

Central El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Central Elementary School		127041503/0647
Address 1		
Big Beaver Falls Area School District		
Address 2		
805 15th Street		
City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		Chief School Administrator Email
Dr. Donna Nugent		nugentd@tigerweb.org
Principal Name		
Robert Bryan Fabyanic		
Principal Email		
fabyanicb@tigerweb.org		
Principal Phone Number		Principal Extension
7248437470		6106
School Improvement Facilitator Name		School Improvement Facilitator Email
Joyce Depenhardt; Steve Wellendorf		depenhardtj@tigerweb.org; wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Robert Bryan Fabyanic	Principal	Central Elementary	fabyanicb@tigerweb.org
Susan Becker	Title 1	Central Elementary	beckers@tigerweb.org
Chelsea Dawson	Teacher	Central Elementary Teacher	dawsonc@tigerweb.org
Kristen Pook	Parent	Community	kristinpook1017@gmail.com
Jennifer Honeywill	Teacher	Central Elementary	honeywillj@tigerweb.org
Dr. Donna Nugent	Superintendent	District Administration	nugentd@tigerweb.org
Mary Beth Leeman	Special Education Compliance	District Administration	leemanm@tigerweb.org
Joyce Depenhardt	Director of Pupil Services	District Administration	depenhardtj@tigerweb.org

Karen Jackson	Teacher	Central Elementary	jacksonk@tigerweb.org
Missy Nyeholt	Parent	Community/Parent	missynyeholt@gmail.com
Christine Kroger	Community Member	Neighborhood North	christine@neighborhoodnorth.com
Mike Beegle	Teacher	Central Elementary	beeglem@tigerweb.org
Jennifer Majors	Community Member	Pine Valley Camp	majorsj@tigerweb.org
Chelsea Navage	Teacher	Central Elementary	navagec@tigerweb.org
Melissa Reyes	Paraprofessional	Central Elementary	reyesm@tigerweb.org
Elaine Roboski	Community Member	Tiger Pause	elaine@tigerpause.net
Mary Ferrigno	Teacher	Central Elementary	ferrignom@tigerweb.org
Rachel Stanczak	Paraprofessional	Central Elementary	stanczakr@tigerweb.org
Nicole Collins	Parent	Parent	collinsn@tigerweb.org
Shanell Thompson	Parent	Parent	shanellthompson2015@gmail.com
Angela Merrick	Parent	Parent	merricka@tigerweb.org
Lori Hill	Teacher	Central Elementary	hilll@tigerweb.org
Kelly Beegle	Parent	Parent	beeglek@tigerweb.org

Vision for Learning

Vision for Learning

As part of the Big Beaver Falls Area School District, Central Elementary will serve as the core of a diverse community of life-long learners, which will provide high academic standards and challenging progressive learning experiences for all students. The vision of the Big Beaver Falls Area School District will be achieved within a safe, inviting, nurturing environment generating responsible and self-sustaining citizens.

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
English Language Arts/Literature All Student Group meets the Standard Demonstrating Growth	Central Elementary Academic Growth Score--76 Statewide Average Growth Score--75 Meeting the Statewide Growth Standard--70
Mathematics All Student Group meets the Standard Demonstrating Growth	Central Elementary Academic Growth Score--78 Statewide Average Growth Score--75 Meeting the Statewide Growth Standard--70
Mathematics Black, 2 or More Races, and Combined Ethnicity subgroups all exceeded Statewide Goal Increase in Performance from the Previous Year.	Black was at 85; 2 or More Races was at 88; Combined Ethnicity was at 86.
Science All Student Group meets the Standard Demonstrating Growth	Central Elementary Academic Growth Score--77 Statewide Average Growth Score--75.1 Meeting the Statewide Growth Standard--70
Reading On-Track Measure Grade 3 All Student Group was considered on-track with 51.7%	This is considered an Early Indicator of Success

Challenges

Indicator	Comments/Notable Observations
Percentage of Students not Chronically Absent did not meet the Statewide Average or Statewide Performance Standard	Central Elementary--68.1% Statewide Average--78.1% Statewide Performance Standard--94.1% Each subgroup--Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity--was identified as not meeting statewide goal/interim target and decrease in performance from the previous year.
English Language Arts/Literature All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced	Central Elementary Proficient of Advanced--42.8% Statewide Average--53.9% While not meeting the target goal overall, the following subgroups all showed an increase in performance from the previous year: White, 2 or More Raced, Economically Disadvantaged, Students with Disabilities, Combined Ethnicity
Mathematics All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced	Central Elementary Proficient of Advanced--33.7% Statewide Average--40.2% While not meeting the target goal overall, ALL subgroups with sufficient data showed an increase in performance from the previous year.
Science All Student Group did not meet Interim Goal/Improvement Target	While it was indicated that Central Elementary did not meet its Interim Goal, the school did surpass the statewide average. Central Elementary Proficient of Advanced--63.4% Statewide Average--59.2% While not meeting the target goal overall, the following subgroups all showed an increase in performance from the previous year: White, Economically Disadvantaged

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

Strengths

<p>Indicator Mathematics Black, 2 or More Races, and Combined Ethnicity subgroups all exceeded Statewide Goal Increase in Performance from the Previous Year.</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations Black was at 85; 2 or More Races was at 88; Combined Ethnicity was at 86.</p>
<p>Indicator English Language Arts/Literature All Student Group meets the Standard Demonstrating Growth</p> <p>ESSA Student Subgroups Combined Ethnicity, Multi-Racial (not Hispanic), White, Economically Disadvantaged</p>	<p>Comments/Notable Observations Specifically, White, 2 or More Race, Economically Disadvantaged, and Combined Ethnicity all Meets or Exceeds the Interim Target or Statewide Goal.</p>

Challenges

<p>Indicator Percentage of Students not Chronically Absent did not meet the Statewide Average or Statewide Performance Standard</p> <p>ESSA Student Subgroups African-American/Black, Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities</p>	<p>Comments/Notable Observations Central Elementary--68.1% Statewide Average--78.1% Statewide Performance Standard--94.1% Each subgroup--Black, White, 2 or More Races, Economically Disadvantaged, Students with Disabilities, and Combined Ethnicity--was identified as not meeting statewide goal/interim target and decrease in performance from the previous year.</p>
<p>Indicator English Language Arts/Literature All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced</p> <p>ESSA Student Subgroups African-American/Black</p>	<p>Comments/Notable Observations In addition to not meeting the Interim Goal, the subgroup Black also had a decrease in performance from the previous year.</p>
<p>Indicator Science All Student Group did not meet Interim Goal/Improvement Target</p> <p>ESSA Student Subgroups Multi-Racial (not Hispanic)</p>	<p>Comments/Notable Observations In addition to not meeting the Interim Goal, the subgroup 2 or More Races also had a decrease in performance from the previous year.</p>

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 Demonstrating Growth
Mathematics All Student Group meets the Standard Demonstrating Growth

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.

English Language Arts/Literature All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced
Mathematics All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced
Percentage of Students not Chronically Absent did not meet the Statewide Average or Statewide Performance Standard

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELS 8	In kindergarten, those at or above benchmark levels has risen from 21% at BOY to 40% at EOY.
DIBELS 8	In first grade, those at or above benchmark levels has risen from 42% at BOY to 58% at EOY.
DIBELS 8	In second grade, those at or above benchmark levels has risen from 56% at BOY to 65% at EOY.
STAR Reading Assessment	Only 32% of regular education students in third grade show benchmark mastery in Informational Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge.
STAR Reading Assessment	46% of regular education fourth grade students show mastery levels in the reading of Informational Text, specifically the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas.
STAR Reading Assessment	Over 72% of all regular education fourth grade students are benchmarked on all Foundational Skills, including Phonics and Word Recognition and Fluency.
STAR Reading Assessment	59% of regular education students in fourth grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge, and Vocabulary Acquisition.
STAR Reading Assessment	Just 39% of all regular education fifth grade students are benchmarked on all Foundational Skills, including Phonics and Word Recognition and Fluency.
STAR Reading Assessment	Just 27% of regular education students in fifth grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge, and Vocabulary Acquisition.
STAR Reading Assessment	Just 27% of regular education fifth grade students show mastery levels in the reading of Informational Text, specifically the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Vocabulary Acquisition.

STAR Reading Assessment	Only 45% of regular education students in third grade show benchmark mastery in Literature and the categories of Key Ideas and Details, Craft and Structure, Integration of Knowledge and Vocabulary Acquisition.
STAR Reading Assessment	Over 58% of all regular education third grade students are benchmarked in Information Language Acquisition.
CDT Reading	In Grade 4, students at the Proficient or above range grew from 37% at BOY to 62% at EOY.
CDT Reading	In Grade 5, students at the Proficient or above range grew from 18% at BOY to 25% at EOY.
DIBELS 8	In second grade, those at or above benchmark levels dropped from 63% at BOY to 52% at EOY.

English Language Arts Summary

Strengths

Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.
Targeted Reading Horizons classrooms in grades 2 and 3.
Continuation of Reading Horizons curriculum for select students in Grades 4-5.
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.

Challenges

Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.
In order to become more comfortable with the program and its implementation, greater responsibility (with guidance from Title I) for ELA teachers in Grades 4-5 in the implementation of Reading Horizons.
Periodic, scheduled data review with the IU for CDT Reading in Grades 4-5.

Mathematics

Data	Comments/Notable Observations
STAR Math Assessment	Third grade is at or below 50% average mastery in the domain areas of: Operations and Algebraic Thinking: 20% Geometry:7%
STAR Math Assessment	No students in third grade was proficient in all sub-categories in the Measurement, Data, and Probability domain.
STAR Math Assessment	In the sub-domain of Numbers and Operations, only 28% of students were identified as Proficient in acquiring the knowledge and skills needed to apply place value understanding and properties of operations to perform multidigit arithmetic.
CDT Math	In the diagnostic category of Numbers and Operations, those 4th Grade students at Proficient or above increased from 4% at pre-test to 37% at post-test. Students had an average increase of 154 points from pre to post test.
CDT Math	In the diagnostic category of Numbers and Operations, those 5th Grade students at Proficient or above increased from 12% at pre-test to 34% at post-test. Students had an average increase of 68 points from pre to post test.
STAR Math Assessment	Second grade is not above 25% proficiency in any category on the STAR Math Assessment: Operations and Algebraic Thinking: 19% Geometry: 4% Numbers and Operations: 23% Measurement, Data, and Probability: 0%

Mathematics Summary

Strengths

Continuing fourth and fifth grade data evaluation, done in conjunction with the IU, to continue a better understanding of student results, how to meet student needs, and discuss new strategies and enrichment sites.
A switch to CDT or Firefly math screener for third grade is being considered.

Challenges

No District level math screener employed for grades K-2.
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.
A switch to the CDT math screener in third grade with training for teachers on how to interpret data.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PA State Assessment Measures - Proficient or Advanced Science/Biology	Many sub-groups scores had above 50% of students score at Proficient or Advanced.
PA State Assessment Measures - Proficient or Advanced Science/Biology	Over 63% of students scored Proficient or Advanced.
Exceeding Annual Academic Growth Expectations (PVAAS) Science/Biology	Central Elementary: 77 Statewide Average Growth Score: 75.1

Science, Technology, and Engineering Education Summary

Strengths

Meeting Annual Academic Growth Expectations (PVAAS) Science/ Biology and surpassing the Statewide Average Growth Score. The subgroups of White, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity all meet or exceed the Statewide Goal and/or Interim Target.
Continued use of the STEELS curriculum.
The possible use of CDT or Firefly to assess science knowledge. This would be used for fall, winter, and spring benchmarks.
The following subgroups had over 50% of students score Proficient or Advanced: Economically Disadvantaged: 65% Multi-Ethnic: 69% White: 60% Black 53%

Challenges

PA State Assessment Measures - Proficient or Advanced Science/Biology The white and economically disadvantaged subgroup did not meet the state goal but did show improvement from the previous year.
Realizing how to best incorporate the STEELS standards into the best disciplines and classes.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standard Benchmark	The Black and Combined Ethnicity subgroups meet or exceed the statewide average and showed an increase in performance from the previous year with 100% and 98% participation respectively.
Career Standard Benchmark	All Student group exceeded the Statewide Average Central Elementary All Student--97.1% Statewide Average--91.4%
Career Standard Benchmark	While the 2 or More Races subgroup met or exceeded the interim target, they did show a decrease in performance from the previous year.

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.

Career Standard Benchmark All Student group exceeded the Statewide Average Central Elementary All Student--97.1% Statewide Average--91.4%

Career Standard Benchmark The Black and Combined Ethnicity subgroups meet or exceed the statewide average and showed an increase in performance from the previous year with 100% and 98% participation respectively.

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.

Career Standard Benchmark While the 2 or More Races subgroup met or exceeded the interim target, they did show a decrease in performance from the previous year.

Equity Considerations

English Learners

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

Students with Disabilities

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

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Future Ready PA Index - Regular Attendance	Economically Disadvantaged was identified as not meeting statewide goal/interim target and decrease in performance from the previous year. 68.1%
Mathematics/Algebra (PVAAS)	Economically Disadvantaged met or exceed the interim target for demonstrating growth and showed an increase in performance from the previous year.
PA State Assessments: ELA and Math	The percentage of those achieving Advanced in ELA and Math: ELA: 5.4% Math: 8.5%
ELA and Science (PVAAS)	Economically Disadvantaged met or exceed the interim target for demonstrating growth.

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.

Economically Disadvantaged met or exceed the interim target for demonstrating growth and showed an increase in performance from the previous year.
Economically Disadvantaged met or exceed the interim target for demonstrating growth.

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.

The percentage of those achieving Advanced in ELA and Math: ELA: 5.4% Math: 8.5%
Future Ready PA Index - Regular Attendance Economically Disadvantaged was identified as not meeting statewide goal/interim target and decrease in performance from the previous year. 68.1%

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	Emerging
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	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	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?

Foster a culture of high expectations for success for all students, educators, families, and community members.
Implement a multi-tiered system of supports for academics and behavior.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.

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?

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.
Monitor and evaluate the impact of professional learning on staff practices and student learning.
Implement evidence-based strategies to engage families to support learning.

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 Demonstrating Growth	False
Mathematics All Student Group meets the Standard Demonstrating Growth	False
Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.	True
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.	True
Continuation of Reading Horizons curriculum for select students in Grades 4-5.	True
Meeting Annual Academic Growth Expectations (PVAAS) Science/ Biology and surpassing the Statewide Average Growth Score. The subgroups of White, 2 or More Races, Economically Disadvantaged, and Combined Ethnicity all meet or exceed the Statewide Goal and/or Interim Target.	False
Career Standard Benchmark All Student group exceeded the Statewide Average Central Elementary All Student--97.1% Statewide Average--91.4%	False
Targeted Reading Horizons classrooms in grades 2 and 3.	True
Continued use of the STEELS curriculum.	False

Continuing fourth and fifth grade data evaluation, done in conjunction with the IU, to continue a better understanding of student results, how to meet student needs, and discuss new strategies and enrichment sites.	True
Career Standard Benchmark The Black and Combined Ethnicity subgroups meet or exceed the statewide average and showed an increase in performance from the previous year with 100% and 98% participation respectively.	False
Economically Disadvantaged met or exceed the interim target for demonstrating growth and showed an increase in performance from the previous year.	False
Foster a culture of high expectations for success for all students, educators, families, and community members.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	False
A switch to CDT or Firefly math screener for third grade is being considered.	False
The possible use of CDT or Firefly to assess science knowledge. This would be used for fall, winter, and spring benchmarks.	True
The following subgroups had over 50% of students score Proficient or Advanced: Economically Disadvantaged: 65% Multi-Ethnic: 69% White: 60% Black 53%	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Economically Disadvantaged met or exceed the interim target for demonstrating growth.	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).

Challenges	Check for Consideration in Plan
English Language Arts/Literature All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced	False
Mathematics All Student Group did not meet Interim Goal/Improvement Target for Proficient/Advanced	False
Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.	True
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.	True
No District level math screener employed for grades K-2.	True
Career Standard Benchmark While the 2 or More Races subgroup met or exceeded the interim target, they did show a decrease in performance from the previous year.	False
In order to become more comfortable with the program and its implementation, greater responsibility (with guidance from Title I) for ELA teachers in Grades 4-5 in the implementation of Reading Horizons.	False
Periodic, scheduled data review with the IU for CDT Reading in Grades 4-5.	False
Percentage of Students not Chronically Absent did not meet the Statewide Average or Statewide Performance Standard	False
PA State Assessment Measures - Proficient or Advanced Science/Biology The white and economically disadvantaged subgroup did not meet the state goal but did show improvement from the previous year.	False

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
A switch to the CDT math screener in third grade with training for teachers on how to interpret data.	True
Future Ready PA Index - Regular Attendance Economically Disadvantaged was identified as not meeting statewide goal/interim target and decrease in performance from the previous year. 68.1%	True
The percentage of those achieving Advanced in ELA and Math: ELA: 5.4% Math: 8.5%	False
Implement evidence-based strategies to engage families to support learning.	False
Realizing how to best incorporate the STEELS standards into the best disciplines and classes.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	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.

Math continues to be a struggle for all students. Added CDT math testing and data review to third grade. Find a usable math screener for K-2.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
No District level math screener employed for grades K-2.	Finding a usable, quick, and affordable math screener is an ongoing challenge. Management of screening, data analysis, and remediation once a screener is found is a considerable. DIBELS Math has been mentioned as a consideration. This would need reviewed for ease of administration and usable data.	True
Finding a user-friendly math screener to use K-5 to assess individual weaknesses and areas of remediation.		False
A switch to the CDT math screener in third grade with training for teachers on how to interpret data.	This is being considered in order to expose students to a more PSSA-like screener. The Firefly and CDT allow for better data analysis. With the help of the IU to learn how to evaluate data, teachers can better adjust teaching, implement remediation.	True
Increased staffing during RtII/MTSS times to allow for smaller, more intensive grouping.	Utilizing support staff such as paraprofessionals disrupts their duties. Counselors cannot dedicate their time because they may need to be available to handle immediate needs. Having teachers with the knowledge/programs to help Tier III behaviors is an ongoing	True

	challenge. Using teachers in this capacity ultimately reduces the number of academic remediation groups.	
Future Ready PA Index - Regular Attendance Economically Disadvantaged was identified as not meeting statewide goal/interim target and decrease in performance from the previous year. 68.1%		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Consistent instruction, schedule routine, as well as flexible grouping during daily K-3 RtII/MTSS where Reading Horizons skill remediation and enrichment is targeted.	A continued, consistent RtII program addresses the needs of those students requiring additional practice to strengthen their reading foundations. It allows those who have a strong hold on the basics to work on fluency and higher order reading/thinking skills.
Targeted Reading Horizons classrooms in grades 2 and 3.	These classes target those students who hover just near proficient and, with intensive instruction from highly skilled teachers, works to push them to benchmark skills and reading proficiency.
Continuation of Reading Horizons curriculum for select students in Grades 4-5.	With the continuation of Reading Horizons instruction for students with the need, their reading levels and phonics and decoding knowledge can be extended beyond the primary levels. Reading strategies for these students can be further developed and, thus, better overall reading skills.
Consistent and continued implementation of the Reading Horizons curriculum in grades K-3.	With the consistent teaching of the Reading Horizons strategies, our students reading foundations will be continually and further strengthened, allowing them to become proficient readers.
Continuing fourth and fifth grade data evaluation, done in conjunction with the IU, to continue a better understanding of student results, how to meet student needs, and discuss new strategies and enrichment sites.	Continued data review will help math teachers better understand where specific groups are struggling and then adjustments to teaching and strategies can be made.
The possible use of CDT or Firefly to assess science knowledge. This would be used for fall, winter, and spring benchmarks.	A science benchmark assessment that focuses on the STEELS standards will allow science teachers to review data in an on-going fashion and to better understand where specific groups are struggling and so adjustments to teaching, strategies, and content focus can be made.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Finding a math screener for early elementary will allow teachers to identify and remediate needed areas early before reaching PSSA grades and trying to close gaps that could have been addressed earlier.

	This is being considered in order to expose students to a more PSSA-like screener. The Firefly and CDT allow for better data analysis. With the help of the IU to learn how to evaluate data, teachers can better adjust teaching, implement remediation. By being able to screen on sub-domains, teachers can adjust instruction in real time.
	Administration working to better schedule the duties of paraprofessionals and/or support staff would allow for increased staffing. By increasing the amount of small groups during RtII, skills deficiencies can better be addressed.

Goal Setting

Priority: Administration working to better schedule the duties of paraprofessionals and/or support staff would allow for increased staffing. By increasing the amount of small groups during RtII, skills deficiencies can better be addressed.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students K-3 will show reading growth by increasing DIBELS scores and showing at least 8 months growth on the Zones of Growth report at the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Zones of Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Growth of at least two months shown on Zones of Growth report.	Growth of at least four months shown on Zones of Growth report.	Growth of at least six months shown on Zones of Growth report.	Growth of at least eight months shown on Zones of Growth report.

Priority: Finding a math screener for early elementary will allow teachers to identify and remediate needed areas early before reaching PSSA grades and trying to close gaps that could have been addressed earlier.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students K-2 will show math growth by increasing screening scores and number of students proficient at EOY.			
Measurable Goal Nickname (35 Character Max)			
K-2 Math Screener			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Overall, students achieving proficiency will increase by 4% or more.	Overall, students achieving proficiency will increase by 6% or more.	Overall, students achieving proficiency will increase by 8% or more.	Overall, students achieving proficiency will increase by 10% or more.

Priority: This is being considered in order to expose students to a more PSSA-like screener. The Firefly and CDT allow for better data analysis. With the help of the IU to learn how to evaluate data, teachers can better adjust teaching, implement remediation. By being able to screen on sub-domains, teachers can adjust instruction in real time.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in Grade 3 will show math growth by increasing screening scores and number of students proficient in tested sub-domains pre-test to post-test. Students will show at least 10% on EOY full-battery screener.			
Measurable Goal Nickname (35 Character Max)			
Grade 3 CDT			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Overall, students achieving proficiency will increase by 4% or more.	Overall, students achieving proficiency will increase by 6% or more.	Overall, students achieving proficiency will increase by 8% or more.	Overall, students achieving proficiency will increase by 10% or more.

Action Plan

Measurable Goals

Zones of Growth	K-2 Math Screener
Grade 3 CDT	

Action Plan For: Reading Horizons

Measurable Goals:
<ul style="list-style-type: none"> Students K-3 will show reading growth by increasing DIBELS scores and showing at least 8 months growth on the Zones of Growth report at the end of the school year.

Action Step	Anticipated Start/Completion Date	
	2025-09-29	2026-05-01
The RtII/MTSS model will remain in effect for K-3 for the 2025-2026 school year. DIBELS will be the indicator to form groups. After each benchmark and progress monitoring period, data will be reviewed by Title I and groups will be formed by student need--either remediation or enrichment. Title I will identify focus and targeted skills for each group to work on. Classroom teachers, paraprofessionals, and Title I will conduct groups M-R for 35 minute sessions each day.		

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Susan Becker, Title I	Reading Horizons and Sound City curriculum; remediation activities and materials; Learning A-Z.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As indicated by DIBELS: Increased NWF-CLS in kindergarten. Increased NWF-WRC and increased ORF in Grade 1 Increased NWF-WRC, increased ORF and Accuracy, and MAZE in Grades 2-3.	Classroom teachers, MTSS teachers, Title I DIBELS benchmarks will be done BOY, MOY, EOY. Formal and informal progress monitoring will be done in between these periods. Observational checklists and Reading Horizons chapter screeners given by classroom teachers will also be given and the data reviewed. Groups will be adjusted accordingly.

Action Plan For: DIBELS Math

Measurable Goals:
<ul style="list-style-type: none"> Students K-2 will show math growth by increasing screening scores and number of students proficient at EOY.

Action Step	Anticipated Start/Completion Date	
Title I will look into the administration and functionality of DIBELS Math as a universal screener for Grades K-2. Contact the BVIU for any information on DIBELS Math or other math screeners.	2025-09-08	2025-11-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Susan Becker, Title I Bryan Fabyanic, Principal Steve Wellendorf, Pupil Services	DIBELS Math Once a screener has been decided upon, training for Title I staff and possible others on administration.	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Once data is collected, the formation of remediation groups within grade levels. Once students begin to receive remediation, increasing scores on the assessment during benchmark and progress monitoring periods is expected.	Monitoring would be completed at benchmark periods by those trained in the screener's administration.

Action Plan For: CDT Math

Measurable Goals:
<ul style="list-style-type: none"> Students in Grade 3 will show math growth by increasing screening scores and number of students proficient in tested sub-domains pre-test to post-test. Students will show at least 10% on EOY full-battery screener.

Action Step		Anticipated Start/Completion Date	
Begin to utilize the CDT math screener for Grade 3, replacing STAR Math assessemnt. Training for Grade 3 teachers on the administration of the CDT. CDT math review and data training with the IU in order to identify areas of needs and strategies/activities to improve scores.		2025-09-02	2026-05-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Bryan Fabyanic, Principal Grade 3 Classroom Teachers Steve Wellendorf, Pupil Services Kelly Matsook, District Data Coordinator Susan Becker, Title I Susan Emmett, BVIU	CDT Math BVIU training and review	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased scores on CDT testing; increased scores on PSSA.	CDT benchmark full battery and/or sub-group domain testing as instruction concludes to be completed by Grade 3 classroom teachers. Review of data in conjunction with BVIU.

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"> Reading Horizons DIBELS Math CDT Math 	CE Title I staff salary - Title I funds - \$297358, any overage will be paid out of the general fund.	297358
Other Expenditures	<ul style="list-style-type: none"> Reading Horizons DIBELS Math CDT Math 	CE Title I staff benefits - Title I funds \$118943, any overage	118943

		will be paid out of the general fund.	
Other Expenditures	<ul style="list-style-type: none"> • Reading Horizons • DIBELS Math • CDT Math 	CE Parent Family Engagement Title I funds - \$2689, any overage will be paid out of the general fund.	2689
Total Expenditures			418990

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
DIBELS Math	Title I will look into the administration and functionality of DIBELS Math as a universal screener for Grades K-2. Contact the BVIU for any information on DIBELS Math or other math screeners.
CDT Math	Begin to utilize the CDT math screener for Grade 3, replacing STAR Math assessemnt. Training for Grade 3 teachers on the administration of the CDT. CDT math review and data training with the IU in order to identify areas of needs and strategies/activities to improve scores.

DIBELS Math Training

Action Step		
<ul style="list-style-type: none"> • Title I will look into the administration and functionality of DIBELS Math as a universal screener for Grades K-2. Contact the BVIU for any information on DIBELS Math or other math screeners. 		
Audience		
Title I Possible other educators, paraprofessionals		
Topics to be Included		
Correct administration and scoring of DIBELS Math or other chosen K-2 Math screener		
Evidence of Learning		
Correct administraction and scoring of selected screener		
Lead Person/Position	Anticipated Start	Anticipated Completion
BVIU Title I	2025-09-08	2025-11-21

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	One complete training session

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date