

Waynesburg Central El School

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
School District		101301403
Address 1		
PO Box 472		
Address 2		
City	State	Zip Code
Waynesburg	PA	15370
Chief School Administrator		Chief School Administrator Email
Mr Matthew R Blair		mblair@cgsd.org
Principal Name		
Scott Headlee		
Principal Email		
sheadlee@cgsd.org		
Principal Phone Number		Principal Extension
724-627-3081		4403
School Improvement Facilitator Name		School Improvement Facilitator Email
Scott G. Headlee		sheadlee@cgsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Headlee	Principal	Waynesburg Central Elementary	sheadlee@cgsd.org
Diana Fronczek	District Level Leaders	Central Greene School District	diana.fronczek@cgsd.org
James Howard	School Board	School Board Association	jhoward@cgsd.org
Tracy Toothman	Title 1 Reading Recovery	Waynesburg Central Elementary	ttoothman@cgsd.org
Holly Hall	Title 1 Reading Recovery	Waynesburg Central Elementary	hhall@cgsd.org
Traci Benke	Title 1 Reading Recovery	Waynesburg Central Elementary	tbenke@cgsd.org
Matt Blair	Chief School Administrator	Central Greene School District	mblair@cgsd.org
Erin Stickle	Parent	Waynesburg Central Elementary School	erin.stickle@cgsd.org
Janice Brunell	Community Member	Central Greene School District	jbrunell@cgsd.org
Mike Blasinsky	Education Specialist	Waynesburg Central Elementary School	mblasinsky@cgsd.org
Andi Buchanan	Education Specialist	Waynesburg Central Elementary School	abuchanan@cgsd.org
David Fowler	Teacher	Waynesburg Central Elementary School	dfowler@cgsd.org
Jason Falvo	Teacher	Waynesburg Central Elementary School	jfalvo@cgsd.org
Joey Smith	Teacher	Waynesburg Central Elementary School	jsmith@cgsd.org

Vision for Learning

Vision for Learning

The Waynesburg Central Elementary School will be a standards-based school system in which all students achieve to their maximum potential. The professional staff will work collaboratively to assess student learning patterns and needs through analysis of achievement data derived from the frequent administration of benchmark assessments. The data analysis will drive curriculum improvements, identify critical areas of need for professional development, guide resource allocations, and drive decisions regarding the selection and implementation of research-based instructional techniques and strategies to meet the unique learning needs of all students. An effective academic support system will provide additional assistance for students who struggle to be proficient in attaining the standards. The school board, administration and staff will work together to address organizational structure issues that inhibit the effectiveness of the teaching and learning process. Innovative ways to address scheduling issues, time constraints, limited resources, and limited curriculum offerings will be identified and implemented. A strong professional development program currently focuses on continuous improvement in the areas of leadership, instruction, student effort and will continue to be fine-tuned. The staff will exemplify an effective professional learning community which works together cooperatively, with input from parents, community, and students, to ensure that Waynesburg Central Elementary attains, and maintains, the status of a "High Performance School."

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	True 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
Academic growth score of 80 in ELA shows that we are exceeding the statewide growth standard and outscoring the state by 8 points.	Exceeding the state average for growth in ELA.
Academic growth score of 100 in MATHEMATICS shows that we are exceeding the statewide growth standard and outscoring the state by 25 points.	Exceeding the state average for growth in MATHEMATICS.
PSSA Science Pro/Adv 72% far exceeds state average. Academic growth score of 99 in SCIENCE shows that we are exceeding the statewide growth standard and outscoring the state by 5 points.	Exceeding the state average for growth in SCIENCE.

Challenges

Indicator	Comments/Notable Observations
Math Pro/Adv PSSA 42.3% outperformed the state average, however, did not meet the interim goal/improvement target.	Does not meet the statewide average, nor interim target. Trending upward in all four areas, however.
ELA Pro/Adv PSSA 47.3% falls below the state average by 5 percent.	Does not meet the Statewide average.

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

Strengths

Indicator Proficient/Advanced Science ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations All student groups well above state average.
Indicator All student groups for English language	Comments/Notable Observations Showing growth..

Arts/Literature, except for students with disabilities Group, show increases from prior year. ESSA Student Subgroups	
Indicator All student groups for Math are showing progress from the previous year. ESSA Student Subgroups	Comments/Notable Observations All students groups are demonstrating progress.
Indicator Science The economically disadvantaged group met the target for growth. ESSA Student Subgroups	Comments/Notable Observations Strong evidence that economically disadvantaged are meeting or exceeding statewide goals/targets. Also showing an increase in performance from previous year. Strong evidence that economically disadvantaged are meeting or exceeding statewide goals/targets. Also showing an increase in performance from previous year.

Challenges

Indicator ELA Proficient/Advanced ESSA Student Subgroups	Comments/Notable Observations Not meeting expectations statewide goals or interim targets. 63% and decrease in performance from the previous year.
Indicator PSSA ELA Proficient/Advanced ESSA Student Subgroups	Comments/Notable Observations Not meeting expectations with statewide goals or interim targets, including the economically disadvantaged category.
Indicator PSSA Math Proficient/Advanced ESSA Student Subgroups	Comments/Notable Observations Not meeting interim targets, but trending upward.
Indicator ESSA Student Subgroups	Comments/Notable Observations

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.

English Language Arts/Literature All student group meets the standard for academic growth with a score of 80.
Math/Algebra All student group meets the standard for academic growth with a score of 100.

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.

Math State Assessment All student group did not meet the interim goal/improvement target.
ELA State Assessment All student group did not meet the interim goal/improvement target.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience K-2	Gradual decrease after each administration with students at risk. This does not indicate a lack of growth due to the fact that the test difficulty increases and the amount of skills mastered increases as well.
IXL Benchmark Snapshot Assessments grades 3-6	Reading showed increased scores.

English Language Arts Summary

Strengths

The proportion of kindergarten, first, and second grade students participating in Title 1 intervention and scoring intensive (Acadience Composite Score) in reading on the Acadience assessments decreased by greater than 5%.

Challenges

Economically disadvantaged and students with disabilities continue to fall behind their normal school-age peers.

Mathematics

Data	Comments/Notable Observations
Benchmark Assessments grades 3-6	Mathematics showed slight improvement between the first and final administration.

Mathematics Summary

Strengths

Benchmark scores show improvement is steady.

Challenges

Math scores have fallen below state averages.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Benchmark Assessments grades 3-6	Science benchmarks showed little to no improvement.

Science, Technology, and Engineering Education Summary

Strengths

Science continues to outperform state averages.

Challenges

We have seen a drop in overall science scores, even though they are still scoring above state averages.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmarks	Portfolio development 99% in all Student Groups

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 student group exceeds performance standard with 99% in all student group breakdowns.
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Guidance department lessons and organization.

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.

Keeping pace with our early success and continuing to service 100% of our students consistently.
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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
Acadience K-2	Students with disabilities struggle in all areas.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Acadience K-2	Students who are economically disadvantaged score inconsistently with this assessment.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
White	80% Growth score for white students exceeds the expected standard of 70.

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.

Although inconsistent, economically disadvantaged students have found some success.

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.

Economically disadvantaged and students with disabilities remain our focus among student groups.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	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	Emerging
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	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	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
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?

Monitor and evaluate the impact of professional learning on staff practices and student learning
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school, such as MTSS and PBIS implementation.
Align curricular materials and lesson plans to the PA Standards using mapping time and in-service opportunities.

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?

Identify professional learning needs through analysis of a variety of data *
Implement an evidence-based system of schoolwide MTSS interventions and supports, grades K-6.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Implement the ESGI essential skills assessments for K and 1 students. Utilize Acadience assessments in conjunction with LinkIt! data analysis and intervention builder to offer grouping for Tier II and Tier III students in K-2.

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
English Language Arts/Literature All student group meets the standard for academic growth with a score of 80.	False
Math/Algebra All student group meets the standard for academic growth with a score of 100.	False
Science All student group does meet the interim goal/improvement target and outperforms the state average.	True
The proportion of kindergarten, first, and second grade students participating in Title 1 intervention and scoring intensive (Acadience Composite Score) in reading on the Acadience assessments decreased by greater than 5%.	True
Although inconsistent, economically disadvantaged students have found some success.	False
Science continues to outperform state averages.	True
All student group exceeds performance standard with 99% in all student group breakdowns.	False
Guidance department lessons and organization.	True
Benchmark scores show improvement is steady.	True
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school, such as MTSS and PBIS implementation.	False
Align curricular materials and lesson plans to the PA Standards using mapping time and in-service opportunities.	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
Math State Assessment All student group did not meet the interim goal/improvement target.	True
ELA State Assessment All student group did not meet the interim goal/improvement target.	True
Economically disadvantaged and students with disabilities continue to fall behind their normal school-age peers.	False
Math scores have fallen below state averages.	False
Keeping pace with our early success and continuing to service 100% of our students consistently.	False
Economically disadvantaged and students with disabilities remain our focus among student groups.	False
Identify professional learning needs through analysis of a variety of data *	False
Implement an evidence-based system of schoolwide MTSS interventions and supports, grades K-6.	False

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. Implement the ESGI essential skills assessments for K and 1 students. Utilize Acadience assessments in conjunction with LinkIt! data analysis and intervention builder to offer grouping for Tier II and Tier III students in K-2.	False
We have seen a drop in overall science scores, even though they are still scoring above state averages.	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.

Waynesburg Central Elementary School must begin to meet the needs of the lower performing students who are economically disadvantaged. With a dwindling economy in Waynesburg and decreasing enrollment, we are finding that our percent free and reduced lunch students population has climbed to nearly 50%. The addition of the MTSS and PBIS plans will go far to helping students reach their goals.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math State Assessment All student group did not meet the interim goal/improvement target.	Falling behind State Averages	True
ELA State Assessment All student group did not meet the interim goal/improvement target.	Falling behind State Averages. We need to meet the students early upon entry to kindergarten.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The proportion of kindergarten, first, and second grade students participating in Title 1 intervention and scoring intensive (Acadience Composite Score) in reading on the Acadience assessments decreased by greater than 5%.	We will be able to keep pace with expected levels as more interventions are incorporated.
Science continues to outperform state averages.	Departmentalization in grades 3-6 has shown a positive effect.
Science All student group does meet the interim goal/improvement target and outperforms the state average.	WCES students are showing that they are able to achieve expectations in Science, so we'll utilize science to integrate ELA content.
Guidance department lessons and organization.	Career Standards benchmarks have been very effective.
Benchmark scores show improvement is steady.	Improvements over time are evident.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Consistent instruction and appropriate intervention will be implemented in order to increase proficiency.
	Consistent instruction and appropriate intervention will be implemented in order to increase proficiency.

Goal Setting

Priority: Consistent instruction and appropriate intervention will be implemented in order to increase proficiency.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Waynesburg Central Elementary School will continue to increase proficiency performance in the area of Math by an increasing percentage each quarter by a minimum of 1% as measured by the IXL (K-2) and Firefly (3-6) benchmark snapshot scores and continued skill improvement.			
Measurable Goal Nickname (35 Character Max)			
Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Fall ESGI/IXL and Benchmark Assessment to form baseline	2nd administration of ESGI/IXL and Benchmarks	3rd administration of ESGI/IXL and Benchmarks	End of the year ESGI/IXL and Benchmark scores and/or analysis of yearly collection

Priority: Consistent instruction and appropriate intervention will be implemented in order to increase proficiency.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Waynesburg Central Elementary School will continue to increase performance in the area of ELA by a minimum of 1% each quarter utilizing IXL and Firefly benchmark assessments in grades 3-6 and Acadience assessment in grade levels K-2. Data meetings will allow teachers and administrators to compare scores and track skill progression from one test administration to the next.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Fall Dibels and Benchmark Assessment to form baseline	2nd administration of Dibels and Benchmarks	3rd administration of Dibels and Benchmarks	End of the year Dibels and Benchmark scores and/or analysis of yearly collection

Action Plan

Measurable Goals

English Language Arts	
Mathematics	

Action Plan For: MTSS Implementation

Measurable Goals:
<ul style="list-style-type: none"> Waynesburg Central Elementary School will continue to increase performance in the area of ELA by a minimum of 1% each quarter utilizing IXL and Firefly benchmark assessments in grades 3-6 and Acadience assessment in grade levels K-2. Data meetings will allow teachers and administrators to compare scores and track skill progression from one test administration to the next. Waynesburg Central Elementary School will continue to increase proficiency performance in the area of Math by an increasing percentage each quarter by a minimum of 1% as measured by the IXL (K-2) and Firefly (3-6) benchmark snapshot scores and continued skill improvement.

Action Step	Anticipated Start/Completion Date	
	We will be implementing a new MTSS schedule this school year. We have added an additional reading interventionist, which brings us to a total of three. We will be pulling tier 2 and tier 3 groups for each grade level throughout the year, based on identified need. Students are identified through our data team, which meets every week during the school year. Students are given Dibels, IXL, Firefly benchmarks as a method for documenting progress and identifying areas of strength and weakness. Students meet for an average of 6 weeks prior to moving to the next level of intervention, based on their data analysis and team discussion.	2025-08-26
Lead Person/Position	Material/Resources/Supports Needed	
Mr. Headlee	PD Step?	
	ELA and Math Materials	Three reading specialists/interventionists Data Team members
	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Comparison reports utilizing Dibels assessments and benchmark assessments will be used to monitor progress. Data meetings where useful and purposeful discussion on each identified students will take place and notes for documentation purposes will be collected. Weekly data team meetings will take place. Students will receive tiered instruction as appropriate. Students receiving tier 3 will also received the additional tiered times. Goals have been developed and put into the Consolidated application in order to support our plan.	We will be implementing a new MTSS schedule this school year. We have added an additional reading interventionist, which brings us to a total of three. We will be pulling tier 2 and tier 3 groups for each grade level throughout the year, based on identified need. Students are identified through our data team, which meets every week during the school year. Students are given Dibels, IXL, Firefly benchmarks as a method for documenting progress and identifying areas of strength and weakness. Students meet for an average of 6 weeks prior to moving to the next level of intervention, based on their data analysis and team discussion.

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"> MTSS Implementation 	Salaries for 3 intervention teachers and 2 Title 1 schoolwide classroom teachers.	411,950.00
Instruction	<ul style="list-style-type: none"> MTSS Implementation 	Benefits for 3 intervention teachers and 2 Title 1 schoolwide classroom teachers.	159,451.00
Instruction	<ul style="list-style-type: none"> MTSS Implementation 	ESGI skills assessments and report builder for K-2 data tracking.	3682.00
Other Expenditures	<ul style="list-style-type: none"> MTSS Implementation 	Homeless	100.00
Other Expenditures	<ul style="list-style-type: none"> MTSS Implementation 	Registration, lodging, meals, and travel for persons to attend conferences and workshops (not limited to): PAFPC, Workshops, Fayette-Greene Workshop, Reading Recovery Continuing Contact.	2600.00
Other Expenditures	<ul style="list-style-type: none"> MTSS Implementation 	Supplies for parents meetings, parent workshops, agendas, folders for home	9025.00

		communication, kindergarten registration, parents and child beginning of school totes and curriculum homelinks and other parent involvement supplies as they become available/identified.	
Total Expenditures			586,808

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS Implementation	We will be implementing a new MTSS schedule this school year. We have added an additional reading interventionist, which brings us to a total of three. We will be pulling tier 2 and tier 3 groups for each grade level throughout the year, based on identified need. Students are identified through our data team, which meets every week during the school year. Students are given Dibels, IXL, Firefly benchmarks as a method for documenting progress and identifying areas of strength and weakness. Students meet for an average of 6 weeks prior to moving to the next level of intervention, based on their data analysis and team discussion.

MTSS Training across grade levels through in-service opportunity and the use of the Vector teacher training system.

Action Step		
<ul style="list-style-type: none"> We will be implementing a new MTSS schedule this school year. We have added an additional reading interventionist, which brings us to a total of three. We will be pulling tier 2 and tier 3 groups for each grade level throughout the year, based on identified need. Students are identified through our data team, which meets every week during the school year. Students are given Dibels, IXL, Firefly benchmarks as a method for documenting progress and identifying areas of strength and weakness. Students meet for an average of 6 weeks prior to moving to the next level of intervention, based on their data analysis and team discussion. 		
Audience		
Professional Teaching Staff and Administration		
Topics to be Included		
ELA and Math instruction		
Evidence of Learning		
The use of Dibels data and IXL/Firefly benchmark assessments will show progress that the students make.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Mr. Headlee	2025-08-21	2026-05-29

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Grade levels will participate in weekly data team meetings to discuss students and their progress in each tier of learning.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Scott Headlee	2025-08-06
School Improvement Facilitator Signature	Date
Scott Headlee	2025-08-06