

**Schnecksville Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Schnecksville Elementary School		121395103/2825
<b>Address 1</b>		
4260 Sand Spring Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Schnecksville	PA	18078-2539
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr. Mark Madson		madsonm@parklandsd.net
<b>Principal Name</b>		
Damian Goodman		
<b>Principal Email</b>		
goodmand@parklandsd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
610-351-5830		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Adrienne Kashner		kashnera@parklandsd.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Damian Goodman	Administrator/Building Principal	Schnecksville Elementary School	goodmand@parklandsd.net
Adrienne Kashner	Adminstrator/Coordinator of Data, Assessment, and Federal Programs	Parkland School District	kashnera@parklandsd.net
Brianna Dirnbeck	Ed. Specialist/School Counselor	Schnecksville Elementary School	dirnbeckb@parklandsd.net
Christie Nolan	Elementary School Teacher/RTII Teacher	Schnecksville Elementary School	nolanc@parklandsd.net
Jillian Szilayi	Elementary School Teacher/Reading Specialist	Schnecksville Elementary School	szilagyt@parklandsd.net
Deanna Goodman	Parent	Schnecksville Elementary School	goodmand1@parklandsd.net
Robin Haugh	Community Member	Schnecksville Elementary School	haughr@parklandsd.net
Taylor Bergey	Education Specialist	Schnecksville Elementary	bergeyt@parklandsd.net

## Vision for Learning

### **Vision for Learning**

Student success is a key component of Parkland's vision of educating the whole child through the Arts, Academics and Athletics. In this day and age the driving factor of a successful school is how well it performs on PSSA tests and the growth data we receive from PVAAS. However, we in the educational realm understand there are certainly other measures to gauge success that don't show up on a standardized test score or in student success summary reports. The key to success is to help every child learn to grow socially, emotionally, and academically throughout the school year.

## Future Ready PA Index

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

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
All students group meets the interim goal/improvement target in language arts in proficient or advanced.	Differentiated instruction was provided during intervention periods and the general reading block that allowed students to achieve the goals.
All student group meets the standard demonstrating growth in mathematics.	Students were able to meet the goal through instruction provided during math intervention and the general math block.
All students groups exceeds performance standards in college and career measurements.	The counselor and the media specialist co-taught lessons on career readiness.

### Challenges

Indicator	Comments/Notable Observations
In language arts there is a low subgroup of 22% who scored advanced.	We would like to see an increase in our advanced placement in language arts for all students.
In language arts the economically disadvantaged are decreasing in proficient and advanced.	We would like to see the economically disadvantaged increase their scores in language arts.

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

### Strengths

<b>Indicator</b> 4th grade student with IEPs trended well above in both PSSA Math and ELA <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> Economically Disadvantaged students in grades 3,4, and 5 trended at or above on the CDTs in both reading and math. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b>

## Challenges

<b>Indicator</b> The 5th grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA. <b>ESSA Student Subgroups</b> Students with Disabilities	<b>Comments/Notable Observations</b>
<b>Indicator</b> We have a vast amount of student data available so it can be a challenge for teachers to prioritize this data and make effective instructional decisions <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

## 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.

4th grade student with IEPs trended well above in both PSSA Math and ELA
The SWPBS program has been enriched throughout the year to include more emphasis and frequency of rewards and student recognition based on our S.H.A.R K. acronym.
Economically Disadvantaged students in grades 3,4, and 5 trended at or above on the CDTs in both reading and math.

### 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.

Implementation of a new screening tool (Acadience) and a new data warehouse called LinkIt.
The 5th grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience	End of the Year 2024/2025
Wonders	End of 2024/2025 School Year

### English Language Arts Summary

#### Strengths

Kindergarten and third grade went from 59% at benchmark to 84% benchmark
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#### Challenges

Fifth grade stayed the same from the beginning of the year to the end of the year at 61% benchmark
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### Mathematics

Data	Comments/Notable Observations
Math in Focus	End of Year 2024/2025

### Mathematics Summary

#### Strengths

4th and 5th grade PSSA Numbers and Operations Base 10 showed growth
3rd grade had 35% of the students reach proficiency

#### Challenges

4th Grade Operations and Algebraic Thinking in Math in Focus
3rd Grade and 5th Geometry in Math in Focus

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
5th Grade in math in focus	The new test will be given this year. The staff needs to utilize intervention and enrichment for the students.

### Science, Technology, and Engineering Education Summary

#### Strengths

Prepping and planning by utilizing the Carolina science assessments through our science curriculum.
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## Challenges

Maintaining a proficiency level of 88% on the new science assessments through curriculum

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index	Students participate in completing Xello web based activity

### 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.

99% of Students in Grades K-5 met the career standards benchmark
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### 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.

Ensuring all students complete assignments as assigned per their grade level
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## 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	4th graders with an IEP trend well above in math and ELA PSSA.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
CDT	3rd, 4th and 5th Grade Economically Disadvantaged Students trended at or above on the CDT's in both Reading and Math.

### Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Met or were above benchmark standards on 4th grade math and ELA PSSA Assessments

## Summary

### Strengths

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

4th graders with an IEP trend well above in math and ELA PSSA.
Economically Disadvantage students in grade 3,4, and 5 trended at or above on the CDT's in both Reading and Math.

### 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.

5th Grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA assessment.

## 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	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	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	Exemplary
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	Exemplary
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	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
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	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?

Reading specialist will meet and support the needs of teachers through the rollout of the new academic screener Acadience and Really Great Reading in grades K-2.
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Math coach will support teachers, students, interventionist with implementation of the math I&E block as well as fact fluency
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Core team will meet with teachers during office hours to discuss students' concerns.
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### 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 to the PA Standards
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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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Using universal language across grade level curriculum to increase time on task and success.
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## 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
4th grade student with IEPs trended well above in both PSSA Math and ELA	True
Economically Disadvantaged students in grades 3,4, and 5 trended at or above on the CDTs in both reading and math.	True
Kindergarten and third grade went from 59% at benchmark to 84% benchmark	False
The SWPBS program has been enriched throughout the year to include more emphasis and frequency of rewards and student recognition based on our S.H.A.R.K. acronym.	True
4th and 5th grade PSSA Numbers and Operations Base 10 showed growth	False
3rd grade had 35% of the students reach proficiency	False
Prepping and planning by utilizing the Carolina science assessments through our science curriculum.	False
99% of Students in Grades K-5 met the career standards benchmark	False
Reading specialist will meet and support the needs of teachers through the rollout of the new academic screener Acadience and Really Great Reading in grades K-2.	True
Math coach will support teachers, students, interventionist with implementation of the math I&E block as well as fact fluency	True
Economically Disadvantage students in grade 3,4, and 5 trended at or above on the CDT's in both Reading and Math.	False
	False
Core team will meet with teachers during office hours to discuss students' concerns.	False
4th graders with an IEP trend well above in math and ELA PSSA.	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
Implementation of a new screening tool (Acadience) and a new data warehouse called LinkIt.	False
The 5th grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA.	True
4th Grade Operations and Algebraic Thinking in Math in Focus	False
3rd Grade and 5th Geometry in Math in Focus	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Fifth grade stayed the same from the beginning of the year to the end of the year at 61% benchmark	True

Maintaining a proficiency level of 88% on the new science assessments through curriculum	True
Using universal language across grade level curriculum to increase time on task and success.	False
Ensuring all students complete assignments as assigned per their grade level	False
Align curricular materials and lesson plans to the PA Standards	False
5th Grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA assessment.	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
The 5th grade students with IEPs trended below or well below in ELA and Math respectively on the PSSA.	Ensure the curriculum is being used with fidelity.	True
Fifth grade stayed the same from the beginning of the year to the end of the year at 61% benchmark	Ensure the curriculum is being used with fidelity.	True
Maintaining a proficiency level of 88% on the new science assessments through curriculum		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
4th grade student with IEPs trended well above in both PSSA Math and ELA	
Economically Disadvantaged students in grades 3,4, and 5 trended at or above on the CDTs in both reading and math.	
The SWPBS program has been enriched throughout the year to include more emphasis and frequency of rewards and student recognition based on our S.H.A.R.K. acronym.	
Reading specialist will meet and support the needs of teachers through the rollout of the new academic screener Acadience and Really Great Reading in grades K-2.	MTSS in place, regular Grade Level and Core Team meetings, continuous review of data
Math coach will support teachers, students, interventionist with implementation of the math I&E block as well as fact fluency	MTSS in place, regular Grade Level and Core Team meetings, continuous review of data

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	More in class observation from CORE team members to ensure program fidelity.
	More in class observation from CORE team members to ensure program fidelity.

## Goal Setting

Priority: More in class observation from CORE team members to ensure program fidelity.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Track the amount of observation during Language Arts to improve the fidelity of the Wonder's curriculum.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Wonders			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Getting staff comfortable with picking and choosing the correct curriculum lessons to administer	Utilizing the curriculum and assessments to make instructional decisions on small groups and interventions	Looking at growth of student achievement on beginning of year and middle of year benchmark assessments	Staff will be comfortable analyzing student data to make decisions on which curriculum elements of Wonders worked well for instructional and academic success

Priority: More in class observation from CORE team members to ensure program fidelity.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Track the amount of observation during Math to improve the fidelity of Math in Focus			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math in Focus			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Getting staff comfortable with picking and choosing the correct curriculum lessons to administer	Utilizing the curriculum and assessments to make instructional decisions on small groups and interventions	Looking at growth of student achievement on beginning of year and middle of year benchmark assessments	Staff will be comfortable analyzing student data to make decisions on which curriculum elements of Wonders worked well for instructional and academic success

## Action Plan

### Measurable Goals

Wonders	Math in Focus
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### Action Plan For: Maintaining the fidelity of the Wonders and Math in Focus curriculum cur

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Track the amount of observation during Language Arts to improve the fidelity of the Wonder's curriculum.</li> <li>Track the amount of observation during Math to improve the fidelity of Math in Focus</li> </ul>

Action Step		Anticipated Start/Completion Date	
Increase observation in the classroom to ensure the curriculum is being delivered with fidelity. Analyze chapter test data and writing samples through rubrics and coversheets. Use the data from the assessments to form groupings of students who are not meeting grade level standards for math and reading Title 1 intervention.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Damian Goodman	Team collaboration and support of Wonders and Math in Focus materials. Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth.	Yes	
Action Step		Anticipated Start/Completion Date	
Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of ELA concepts.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist- Jillian Azar	Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will utilize Wonders materials during the core instruction of the ELA block.	Core team monitoring the ELA block biweekly.



## 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"><li>Maintaining the fidelity of the Wonders and Math in Focus curriculum</li></ul>	Title 1 Assistants Salaries	143778
Total Expenditures			143778

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Maintaining the fidelity of the Wonders and Math in Focus curriculum cur	Increase observation in the classroom to ensure the curriculum is being delivered with fidelity. Analyze chapter test data and writing samples through rubrics and coversheets. Use the data from the assessments to form groupings of students who are not meeting grade level standards for math and reading Title 1 intervention.
Maintaining the fidelity of the Wonders and Math in Focus curriculum cur	Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of ELA concepts.

### Wonders Refresh

Action Step		
<ul style="list-style-type: none"> <li>Increase observation in the classroom to ensure the curriculum is being delivered with fidelity. Analyze chapter test data and writing samples through rubrics and coversheets. Use the data from the assessments to form groupings of students who are not meeting grade level standards for math and reading Title 1 intervention.</li> </ul>		
Audience		
Classroom teachers		
Topics to be Included		
Comprehension, vocabulary, background knowledge and small group instruction.		
Evidence of Learning		
Seeing student growth on curriculum based assessment and state wide assessments.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Jillian Szilagyi	2024-08-26	2025-06-11

### Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Damian Goodman	2024-12-19
<b>School Improvement Facilitator Signature</b>	<b>Date</b>