Burgettstown El Ctr

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Burgettstown Area Elementary Center		101631203
Address 1		
100 Bavington Rd.		
Address 2		
City	**State**	**Zip Code**
Burgettstown	PA	15021
Chief School Administrator		**Chief School Administrator Email**
Stephen Puskar		spuskar@burgettstown.k12.pa.us
Principal Name		
Melissa M. Mankey		
Principal Email		
mmankey@burgettstown.k12.pa.us		
Principal Phone Number		**Principal Extension**
724-947-8150		3307
School Improvement Facilitator Name		**School Improvement Facilitator Email**
Melissa Ferencuha		mferencuha@burgettstown.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Melissa Mankey	Elem Principal	Burgettstown Area School Disrict	mmankey@burgettstown.k12.pa.us
Michele Burton	Director of Special Education	Burgettstown Area School Disrict	mburton@burgettstown.k12.pa.us
Michelle Read	Elem ELA Dept Chair	Burgettstown Area School Disrict	mread@burgettstown.k12.pa.us
Amanda Suica	Elem SPED Dept Chair	Burgettstown Area School Disrict	asuica@burgettstown.k12.pa.us
Heather Shaffer	Title 1 Literacy Coach	Burgettstown Area School Disrict	hshaffer@burgettstown.k12.pa.us
Alissa Nardone	Title 1 Math Coach	Burgettstown Area School Disrict	anardone@burgettstown.k12.pa.us
Melissa Secco	Parent/Board Member	Burgettstown Area School Disrict	msecco@burgettstown.k12.pa.us
Amy Lemmon	Parent/Board Member	Burgettstown Area School Disrict	alemmon@burgettstown.k12.pa.us
Melissa Ferencuha	District Level Leaders	Burgetstown Area School District	mferencuha@burgettstown.k12.pa.us
Lydia Stoner	Paraprofessional	Burgettstown Area School District	lstoner@burgettstown.k12.pa.us
Kathie Knouse	Teacher	Burgettstown Area School District	kknouse@burgettstown.k12.pa.us
Brianne Sieg	Teacher	Burgettstown Area School District	bsieg@burgettstown.k12.pa.us
Rhonda Spitak	Teacher	Burgettstown Area School District	rspitak@burgettstown.k12.pa.us

Vision for Learning

Vision for Learning

Vision: Within a nurturing and supportive school community, Burgettstown Area School District's students will become confident, future-focused, life-long learners who proudly provide meaningful contributions to society. It is a comprehensive K-12 educational program that focuses on traditional content skill as well as enrichment through balanced educational programs and activities. Through the integration of rigorous standards throughout the curriculum, varied educational activities and instructional approaches, integrated content, flexible grouping, thinking skills, writing skills, problem solving, character education programs, technology enhanced instruction, health and safety issues and student and staff accountability, the district will focus on the preparation of its students for a lifetime of learning. Education in the Burgettstown Area School District is not intended to be an end, but rather a beginning. With the infusion of technology into everyday existence, all students must be prepared upon graduation to enter a world that is dynamic, ever-changing, and demanding upon one's ability to learn, to adapt and to adjust.

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
State Assessment Measure	All ELA PSSA scores increased by 4 or more percent
Career Standards Benchmark	The "All Student Group" exceeded the performance standard.
State Assessment Measure	The Math PSSA scores increased in Grades 4 and 5
State Assessment Measure	Science PSSA scores increased by 8%

Challenges

Indicator	Comments/Notable Observations
State Assessment Measure	Decreased scores in Math

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

Strengths

Indicator Advanced on State Assessment Measure **ESSA Student Subgroups** African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	**Comments/Notable Observations** Increased scores in ELA in grades 3, 4 and 5
Indicator State Assessment Measure **ESSA Student Subgroups**	**Comments/Notable Observations** Increased scores in math in

Students with Disabilities	grades 4 and 5

Challenges

Indicator State Assessment Measure **ESSA Student Subgroups** Economically Disadvantaged	**Comments/Notable Observations** Of students who took the 3rd-grade PSSA (next year 4th grade) - 15 students were below basic and 19 students were basic.
Indicator State Assessment Measure **ESSA Student Subgroups** Students with Disabilities	**Comments/Notable Observations** Of students who took the 4th-grade PSSA (next year 5th grade)- 12 students were below basic and 20 students were basic

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.

All ELA PSSA scores increased by 4 or more percent
Science PSSA scores increased by 8%
The "All Student Group" exceeded the performance standard for the Career Standards Benchmark.

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.

Of students who took the 3rd-grade PSSA (next year 4th grade) - 15 students were below basic and 19 students were basic.
Of students who took the 4th-grade PSSA (next year 5th grade)- 12 students were below basic and 20 students were basic

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Overall student achievement for ELA 58%	This level is up from the 22-23 school year
Acadience ELA Scores K-5	Students in grades K-5 are 49% at risk

English Language Arts Summary

Strengths

Our ELA Title teacher has been working closely with our staff to ensure the utilization of data accurately for intervention groups.
The district has an updated ELA program as well as utilizing Heggerty to enhance the learning experience.

Challenges

Analyzation of our Acadience data shows a decrease in performance related to beginning and end-of-year assessment. The correlation of Acadience data to state assessment data shows that if the Acadience scores increase so will the state assessment data.

Mathematics

Data	Comments/Notable Observations
Acadience Math Data K-5	In grades K-5, students are showing between 43% at-risk
Overall student achievement for Math 49	This level has increased from the 22-23 school year

Mathematics Summary

Strengths

With incorporating the new Math Core Curriculum Illustrative Math as well as supplementing with the purchased program Happy Numbers, we have seen an increase in student data.
The Math coach continues to support teachers in establishing a math workshop routine that includes small group intervention and differentiated centers.

Challenges

Due to the high percentage of students with disabilities and/or who are economically disadvantaged our scores show a needs of improvement.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Proposed New Standards	Teachers will need trained in these standards.
Overall Student Achievement 89%	Increased from the 22-23 school year

Science, Technology, and Engineering Education Summary

Strengths

Select grade levels incorporate different types of technology/programming devices
Each student has a Chromebook to integrate technology in the classrooms.

Challenges

PDE will adopt Science, Technology, Ecology and Engineering Standards. Upon adoption, we will update our curriculum accordingly.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Collection of artifacts	100% of students met the career benchmarks.

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.

All K-5 teachers support the implementation of the Career and Workforce standards. SMART Futures was purchased to support the collection of artifacts.
A Career Week is offered annually to introduce students to various careers.

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.

The district is working with the school counselors and teachers involved to ensure that our percentage of the benchmarks are maintained at 100%

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
Students with disabilities did not meet the statewide ELA/Math PSSA goal.	They did however show an increase in Math performance

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Students who are economically disadvantaged did not meet the statewide ELA/Math PSSA goal.	They also showed a decline in performance on the ELA PSSA and an increase in Math

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.

ECRI is instructed in the core reading program in grades K-2.
We are utilizing Heggerty to our program as well as a new benchmark assessment - Acadience.

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.

We have a high percentage of students with disabilities and/or who are economically disadvantaged.

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	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	Emerging
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	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

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	Not Yet Evident
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	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?

The Title 1 Planning Committee meets regularly to plan and adjust.
Department heads and grade level leads are empowered in the development and implementation of improvement initiatives.
Grade levels collaborate weekly to plan instruction and analyze data.
Continuation of a SEL Program 7Mindsets

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 an evidence-based system of schoolwide positive behavior interventions and supports
Provide choice for teachers pertaining to professional development.

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
Science PSSA scores increased by 8%	True
The "All Student Group" exceeded the performance standard for the Career Standards Benchmark.	False
All ELA PSSA scores increased by 4 or more percent	True
Our ELA Title teacher has been working closely with our staff to ensure the utilization of data accurately for intervention groups.	True
The district has an updated ELA program as well as utilizing Heggerty to enhance the learning experience.	True
Select grade levels incorporate different types of technology/programming devices	False
Each student has a Chromebook to integrate technology in the classrooms.	True
With incorporating the new Math Core Curriculum Illustrative Math as well as supplementing with the purchased program Happy Numbers, we have seen an increase in student data.	True
All K-5 teachers support the implementation of the Career and Workforce standards. SMART Futures was purchased to support the collection of artifacts.	False
A Career Week is offered annually to introduce students to various careers.	False
ECRI is instructed in the core reading program in grades K-2.	False
Department heads and grade level leads are empowered in the development and implementation of improvement initiatives.	True
Grade levels collaborate weekly to plan instruction and analyze data.	False
Continuation of a SEL Program 7Mindsets	False
The Math coach continues to support teachers in establishing a math workshop routine that includes small group intervention and differentiated centers.	True
The Title 1 Planning Committee meets regularly to plan and adjust.	False
We are utilizing Heggerty to our program as well as a new benchmark assessment - Acadience.	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
Of students who took the 3rd-grade PSSA (next year 4th grade) - 15 students were below basic and 19 students were basic.	True

Of students who took the 4th-grade PSSA (next year 5th grade)- 12 students were below basic and 20 students were basic	True
Analyzation of our Acadience data shows a decrease in performance related to beginning and end-of-year assessment. The correlation of Acadience data to state assessment data shows that if the Acadience scores increase so will the state assessment data.	False
Due to the high percentage of students with disabilities and/or who are economically disadvantaged our scores show a needs of improvement.	False
The district is working with the school counselors and teachers involved to ensure that our percentage of the benchmarks are maintained at 100%	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
Provide choice for teachers pertaining to professional development.	False
PDE will adopt Science, Technology, Ecology and Engineering Standards. Upon adoption, we will update our curriculum accordingly.	False
We have a high percentage of students with disabilities and/or who are economically disadvantaged.	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.

We must ensure that the planning process is systematic and collaborative. It must be implemented with fidelity and reviewed frequently to refine/adjust.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Of students who took the 3rd-grade PSSA (next year 4th grade) - 15 students were below basic and 19 students were basic.	The previously instructed foundational skills are not retained from year to year	True
Of students who took the 4th-grade PSSA (next year 5th grade)- 12 students were below basic and 20 students were basic	The previously instructed foundational skills are not retained from year to year	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Our ELA Title teacher has been working closely with our staff to ensure the utilization of data accurately for intervention groups.	Our ELA title teachers serviced grades K-5 teacher this school year to analyze data, to assist with benchmark testing to provide interventions.
The district has an updated ELA program as well as utilizing Heggerty to enhance the learning experience.	Phonemic awareness is now being instructed with fidelity in grades K and 1
Each student has a Chromebook to integrate technology in the classrooms.	The students have access to intervention resources. Provide equity and provides immediate feedback on skills.
Science PSSA scores increased by 8%	The district will continue to adjust the instruction to meet the needs of the STEELS standards
All ELA PSSA scores increased by 4 or more percent	The staff have effectively utilized the Reading program to enhance instruction.
With incorporating the new Math Core Curriculum Illustrative Math as well as supplementing with the purchased program Happy Numbers, we have seen an increase in student data.	The staff will continue to enhance the math program and track standards to meet the needs of the students.
The Math coach continues to support teachers in establishing a math workshop routine that includes small group intervention and differentiated centers.	Our Math title teacher serviced grades K-5 teachers this school year to analyze data, to assist with benchmark testing to provide interventions.
Department heads and grade level leads are empowered in the development and implementation of improvement initiatives.	The department analyzes data to guide instruction and provide curriculum meeting the students' needs through intervention.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will increase overall family communication, the Title 1 Math teacher will work collaboratively with the 4th grade classroom teacher to provide supplement math instruction outside of the regular classroom instruction.

	The district will increase overall family communication, with the 5th grade 5classroom teacher to provide supplement math instruction outside of the regular classroom instruction.

Goal Setting

Priority: The district will increase overall family communication, the Title 1 Math teacher will work collaboratively with the 4th grade classroom teacher to provide supplement math instruction outside of the regular classroom instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams.			
Measurable Goal Nickname (35 Character Max)			
Increase of Achievement scores in Math in 4th grade			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Baseline Math CDT Score	Students will show a 2% increase in the overall achievement in Math	Students will show a 3% increase in the overall achievement in Math	With an overall increase from the 2023-2024 PSSA's to 3% increase in achievement in the 2024-2025 school year

Priority: The district will increase overall family communication, with the 5th grade 5classroom teacher to provide supplement math instruction outside of the regular classroom instruction.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams.			
Measurable Goal Nickname (35 Character Max)			
Increase of Achievement scores in Math in 5th grade			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Acadience Baseline Testing	Students will show a 2% increase in the overall achievement in Math	Students will show a 3% increase in the overall achievement in Math	With an overall increase from the 2023-2024 PSSA's to 3% increase in achievement in the 2024-2025 school year

Action Plan

Measurable Goals

Increase of Achievement scores in Math in 4th grade	Increase of Achievement scores in Math in 5th grade

Action Plan For: Interventions

Measurable Goals:
• Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams. • Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams.

Action Step		**Anticipated Start/Completion Date**	
Title 1 Teacher collaboration with teachers to analyze data and pull students		2024-08-26	2025-06-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Alissa Nardone	A new math program, Happy Numbers	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students will increase student achievement by 3%	Melissa Mankey will meet with Title teachers four times per year to review data.

Action Plan For: Teacher Professional Learning

Measurable Goals:
• Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams. • Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams.

Action Step		**Anticipated Start/Completion Date**	
The district will continue to consult with the IU to provide on-going professional learning		2024-08-26	2025-06-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Melissa Ferencuha	Provided by the Intermediate Unit	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student data will increase by 3%	Melissa Ferencuha will provide 2 professional learning sessions to enhance instructional strategies.

Action Plan For: Collaboration with Special Education Teachers

Measurable Goals:
• Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams. • Through data analysis of the CDT assessments in the 4 quarters throughout the year upon establishing a baseline score, with an increase in scores in quarter 2 and quarter 3 with an end goal of a 3% overall achievement on the PSSA exams.

Action Step		Anticipated Start/Completion Date	
The principal will provide an opportunity for the regular classroom teachers to meet with the special education teachers to analyze data and meet students' needs.		2024-08-26	2025-06-18
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Department Chairs	Data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Special Education student achievement will be increased on the PSSA and CDT's.	Melissa Mankey will monitor that teachers are meeting monthly to ensure that the special education students are being provided interventions.

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	• Interventions • Collaboration with Special Education Teachers	Teachers will provide pull out and push in services along with collaboration on interventions	216704	
Total Expenditures				216704

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Teacher Professional Learning	The district will continue to consult with the IU to provide on-going professional learning

Continued Program Professional Learning

Action Step		
• The district will continue to consult with the IU to provide on-going professional learning		
Audience		
All Math Teachers K-5		
Topics to be Included		
Curriculum alignment, instructional and intervention strategies.		
Evidence of Learning		
Increased academic achievement		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Melissas Ferencuha	2024-08-26	2025-06-18

Learning Format

Type of Activities	Frequency
Workshop(s)	At least 2 times per year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Nontraditional (equity) Regional Workshops	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Stephen P Puskar	2024-06-19
Building Principal Signature	**Date**
Melissa M. Mankey	2024-06-18
School Improvement Facilitator Signature	**Date**
Melissa Ferencuha	2024-06-18