

Profile and Plan Essentials

School		AUN/Branch
Central Elementary School		121390302
Address 1		
829 West Turner Street		
Address 2		
Central Elementary School		
City	State	Zip Code
Allentown	PA - Pennsylvania	18102
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Rebecca Bodnar		
Principal Email		
BodnarR@allentownsd.org		
Principal Phone Number		Principal Extension
4847654805		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		SmithM@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Michelle Pichardo	Other	Central STREAM Academy	pichardom@allentownsd.org
Natalie Delp	Intervention Specialist	Central STREAM Academy	delpn@allentownsd.org
Karen Trinidad	Reading Specialist	Central STREAM Academy	trinidadk@allentownsd.org
Sara Aurich	4th grade teacher	Central STREAM Academy	aurichs@allentownsd.org
Matt Tumolo	5th grade teacher	Central STREAM Academy	tumolom@allentownsd.org
Melissa Smith	District Level Leaders	Allentown School District	smithm@allentownsd.org
Rebecca Bodnar	Principal	Central STREAM Academy	BodnarR@allentownsd.org
Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Jen Bryant	District Level Leaders	Allentown School District	bryantj@allentownsd.org
Nicole Perez	Parent	Central STREAM Academy	qog20.np@gmail.com
Desiree Rattigan	Parent	Central STREAM Academy	Drattigan90@gmail.com
Rachel Schaar	Parent	Central STREAM Academy	rachelschaar86@gmail.com
Lara Transue	Parent	Central STREAM Academy	lara.transue2@gmail.com
Michelle Walterick	Parent	Central STREAM Academy	FTSkrocks13@gmail.com
Clementina Bogarin	Parent	Central STREAM Academy	bogarinc@allentownsd.org
Jill Brader	Community Member	City Center	JBrader@citycenterallentown.com
Ernesto Lopez	Other	Central STREAM Academy	lopeze@allentownsd.org
Brit Reber	Other	Central STREAM Academy	reberb@allentownsd.org

Vision for Learning

Vision for Learning

The Allentown School District envisions a dynamic learning community dedicated to elevating student achievement through the cultivation of positive relationships, the delivery of rigorous and relevant curricula, and the empowerment of the broader Allentown community.

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
Based off of the 2023-2024 School Year, PA Future Ready indicated all student groups exceeded the Math standard for demonstrating growth with a score of 100.	Staff PD on math fluency and numeracy- school wide initiative. Teachers were utilizing Zearn as a way to reinforce math standards and increase numeracy skills.
Based off of the 2023-2024 PA Future Ready index: All student groups meet the standard demonstrating growth in ELA, with a growth score of 100.	Focus on phonological awareness and direct instruction in phonics.
Based off of the 2023-2024 PA Future Ready Index: All students groups met the standard for growth in Science with a growth score of 66.	
The 2024-2025 Kindergarten Foundation Literacy scores increased from 11% at the start of the year to 23% at the end of the year.	
	Next year's goal is 3.8

Challenges

Indicator	Comments/Notable Observations
Increase Literacy Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 18.4%.	2024-2025 Star Data 3rd grade 15% 4th grade 27.5% 5th grade 27%
Increase Math Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Math with a proficiency score Of 22.4%.	2024-2025 Star Data 3rd grade 24.3% 4th grade 44.3% 5th grade 24.8%
Increase Science Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.4%.	
Improve Attendance Outcomes: The 2024-2025 School year saw an increase in the percentage of students who were chronically absent, with kindergarten being one of the largest groups (46% of all kindergartners were considered chronically absent).	Attendance Percentages: September 91.98% October 90.52% November 88.10% December 88.11% January 83.6% February 88.82% March 90.62% April 91.2% May 89.2% overall 89.36%
2023-2024 All students did not meet interim English language growth and attainment and scored 42.5% with a state goal of 70.3% by 2033	

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

Strengths

Indicator Improve Math growth Outcomes: In STAR for the 2024-2025 School year, Central was 30.8% proficient. 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 Proficiency by grade 1st grade 44.1% 2nd grade 16.7% 3rd grade 24.3% 4th grade 44.3% 5th grade 24.8%
Indicator ESSA Student Subgroups	Comments/Notable Observations
Indicator 100% of our students submitted their career artifacts. 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 Our counselor worked in conjunction with all other staff to ensure that 5th grade students had the minimum submission. 100% of all students submitted their work.
Indicator Improve ELA growth outcomes: In STAR for the 2023-2024 School year, Central was 26.8% proficient. 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 1st grade 82.8% (24 students) 2nd grade 68% (17 students) 3rd grade 18.7% (20 students) 4th grade 27.5% (22 students) 5th grade 27% (30 students)

Challenges

Indicator Increase Literacy Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 18.4%. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Black 12.9% Hispanic 18.3% Economically Disadvantaged 18.6% English Learner 9.6% Students with Disabilities 10.3% Combined Ethnicity 18%
Indicator Increase Math Outcomes: Based off of the 2023-2024 PA Future	Comments/Notable Observations Black 9.7% Hispanic 24.6% Economically Disadvantaged 22.6% English Learner 13.5%

Ready Index: Students were below basic in Math with a proficiency score Of 22.4%. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Students with Disabilities 20.7% Combined Ethnicity 22.6%
Indicator Increase Science Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.4%. ESSA Student Subgroups African-American/Black, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Hispanic 45.9% Economically Disadvantaged 45.8% Combined Ethnicity 44% English Language Learner 13%
Indicator Attendance Outcomes: Chronic absenteeism increased from 35.8% to 49% with a increase of 14%. ESSA Student Subgroups African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Combined Ethnicity, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	Comments/Notable Observations Attendance team met weekly, additional outside resources were utilized and we tried to ensure every student had a personal connection to an adult in the building. We added the Attendance Ambassador program which provided additional adults greeting students as they entered the building.

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.

Improve Math growth Outcomes: In STAR for the 2024-2025 School year, Central was 30.8% proficient.
Based off of the 2023-2024 School Year, PA Future Ready indicated all student groups exceeded the standard for demonstrating growth with a score of 100.
Increase Science Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.4%.
Improve ELA growth outcomes: In STAR for the 2023-2024 School year, Central was 26.8% proficient.

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.

Increase Literacy Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 18.4%.
Attendance Outcomes: 2024-2025 Chronic absenteeism increased from 35.8% to 49% with a increase of 14%.

2023-2024 All students did not meet interim English language growth and attainment and scored 42.5% with a state goal of 70.3% by 2033
Increase Math Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Math with a proficiency score Of 22.4%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Students were able to end the year in Lexia with 16% working in grade level content and 60% above grade level content.	Lexia data
Central exceeding the district proficiency goal of 26.2% in ELA STAR and hit 32.1%. On the STAR benchmark, student proficiency percentages were: 1st 82.8% 2nd 68% 3rd 18.7% 4th 27.5% 5th 27%	Consideration is the decrease of number of students taking the early literacy assessment in STAR and the increase in the number of students taking the Reading assessment. As students transition in 1st, 2nd and sometimes 3rd grade, they do not always transition to proficiency.
3rd grade scored 18.7%, 4th - 27.5% and 5th - 27% students scored proficient or advanced on the 2024 -2025 ELA Star.	Grade 4 and 5 had higher proficiency then grade 3

English Language Arts Summary

Strengths

3rd grade scored 18.7%, 4th - 27.5% and 5th - 27% students scored proficient or advanced on the 2024 -2025 ELA Star.
Central exceeding the district proficiency goal of 26.2% in ELA STAR and hit 32.1%. On the STAR benchmark, student proficiency percentages were: 1st 82.8% 2nd 68% 3rd 18.7% 4th 27.5% 5th 27%
Students were able to end the year in Lexia with 16% working in grade level content and 60% above grade level content.

Challenges

Increase Reading Outcomes: Need for additional 3rd grade students to be reading on grade level by 3rd grade. Scores showed a decreasing trend in the number of students proficient in reading, with two additional students dropping from proficient to basic in STAR. 3rd grade has historically been the lowest performing PSSA grade level, with only 19.6% proficient or advanced on Star.
Increase Reading Outcomes: Need for targeted, individualized learning plans for struggling students, specifically with phonemic and phonological awareness skills through the use of Heggerty. Also a need for the Heggerty extension in grades 3rd, 4th and 5th.
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.

Mathematics

Data	Comments/Notable Observations
Central exceeded the district proficiency goal of 21.5% in Math and hit 30.8% on STAR in grades 1st through 5th and exceeded the growth SGP goal of 68% with 68.7%. Math Proficiency percentages on the last benchmark were: 1st grade 70.4% 2nd grade 21.6% 3rd grade 26.8% 4th grade 21.4% 5th grade 23.1%	With a shift to interdisciplinary model we have see an increase in achievement.
All students did not meet interim goal at 7.2% in Math but did increase on the 2022-2023 PSSA Math scores from 7% to 13% proficient or advanced.	PSSA scores for the 2023-2024 school year should be released any day.

We transitioned to Zearn in October which forced students to work on grade level (it did not drop them down grade levels). We saw significant growth from those students meeting their weekly time requirements on the program.	Zearn also forced teachers to shift their focus from heavy remediation to a focus on "on" grade level content and standards.
39.7% of all students scored proficient or advanced on the 2024-2025 Math Star testing at the district level.	Math grade level proficiency: 1st grade 49.7% 2nd grade 25.4% 3rd grade 29.9% 4th grade 51.9% 5th grade 42.5%

Mathematics Summary

Strengths

Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.
Central exceeded the district proficiency goal of 21.5% in Math and hit 30.8% on STAR in grades 1st through 5th and exceeded the growth SGP goal of 68% with 68.7%. Math Proficiency percentages on the last benchmark were: 1st grade 70.4% 2nd grade 21.6% 3rd grade 26.8% 4th grade 21.4% 5th grade 23.1%

Challenges

Teachers need to all shift their mindset on the targeted standards and how to teach them "on" grade level to all levels of students.
Next year, we will expand the Math Intervention Specialist schedule to have an increased focus on 4th grade.
Secure foundational math skills in primary grades and intermediate grades are pushing to more complex concepts.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Central did not meet the Science statewide proficiency target and only scored 44.4% proficient on PA Future ready index for 2023-2024	Science is our highest scoring subject
4th grade did show significant growth during Science CDTs this year, from the first to the second on-line assessment.	With a shift to interdisciplinary model we have see an increase in achievement.

Science, Technology, and Engineering Education Summary

Strengths

We continue to teach hands-on, engaging lessons. Teachers have been introduced to the STEELS standards and what 3D teaching will look like.
DaVinci Science Center provides enrichment opportunities for our students.

Challenges

There is a lot of reading and text on the test, making it difficult for our ESL and LS students to be successful.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Central did hit the target for the 2024-2025 school year with 98% of 5th grade students hitting or exceeding their career readiness standards.	Counselor taught lessons and had make-up sessions to ensure all students were exposed to the curriculum and lessons. We ended all students completing their lessons.

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.

Counselors ensuring all students, even if absent, had an opportunity to participate in the lessons.
We changed our counselor's schedules to accommodate the needs for the career standards and found ways to incorporate career standards in "regular education" lessons.
Classroom teachers and related arts teachers also helped deliver lessons or give students an opportunity to complete lessons on-line.

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.

We have one guidance counselor for 715 students and 32 classrooms.
--

Newcomer students and charter report back to our Future Ready. We are ensuring that all of our students hit their career readiness goals but somehow other students are not. This is also true of virtual students.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
ESL students, who are 18.1% of our population, were proficient in STAR: Reading 5.7% Math 14.6%	Need to ensure that the ESL students who are a level 1 or 2 have the opportunity to have the content presented to them in Spanish. Of our testing population, 4.3% were English language learners.
All students did not meet the English Language Growth and Attainment at 30.5% on WIDA.	LAS Links Growth target: 70.23%

Students with Disabilities

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

Data	Comments/Notable Observations
Our LS population continues to struggle greatly with Math proficiency across the grade levels, with only 26.3% proficient on the Math Star.	We continue to improve on our push in supports for our LS students. In Reading, 13.6% were proficient in Reading while 26.31% were proficient in Math.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
96% of our students are classified as economically disadvantaged. In ELA, overall our future ready index results were 18.6% in Reading and 22.6% in Math in the 2024-2025 school year.	We did not hit our overall student group goals or the economically disadvantaged goals in any area. Our economically disadvantaged population was 18.6% on the reading test and 22.6% on the math test.

We provide access to clothing, food and supplies to all of our students.	All school supplies are provided at the start of the year. Breakfast is in the classrooms so that all students who want food, can have it. We work with local businesses and agencies to ensure our students have access to downtown entertainment and opportunities at no charge. We have access to emergency food supplies, bus tickets, shoes, clothing and other items when families are in need, we can provide them to them.
--	--

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	73 of 253 students scored at or above the minimum district benchmark proficiency level 28.9%
Black	18 out of 43 students scored at or above the minimum district benchmark proficiency level 41.9%

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.

66.7% of students exceeded the district growth metric of 65% SGP on the STAR early literacy assessment.
34% of ESL students were proficient or advanced on the last STAR benchmark (16 out of 47 students).
All school supplies are provided at the start of the year. Breakfast is in the classrooms so that all students who want food, can have it. We work with local businesses and agencies to ensure our students have access to downtown entertainment and opportunities at no charge. We have access to emergency food supplies, bus tickets, shoes, clothing and other items when families are in need, we can provide them to them.

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.

Our LS population continues to struggle greatly with Math proficiency across the grade levels, with only 2.84% proficient on the Math PSSAs.
We have a need for additional supports with on-grade level material for both the ESL and LS populations.
Our chronic absenteeism rate has increased from 39% to 49% chronically absent.
Our overall testing population was 11.8% black, 10.9% Hispanic, 12.1% economically disadvantaged, 4.3% English language learners and 6.1% learning support.

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	Operational
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	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	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?

The staff currently feels that as a building, we collectively shape the vision for continuous improvements in teaching and learning.
The staff currently feels that as a building, we are building capacity in others and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school . The Reading and Math Interventional specialists met with each grade level team monthly to help them plan and strengthen their instructional practices.
The staff currently feels that as a building, we successfully partner with local businesses and agencies to meet the needs of our students.

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?

Improve Reading and Math Outcomes: As a building, we need to identify professional development needs through a variety of data and find ways to train staff on meeting the needs of individual students through personalized learning and strong instruction practices with the new curriculum.
Improve School Climate and Culture: As a building, we need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically which includes continuing our work with restorative practices and mindfulness. This would include finding funding to support the 21st Century program-the funding has stopped for the upcoming school year.
As a building, we need to increase our ability to identify the individual needs of students which will be identified using data protocols and meetings.
As a building, we need to work to provide frequent, timely, and systematic feedback and support on instructional practices which can be done with the implementation of instructional rounds.
Demographic Breakdown: ELA overall 11.8%: 11.8% Black, 10.9% Hispanic, 12.1% Economically Disadvantaged, 4.3% English Language Learners and 6.1% Learning Support. Math overall 7.2%: 5.9% Black, 7.2% Hispanic, 7.7% Economically Disadvantaged, 5.8% English Language Learners and 2.1% Learning Support.

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
Improve ELA growth outcomes: In STAR for the 2023-2024 School year, Central was 26.8% proficient.	True
Improve Math growth Outcomes: In STAR for the 2024-2025 School year, Central was 30.8% proficient.	True
Based off of the 2023-2024 School Year, PA Future Ready indicated all student groups exceeded the standard for demonstrating growth with a score of 100.	True
3rd grade scored 18.7%, 4th - 27.5% and 5th - 27% students scored proficient or advanced on the 2024 -2025 ELA Star.	False
Central exceeding the district proficiency goal of 26.2% in ELA STAR and hit 32.1%. On the STAR benchmark, student proficiency percentages were: 1st 82.8% 2nd 68% 3rd 18.7% 4th 27.5% 5th 27.%	False
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.	True
66.7% of students exceeded the district growth metric of 65% SGP on the STAR early literacy assessment.	False
Students were able to end the year in Lexia with 16% working in grade level content and 60% above grade level content.	False
Classroom teachers and related arts teachers also helped deliver lessons or give students an opportunity to complete lessons on-line.	False
Increase Science Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.4%.	True
Central exceeded the district proficiency goal of 21.5% in Math and hit 30.8% on STAR in grades 1st through 5th and exceeded the growth SGP goal of 68% with 68.7%. Math Proficiency percentages on the last benchmark were: 1st grade 70.4% 2nd grade 21.6% 3rd grade 26.8% 4th grade 21.4% 5th grade 23.1%	False
We continue to teach hands-on, engaging lessons. Teachers have been introduced to the STEELS standards and what 3D teaching will look like.	False
DaVinci Science Center provides enrichment opportunities for our students.	False
All school supplies are provided at the start of the year. Breakfast is in the classrooms so that all students who want food, can have it. We work with local businesses and agencies to ensure our students have access to downtown entertainment and opportunities at no charge. We have access to emergency food supplies, bus tickets, shoes, clothing and other items when families are in need, we can provide them to them.	False
34% of ESL students were proficient or advanced on the last STAR benchmark (16 out of 47 students).	False
The staff currently feels that as a building, we are building capacity in others and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school . The Reading and Math Interventional specialists met with each grade level team monthly to help them plan and strengthen their instructional practices.	False

The staff currently feels that as a building, we collectively shape the vision for continuous improvements in teaching and learning.	False
Counselors ensuring all students, even if absent, had an opportunity to participate in the lessons.	False
We changed our counselor's schedules to accommodate the needs for the career standards and found ways to incorporate career standards in "regular education" lessons.	False
The staff currently feels that as a building, we successfully partner with local businesses and agencies to meet the needs of our students.	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
Increase Literacy Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 18.4%.	True
Attendance Outcomes: 2024-2025 Chronic absenteeism increased from 35.8% to 49% with a increase of 14%.	True
Increase Math Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Math with a proficiency score Of 22.4%.	True
2023-2024 All students did not meet interim English language growth and attainment and scored 42.5% with a state goal of 70.3% by 2033	True
Teachers need to all shift their mindset on the targeted standards and how to teach them "on" grade level to all levels of students.	False
Improve School Climate and Culture: As a building, we need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically which includes continuing our work with restorative practices and mindfulness. This would include finding funding to support the 21st Century program-the funding has stopped for the upcoming school year.	True
Next year, we will expand the Math Intervention Specialist schedule to have an increased focus on 4th grade.	False
We have one guidance counselor for 715 students and 32 classrooms.	False
Newcomer students and charter report back to our Future Ready. We are ensuring that all of our students hit their career readiness goals but somehow other students are not. This is also true of virtual students.	False
Secure foundational math skills in primary grades and intermediate grades are pushing to more complex concepts.	False
Improve Reading and Math Outcomes: As a building, we need to identify professional development needs through a variety of data and find ways to train staff on meeting the needs of individual students through personalized learning and strong instruction practices with the new curriculum.	False
Increase Reading Outcomes: Need for targeted, individualized learning plans for struggling students, specifically with phonemic and phonological awareness skills through the use of Heggerty. Also a need for the Heggerty extension in grades 3rd, 4th and 5th.	False

Demographic Breakdown: ELA overall 11.8%: 11.8% Black, 10.9% Hispanic, 12.1% Economically Disadvantaged, 4.3% English Language Learners and 6.1% Learning Support. Math overall 7.2%: 5.9% Black, 7.2% Hispanic, 7.7% Economically Disadvantaged, 5.8% English Language Learners and 2.1% Learning Support.	False
Increase Reading Outcomes: Need for additional 3rd grade students to be reading on grade level by 3rd grade. Scores showed a decreasing trend in the number of students proficient in reading, with two additional students dropping from proficient to basic in STAR. 3rd grade has historically been the lowest performing PSSA grade level, with only 19.6% proficient or advanced on Star.	False
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.	False
There is a lot of reading and text on the test, making it difficult for our ESL and LS students to be successful.	False
We have a need for additional supports with on-grade level material for both the ESL and LS populations.	False
Our chronic absenteeism rate has increased from 39% to 49% chronically absent.	True
As a building, we need to increase our ability to identify the individual needs of students which will be identified using data protocols and meetings.	False
As a building, we need to work to provide frequent, timely, and systematic feedback and support on instructional practices which can be done with the implementation of instructional rounds.	False
Our overall testing population was 11.8% black, 10.9% Hispanic, 12.1% economically disadvantaged, 4.3% English language learners and 6.1% learning support.	False
Our LS population continues to struggle greatly with Math proficiency across the grade levels, with only 2.84% proficient on the Math PSSAs.	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.

During the upcoming school year, our focus will be strengthening math instruction. To do this, we will work on professional development of teachers in delivering meaningful and engaging lessons on grade level. Standards will be presented, taught and mastered on grade level with the addition of some remediation. The focus will also include a closer look at increasing student numeracy and fact fluency with the guidance of the book: "High Yield Routines".

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase Literacy Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 18.4%.	Continue with LETRS training in grades K-3. Design and implement high-impact learning experiences to drive academic excellence by strengthening tier I instruction.	True
Attendance Outcomes: 2024-2025 Chronic absenteeism increased from 35.8% to 49% with a increase of 14%.	Design and implement high-impact learning experiences to drive academic excellence through strengthening tier I instruction.	True
Increase Math Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Math with a proficiency score Of 22.4%.	In Math, we saw a dip in proficiency levels across all grade levels. This was the first year for a new curriculum and new school design.	True
2023-2024 All students did not meet interim English language growth and attainment and scored 42.5% with a state goal of 70.3% by 2033	Implementation of instructional round, monitoring student progress through data protocols and meetings and supporting teachers with implementation of new high quality tier 1 instruction with fidelity.	True
Improve School Climate and Culture: As a building, we need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically which includes continuing our work with restorative practices and mindfulness. This would include finding funding to support the 21st Century program-the funding has stopped for the upcoming school year.		False
Our chronic absenteeism rate has increased from 39% to 49% chronically absent.	Cultivate conditions where all students feel safe, valued, empowered and loved. Implement attendance ambassador program this year. Foster collaborative partnerships with students, families and the community.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Improve ELA growth outcomes: In STAR for the 2023-2024 School year, Central was 26.8% proficient.	Through curriculum integration and a focus of STREAM, we will increase student understanding and mastery of Next Gen standards.
Improve Math growth Outcomes: In STAR for the 2024-2025 School year, Central was 30.8% proficient.	The Math specialist had success with the 5th graders this year, we will find a way to replicate what she does with 3rd and 4th grade.
Based off of the 2023-2024 School Year, PA Future Ready indicated all student groups exceeded the standard for demonstrating growth with a score of 100.	The Reading Intervention Specialist had success with targeted groups across all grade levels this year. We will need to find a way to increase the capacity of

	our paraprofessionals to assist her.
Increase Science Outcomes: Based off of the 2023-2024 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.4%.	Our emphasis will be on 3rd grade to ensure they increase literacy proficiency in grade 3.
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.	We will continue to focus on numeracy skills through daily micro-lessons in Kindergarten through 5th grade.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we design and implement high-impact learning experiences to drive academic excellence and provide daily phonemic and phonological awareness instruction, at least 85% of our kindergarten students will be at or above benchmark by the end of the year on the DIBELS assessment.
	If we create an engaging, supportive learning environment, and remove barriers for our parents, then all students will want to attend school regularly.
	If we design and implement high-impact learning experiences to drive academic excellence, then students will increase their Math proficiency levels and show growth compared to last year.
	If we design and implement high-impact learning experiences to drive academic excellence for our ELA students, then they will all show at least one year's growth on the WIDA assessment.

Goal Setting

Priority: If we design and implement high-impact learning experiences to drive academic excellence and provide daily phonemic and phonological awareness instruction, at least 85% of our kindergarten students will be at or above benchmark by the end of the year on the DIBELS assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Increase Reading proficiency: By the 2026 PSSA assessment, increase the percentage of students scoring Proficient or Advanced in Reading/ELA by at least 3 percentage points compared to the 2025 PSSA results.			
Measurable Goal Nickname (35 Character Max)			
PSSA Reading by grade 3			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitored by the STAR benchmark assessment: Benchmark 1: baseline	Baseline (benchmark 1) plus 10% OR at least 50% of students with a 65SGP	Benchmark 2 +10% OR at least 75% of students with a 65SGP or higher	Benchmark 3+5% OR at least 80% of all students with a 65SGP or higher

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025–2026 school year, increase the percentage of kindergarten students scoring at or above benchmark on the DIBELS Alphabet Recognition subtest by at least 10 percentage points compared to the beginning-of-year (BOY) results.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline data on DIBELS	Baseline data on DIBELS (only three assessments)	Baseline data plus 5% increase	Second assessment plus an additional 5% increase yielding a 10% increase

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
If we provide extended learning opportunities and enrichment to increase student outcomes then we will see an increase in students benchmark proficient in reading by 10% each quarter on the STAR benchmark assessment.			
Measurable Goal Nickname (35 Character Max)			
Strengthening Tier I Reading			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Monitored by the STAR benchmark assessment: Benchmark 1: baseline	Baseline (benchmark 1) plus 10% OR at least 50% of students with a 65SGP	Benchmark 2 +10% OR at least 75% of students with a 65SGP or higher	Benchmark 3+5% OR at least 80% of all students with a 65SGP or higher
---	--	---	---

Priority: If we design and implement high-impact learning experiences to drive academic excellence for our ELA students, then they will all show at least one year's growth on the WIDA assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve English Language Growth and Attainment By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment by providing language development supports in both ESL pullout and supports in the regular education room.			
Measurable Goal Nickname (35 Character Max)			
WIDA growth by 3 percent			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
LAS links baseline data	LAS links plus %5 increase	LAS links assessment two plus 5% increase	LAS links assessment three plus 5% increase

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve English Language Growth and Attainment By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment by providing language development supports in both ESL pullout and supports in the regular education room.			
Measurable Goal Nickname (35 Character Max)			
WIDA level 1 decrease			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline LAS link data	Students classified as a level I ESL student will decrease by 5%	Students classified as a level I ESL student will decrease by an additional 5%	Students classified as a level I ESL student will decrease by an additional 5%

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve English Language Growth and Attainment By the end of the 2025–2026 school year, increase the percentage of English Learners demonstrating proficiency in English Language Development by at least 3 percentage points, as measured by the WIDA assessment by providing language development supports in both ESL pullout and supports in the regular education room.			

Measurable Goal Nickname (35 Character Max)			
WIDA level 2 decrease			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Baseline LAS link data	Students classified as a level I ESL student will decrease by 5%	Students classified as a level I ESL student will decrease by an additional 5%	Students classified as a level I ESL student will decrease by an additional 5%

Priority: If we create an engaging, supportive learning environment, and remove barriers for our parents, then all students will want to attend school regularly.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve Attendance Outcomes Measurable Goal: By June 2025, decrease Chronic Absenteeism from 46% to 20% ..through regular bi-weekly attendance meetings			
Measurable Goal Nickname (35 Character Max)			
bi-weekly attendance meetings			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Attendance team will meet bi-weekly and track excessive absence students and reach out to 100% of those families.	Attendance team will meet bi-weekly and send home postcards to all students who are on track for being excessively absent and schedule SAIPs with all students with more than 5 absences. Meet with parents to help remove barriers from getting their child to school.	Attendance team will meet bi-weekly and send home postcards to all students who are on track for being excessively absent and schedule SAIPs with all students with more than 10 absences. Meet with parents to help remove barriers from getting their child to school.	Attendance team will meet bi-weekly and send home postcards to all students who are on track for being excessively absent and schedule SAIPs with all students with more than 15 absences. Meet with parents to help remove barriers from getting their child to school.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve Attendance Outcomes Measurable Goal: By June 2025, decrease Chronic Absenteeism from 46% to 20%			
Measurable Goal Nickname (35 Character Max)			
Attendance Ambassador Outreach			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Attendance Ambassadors will participate monthly and we will hit at least 92% regular attendance monthly.	Attendance Ambassadors will participate monthly and we will hit at least 92% regular attendance monthly.	Attendance Ambassadors will participate monthly and we will hit at least 92% regular attendance monthly.	Attendance Ambassadors will participate monthly and we will hit at least 92% regular attendance monthly.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
GOAL: Improve School Climate & Culture Measurable Goal: By June 2025, the average domain score for social emotional learning will increase to 3.4, as measured by student responses to the climate survey by creating a welcoming and safe environment for our students to learn and grown.			
Measurable Goal Nickname (35 Character Max)			
SEL and climate			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Provide monthly incentives for students to earn through the house system and create an environment that students want to attend regularly.	Provide monthly incentives for students to earn through the house system and create an environment that students want to attend regularly.	Provide monthly incentives for students to earn through the house system and create an environment that students want to attend regularly.	Provide monthly incentives for students to earn through the house system and create an environment that students want to attend regularly.

Priority: If we design and implement high-impact learning experiences to drive academic excellence, then students will increase their Math proficiency levels and show growth compared to last year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Math PSSA Measurable Goal : By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.			
Measurable Goal Nickname (35 Character Max)			
Improve Math Outcomes			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark baseline data	Increase benchmark assessment proficiency performance from Quarter 1 to Quarter 2 by 5%	Increase benchmark assessment proficiency performance from Quarter 2 to Quarter 3 by 5%	Increase benchmark assessment proficiency performance from Quarter 3 to Quarter 4 by 5%

Outcome Category			
Essential Practices 4: Foster Quality Professional Learning			
Measurable Goal Statement (Smart Goal)			
Math PSSA Measurable Goal : By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results through small group instruction and standards' targeted level I instruction.			
Measurable Goal Nickname (35 Character Max)			

small group instruction PD			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Math intervention specialist will work with and co-teach with all first year teachers.	Math intervention specialist will work with and co-teach with all second year teachers and pull small groups of students to who are slightly below proficiency on the STAR assessment. Additionally, the Math intervention specialist will monitor STAR closely to assist any teacher who is still continuing to struggle to show growth.	Math intervention specialist will work with and co-teach with all third year teachers and pull small groups of students to who are slightly below proficiency on the STAR assessment. Additionally, The Math intervention specialist will monitor STAR closely to assist any teacher who is still continuing to struggle to show growth.	The Math intervention specialist will monitor STAR closely to assist any teacher who is still continuing to struggle to show growth.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Improve Math Outcomes By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.			
Measurable Goal Nickname (35 Character Max)			
fact fluency			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
All teachers will include fact fluency practice throughout the week and assess students weekly on their gains.	All teachers will include fact fluency practice throughout the week and assess students weekly on their gains.	All teachers will include fact fluency practice throughout the week and assess students weekly on their gains.	All teachers will include fact fluency practice throughout the week and assess students weekly on their gains.

Action Plan

Measurable Goals

Strengthening Tier I Reading	PSSA Reading by grade 3
DIBELS	WIDA growth by 3 percent
WIDA level 1 decrease	WIDA level 2 decrease
bi-weekly attendance meetings	Attendance Ambassador Outreach
SEL and climate	Improve Math Outcomes
small group instruction PD	fact fluency

Action Plan For: Tier I instruction

Measurable Goals:
If we provide extended learning opportunities and enrichment to increase student outcomes then we will see an increase in students benchmark proficient in reading by 10% each quarter on the STAR benchmark assessment.

Action Step		Anticipated Start/Completion Date	
Train teachers who are within their first three years, how to pull small groups of students and scaffold their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and early literacy learning through the Science of Reading.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Kendal Madeja/Reading Specialist Natalie Delp/Intervention Specialist	PD hours	Yes	
Action Step		Anticipated Start/Completion Date	
Offer materials and resources to new teachers on tier 1 instruction and small group learning.		2025-08-18	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Rebecca Bodnar/Principal Kendal Madeja/Reading Specialist	decodable readers magnetic letter tiles	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
100% of staff will know how to scaffold lessons and tier one instruction to move our students towards reading on grade-level.	STAR benchmark and DIBELS scores/quarterly assessment

Action Plan For: Decrease chronic absenteeism

Measurable Goals:	
GOAL: Improve Attendance Outcomes Measurable Goal: By June 2025, decrease Chronic Absenteeism from 46% to 20% ..through regular bi-weekly attendance meetings	

Action Step		Anticipated Start/Completion Date	
Bi-weekly attendance meetings with key partners to help remove barriers for parents and families, create a safe and welcoming environment and encourage students to attend school regularly.		2025-08-18	2026-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ernesto Lopez/AP Brittany Reber/ AP Deja Wilson/Communities In Schools (United Way)	bi-weekly meetings attendance postcards stamps attendance incentives for improved and regular attendance house system rewards and incentives	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Decrease in chronically absent students each quarter by 5% compared to last year.	monthly chronically absent students

Action Plan For: Fact fluency and scaffolded math instruction

Measurable Goals:	
Math PSSA Measurable Goal : By the 2026 Math PSSA assessment, increase the percentage of students in grades 3–8 scoring Proficient or Advanced by at least 3 percentage points compared to the 2025 Math PSSA results.	

Action Step		Anticipated Start/Completion Date	
Co-teach math lessons with teachers who are within their first three years of teaching to ensure they are scaffolding lessons appropriately and providing gradual release to students before moving into small group instruction.		2025-08-18	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jaime Cavuoto/Math Specialist Rebecca Bodnar/Principal	math small group materials	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in tier one instruction and a decrease in the percentage of students who are below basic on the STAR benchmark.	STAR quarterly benchmark assessments.

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Math and Reading Intervention specialist salaries	Tier I instruction	Salary	1	225000
decodable readers and letter tiles	Tier I instruction	Supplies & Property	2	5000
post cards, stamps and house rewards and incentives	Decrease chronic absenteeism	Supplies & Property	2	5000

Community Schools United Way	Decrease chronic absenteeism	Services	2	5000
technology	- Tier I instruction - Decrease chronic absenteeism - Fact fluency and scaffolded math instruction	Supplies & Property	1	5000
Parent and Family Engagement	- Tier I instruction - Decrease chronic absenteeism - Fact fluency and scaffolded math instruction	Supplies & Property	1	5000

Total Expenditures				250000

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	Tier I instruction		
Total Expenditures			0

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier I instruction	Train teachers who are within their first three years, how to pull small groups of students and scaffold their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and early literacy learning through the Science of Reading.

PD on scaffolding and Tier I instruction (including small group best practices)

Action Step		
Train teachers who are within their first three years, how to pull small groups of students and scaffold their lessons to meet the needs of all of their students' reading levels including specific training in DIBELS and early literacy learning through the Science of Reading.		
Audience		
Prek-5th grade teachers		
Topics to be Included		
small group learning, strengthening tier I reading instruction through scaffolding and just in time release of students		
Evidence of Learning		
Walk through data will show teachers are able to meet the needs of more students in their classrooms. Teachers will participate in Instructional Rounds.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Kendal Madeja/ Reading Specialist Natalie Delp/Intervention Specialist	2025-08-18	2026-01-05

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	bi-weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Learning walk	monthly
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
Rebecca Bodnar	2025-07-10
School Improvement Facilitator Signature	Date