

Cetronia Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Cetronia Elementary School		2824
Address 1		
3635 Broadway		
Address 2		
City	State	Zip Code
Allentown	PA	18104
Chief School Administrator		Chief School Administrator Email
Dr. Mark Madson		madsonm@parklandsd.org
Principal Name		
Dr. James Peter Giaquinto		
Principal Email		
giaquintoj@parklandsd.org		
Principal Phone Number		Principal Extension
610-351-5900		23500
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jamie Giaquinto	Principial	Cetronia Elementary School	giaquintoj@parklandsd.net
Elizabeth Barnes	Teacher	Cetronia Elementary School	barnese2@parklandsd.net
Courtney Lee	Education Specialist	Cetronia Elementary School	leec@parklandsd.net
Noelle Gecik	Psychologist	Cetronia Elementary School	gecikn@parklandsd.net
Julian Taibi	Speech Pathologist	Cetronia Elementary School	taibij@parklandsd.net
Jess Bean	Reading Specialist	Cetronia Elementary School	beanj@parklandsd.net
Julie Bartocci	Parent	Parents Association of Cetronia	juliebahnick@gmail.com
Adrienne Kashner	Director of Federal Programs	Parkland School District	kashnera@parklandsd.net
Jessica Brans	Community Member	Parkland School District	bransj@parklandsd.net

Vision for Learning

Vision for Learning

The Cetronia staff is dedicated to have each child work to their potential. We believe in the school district's mission statement, "Educating for Success, Inspiring Excellence." Together with the school community and parents, we genuinely care about the growth, well-being, and success of ALL of our students.

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
23-24 3rd-5th Grade ELA Proficiency Percentage 77%	Elementary District Grade 3-5 Average 77%
23-24 5th Grade Math Proficiency Percentage 79%	Elementary District 5th Grade Average 79%

Challenges

Indicator	Comments/Notable Observations
23-24 3rd Grade Math Proficiency Percentage 70%	District 3rd Grade Average 73%

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

Strengths

Indicator CDT Math BOY-MOY ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations 23-24 Grades 3-5 BOY 51% proficiency MOY 51% proficiency
Indicator CDT ELA BOY-MOY ESSA Student Subgroups Hispanic, White, Economically Disadvantaged	Comments/Notable Observations 23-24 Grades 3-5 BOY 50% proficiency MOY 51% proficiency

Challenges

Indicator PSSA Math ESSA Student Subgroups	Comments/Notable Observations 2023 Grade 4 PVAAS growth achievement Math -1.97 ELA -1.54
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Hispanic, White, Economically Disadvantaged	
Indicator PSSA ELA ESSA Student Subgroups Multi-Racial (not Hispanic), White, Economically Disadvantaged	Comments/Notable Observations 2023 Grade 5 PVAAS growth achievement ELA -4.91

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.

Differentiated Instruction/flexible grouping
Tier II & Tier III interventions
Title I programming

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.

Focus on subgroups (economically disadvantaged)
Parent Involvement
Staff development for our Title I Instructional Assistants
Staff development for daily intervention and enrichment period

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT's grades (grades 3-5)	Growth Measure Reports
Acadience Benchmark K-5	Benchmark Reports
Math in Focus Growth Measure	Growth Measure Reports
Kindergarten Entry Inventory (KEI)	Building Indicator Summary Report: Strengths - expressive language, naming numbers, and identifying shapes. Needs - Phonological Awareness and Phonics
PSSA ELA (grades 3-5)	PSSA Historical Results

English Language Arts Summary

Strengths

Daily Intervention and Enrichment periods (I&E) - ELA 45 minutes, Math 20 minutes. Math IE period will focus on fact fluency.
Collaboration: common planning times, grade level meetings, core team meetings, and data meetings
Tiered intervention system for ELA
Review of Acadience Reading Benchmark and Progress Monitoring Data

Challenges

Differentiated Instruction in the core curriculum
Standards focused lessons
Lack of substitute teachers impacts consistent delivery of intervention and core curriculum

Mathematics

Data	Comments/Notable Observations
Daily Math I & E period	Formative Assessment
PSSA Math (grades 3-5)	Historical Data
CDT's (grades 3-5)	Historical Data
Math in Focus Growth Measure	Growth Measure Results

Mathematics Summary

Strengths

Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well
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as differentiated learning
Common Math time
Daily Math I/E Period - 20 minutes - Focus on fact fluency
Third year with Elementary Math Curriculum (Math in Focus)

Challenges

Title I (varied approach in delivering service)

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science Grade 4 and 5	STEELS Standards

Science, Technology, and Engineering Education Summary

Strengths

Carolina Science Curriculum aligned to NGSS

Challenges

Limited content time and frequent interruptions or omissions from schedule
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	Students participate in completing Xello web based activity Yearly activities for student exploration with six artifacts by 5th grade.

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.

100% of Students in Grades K-5 met the career standards benchmark
School Counselor and Media Specialist collaborate to provide students with exposure to career standards
ELA curriculum includes career readiness standards

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.

Continue to implement the program with fidelity
Students who enroll mid year and don't come with evidence
There is a not a dedicated time scheduled in the day for this to occur

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
Future Ready PA Index	
PVAAS	
ESL	

Students with Disabilities

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

Data	Comments/Notable Observations
Future Ready PA Index	
PVAAS	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS	
Future Ready PA Index	

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	
White	
Asian	

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 with IEPs-CDT 3rd grade Well above growth indicator Growth Measure was 11.4
White students CDT in 3rd grade-Well above growth indicator 8.5
All students in 3rd, 4th, and 5th CDT-Well above growth indicator 6.3, 7.7, 3.4

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.

Math 3rd Grade PSSA 70% Proficiency

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

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

Foster Quality Professional Learning

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

Summary

Strengths

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

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Identify professional learning needs through analysis of a variety of data
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Challenges

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

Implement a multi-tiered system of supports for academics and behavior
Implement an evidence-based system of schoolwide positive behavior interventions and supports (while in place, buy in needs to increase)
Involvement with community

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
Differentiated Instruction/flexible grouping	True
Tier II & Tier III interventions	True
Daily Intervention and Enrichment periods (I&E) - ELA 45 minutes, Math 20 minutes. Math IE period will focus on fact fluency.	True
Collaboration: common planning times, grade level meetings, core team meetings, and data meetings	False
Title I programming	False
Tiered intervention system for ELA	True
Review of Acadience Reading Benchmark and Progress Monitoring Data	True
Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well as differentiated learning	True
Common Math time	True
Daily Math I/E Period - 20 minutes - Focus on fact fluency	True
Carolina Science Curriculum aligned to NGSS	False
100% of Students in Grades K-5 met the career standards benchmark	False
School Counselor and Media Specialist collaborate to provide students with exposure to career standards	False
ELA curriculum includes career readiness standards	False
Students with IEPs-CDT 3rd grade Well above growth indicator Growth Measure was 11.4	False
White students CDT in 3rd grade-Well above growth indicator 8.5	False
All students in 3rd, 4th, and 5th CDT-Well above growth indicator 6.3, 7.7, 3.4	False
	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Identify professional learning needs through analysis of a variety of data	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	False
Third year with Elementary Math Curriculum (Math in Focus)	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
Staff development for our Title I Instructional Assistants	False
Focus on subgroups (economically disadvantaged)	True
Parent Involvement	True
Staff development for daily intervention and enrichment period	False
Differentiated Instruction in the core curriculum	False
Standards focused lessons	False
	False
	False
Limited content time and frequent interruptions or omissions from schedule	False
Continue to implement the program with fidelity	False
Students who enroll mid year and don't come with evidence	False
There is a not a dedicated time scheduled in the day for this to occur	False
Math 3rd Grade PSSA 70% Proficiency	False
Implement a multi-tiered system of supports for academics and behavior	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports (while in place, buy in needs to increase)	False
Involvement with community	False
Lack of substitute teachers impacts consistent delivery of intervention and core curriculum	False
Title I (varied approach in delivering service)	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.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Focus on subgroups (economically disadvantaged)	understanding PVAAS projection reports	True
Parent Involvement		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Daily Intervention and Enrichment periods (I&E) - ELA 45 minutes, Math 20 minutes. Math IE period will focus on fact fluency.	small group instruction that provides either remediation, enrichment or additional on grade level resources
Tiered intervention system for ELA	Research based interventions, progress monitoring data, parent involvement
Review of Acadience Reading Benchmark and Progress Monitoring Data	ongoing professional development during collaboration meetings will help improve ELA instruction (planning, integration with existing core)
Differentiated Instruction/flexible grouping	Grade level collaboration meetings and CDT implementation
Tier II & Tier III interventions	Grade level collaboration meetings and CDT implementation
Collaboration: common planning times, grade level meetings and core team meetings allow for analysis of data and planning of standards based lessons as well as differentiated learning	
Common Math time	
Daily Math I/E Period - 20 minutes - Focus on fact fluency	Delivered by Title I staff for those identified
Identify professional learning needs through analysis of a variety of data	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	As our school staff analyzes student data, we know who our economically disadvantaged students are and work with. We listen to the family to support our improvement efforts.

Goal Setting

Priority: As our school staff analyzes student data, we know who our economically disadvantaged students are and work with. We listen to the family to support our improvement efforts.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
In 2024-2025, 100% of teachers will participate in monthly data analysis meetings.			
Measurable Goal Nickname (35 Character Max)			
Data Digs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
2 meetings per month	2 meetings per month	2 meetings per month	2 meetings per month

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Economically disadvantaged students in grades 4 and 5 will maintain or increase their CDT scores in Math in preparation of the 2024 PSSA.			
Measurable Goal Nickname (35 Character Max)			
Math CDT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer CDT and evaluate data	Use data to drive instruction	Administer CDT and evaluate data	Target skills for reteaching

Action Plan

Measurable Goals

Data Digs	Math CDT
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Action Plan For: Data Analysis

Measurable Goals:
<ul style="list-style-type: none"> In 2024-2025, 100% of teachers will participate in monthly data analysis meetings. Economically disadvantaged students in grades 4 and 5 will maintain or increase their CDT scores in Math in preparation of the 2024 PSSA.

Action Step		Anticipated Start/Completion Date	
Provide additional push-in/pull out support in ELA/Math.		2024-09-02	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist and Data Instructional Specialist	Federal funding will be utilized to provide additional push-in/pull out support through Title aide services for small group reteaching of both ELA/Math. Additional Math/ELA resources/intervention components will be purchased with title funds as needed to support student growth. Salaries for Title I staff is where the \$123,360 will be utilized.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1.Acadience Data (Benchmark:BOY, MOY, EOY) and progress monitoring 2. Math in Focus Growth Measure 3. Math in Focus and Wonders Curriculum Based Assessments	The core team including Dr. Giaquinto, Courtney Lee, Jessica Bean, Kelly Neth, Julian Taibi, and Noel Gecik. We will be using our new data warehouse called LinkIt. The core team meets two times a month to review student strengths and needs. We review these anticipated outputs withour classroom teachers every 8 days. Acadience Progress monitoring of interventions is done through our 6 Title 1 interventionists.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none">Data Analysis	Title 1 Assistant Salaries	\$123, 360
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Analysis	Provide additional push-in/pull out support in ELA/Math.

Data and Collaboration Meetings

Action Step		
• Provide additional push-in/pull out support in ELA/Math.		
Audience		
Classroom teachers and core team		
Topics to be Included		
Daily intervention and enrichment period		
Evidence of Learning		
progress monitoring data for our math and ELA Tier instruction		
Lead Person/Position	Anticipated Start	Anticipated Completion
Courtney Lee, Data and Instructional Specialist	2024-09-23	2025-05-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	every 8 days
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Dr. Jamie Giaquinto	2024-12-20
School Improvement Facilitator Signature	Date