportation for Title 1 summer program	1050
Other Expenditures	- Students with an individualized education plan - ELA PSSA	Salaries and benefits to provide Title 1 PD	486.14
Other Expenditures	- Students with an individualized education plan - ELA PSSA	Supplies for Title 1 PD	50
Title II.A and Title IV.A Transfer Funds	ELA PSSA	Portion of salary and benefits for teacher to reduce class size	54000
Total Expenditures			350070.00000000006

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Parent/Family Engagement	Schedule Title 1 Family Engagement events
ELA PSSA	Provide professional development in LETRS, interventions, centers strategies

Explicit Instruction

Action Step		
• Provide professional development in LETRS, interventions, centers strategies		
Audience		
K-4 Teachers		
Topics to be Included		
Centers as a teaching strategy. "I do, We do, You do"		
Evidence of Learning		
Implementation as seen in their lesson plans, during informal walkthroughs, and during formal observation.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Ian Beitler / Principal	2024-08-26	2025-05-30

Learning Format

Type of Activities	Frequency
Inservice day	One day for entire staff, as needed for new hires and those requiring extra support
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Ian Beitler	2024-10-07
School Improvement Facilitator Signature	Date
Amy Austin	2024-10-07