

Profile and Plan Essentials

School		AUN/Branch
Dunbar Township Elementary		101265048
Address 1		
711 Ridge Blvd		
Address 2		
City	State	Zip Code
Connellsville	PA	15425
Chief School Administrator		Chief School Administrator Email
Richard Evans		revans@casdfalcons.org
Principal Name		
Jennifer Laskey		
Principal Email		
jsanzone@casdfalcons.org		
Principal Phone Number		Principal Extension
7246286330		6850
School Improvement Facilitator Name		School Improvement Facilitator Email
Jennifer Laskey		jsanzone@casdfalcons.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jennifer Sanzone	Administrator	Dunbar Township	jsanzone@casdfalcons.org
MaryAnn Hensel	Title One Teacher	Dunbar Township	mhensel@casdfalcons.org
Rebecca Wilson	Title One Teacher	Dunbar Township	rwilson@casdfalcons.org
Julie Glover	Title One Teacher	Dunbar Township	jpglover@casdfalcons.org
Trista Callahan	Intermediate Teacher	Dunbar Township	tcalallahan@casdfalcons.org
Amanda Hiltabidel	Parent	Dunbar Township	ahiltabidel1012@gmail.com
Kayley Blackstone	Community Member	Dunbar Township	kaysisko@gmail.com
Trudie Harvey	Guidance Counselor	Dunbar Township	tharvey@casdfalcons.org
Traci Kuhns	Assist Superintendent	Connellsville Area School District	tkuhns@casdfalcons.org
April Martin	Teacher	Dunbar Township	amartin@casdfalcons.org
Ashley Pritts	Education Specialist	Dunbar Township	apritts@casdfalcons.org
Rich Evans	Chief School Administrator	Connellsville Area School District	revans@casdfalcons.org

Vision for Learning

Vision for Learning

Dunbar Township Elementary School is committed to providing our students with an education appropriate to his/her individual needs. It is our goal to provide a safe, engaging and challenging learning community for our students.

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
DIBELS/Reading-	Based on individual student progress, 97% of all Kindergarten students showed achievement or growth (+90 points or greater), 98% First grade students showed achievement or growth (+90 points or greater), 100% Second grade students showed achievement or growth (+90 points) on the 2023-2024 DIBELS assessment.
PSSA Math	41.5% of students overall were advanced or proficient which surpassed the state average (38.3%) on the the 2022-2023 PSSA
PSSA Science-	According to PSSA 2023-24 data, all student groups meet interim goal/improvement target.

Challenges

Indicator	Comments/Notable Observations
PSSA/ELA-	According to PSSA 2022-23, all student groups did not meet the interim goal/improvement target
PSSA/Math--	According to PSSA 2022-23 data, all student groups did not meet the interim goal/improvement target
ELA-	Based on DIBELS EOY data for 2023-2024 school year at or above grade level 47%, of kindergarteners were successful in Phoneme Segmentation Fluency, but 49% were successful in BOY.
ELA-	48% of students in first grade were below grade level for accuracy.

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

Strengths

Indicator	Comments/Notable Observations
ESSA Student Subgroups	
Indicator PSSA ELA ESSA Student Subgroups	Comments/Notable Observations According to PSSA 2022-23, 3rd grade ELA data indicates 52% proficient or advanced. This is a 9% increase from previous year.

Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	
Indicator PSSA Math ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations According to PSSA 2022-23, 5th grade Math data indicates 41% proficient or advanced. This is a 9% increase from previous year.

Challenges

Indicator DIBELS/Reading ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Special education students (students with disabilities) score below basic consistently throughout the year, but show growth.
Indicator Grade 5 ELA ESSA Student Subgroups White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations Grade 5 ELA - 23-24 PSSA data indicates 10% decrease of students proficient/advanced
Indicator Grade 3 Math ESSA Student Subgroups Combined Ethnicity, White, Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations According to PSSA 2023-24, Grade 4 Math indicates 10% decrease with only 27% of students proficient/advanced.

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.

Use of Wilson Foundations has increased our student successes
Use of Heggerty and explicit instruction has increased our successes

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.

According to PSSA 2023-24, Grade 5 ELA indicates 33% proficient/advanced which is a 10% decrease.
According to PSSA 2023-24, Grade 4 Math indicates 10% decrease with only 27% of students proficient/advanced.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA/PA future ready index	From 2022-to 2023 school year, 3rd and 4th grade students in ELA proficient and advanced decreased.
DIBELS	According to DIBELS 8th Edition comparing measures report, Dunbar Township has 74% of second graders on or above grade level.

English Language Arts Summary

Strengths

All student groups met interim goal/improvement target in science
Based on individual student progress, 97% of all Kindergarten students showed achievement or growth (+90 points or greater), 98% First grade students showed achievement or growth (+90 points or greater), 100% Second grade students showed achievement or growth (+90 points) on the 2023-2024 DIBELS assessment.

Challenges

Only 41.5% of all students scored proficient or advanced on the 2022-2023 PSSA
Students not meeting Interim Goal/Improvement target in ELA
Students not meeting interim Goal/Improvement target in Math

Mathematics

Data	Comments/Notable Observations
PA Ready Index	According to Pa Future Index, only 40.5% of our students are advanced or proficient in mathematics
PSSA	Economically Disadvantaged did not meet goal/interim target and there was a decrease in performance from last year.

Mathematics Summary

Strengths

41% of 5th grade math students scored proficient or advanced which was a 9 percent increase.
According to PA future ready index, 52% of 3rd grade mathematic students scored proficient or advanced.

Challenges

Implement math centers after intensive coaching to help improve percentage of students scoring proficient/advanced
Students not meeting interim Goal/Improvement target in Math
Implement the CDT data to help drive instruction for 24-25 school year

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PA Future Ready/PSSA	According to 2023-24 PSSA data students proficient/advanced decreased by 3%.
PA Ready Index/PSSA	According to PA ready index, 71% of 4th grade was proficient or advanced in 2023 PSSA Science.

Science, Technology, and Engineering Education Summary

Strengths

According to Science PSSA 2023, 71 % of our students scored proficient/advanced on the Grade 4 Science PSSA exceeding the statewide average of 58.9%
We exceeded the state average of 58.9% Of students with that scored proficient or advanced.

Challenges

According to 2023-24 PSSA data students proficient/advanced decreased by 3%.
All student groups are not meeting the statewide growth standard

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA index	All students groups met performance standards for Career Readiness

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.

95% of the fifth grade students met the career standards benchmark.

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.

71% of online students did not complete the career standards benchmark.

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
23.9 % students with disabilities subgroup scored advanced or proficient on ELA Pssa 2023	Students with disabilities are not scoring proficient and advanced as often as those students who are not identified with a disability.

Students Considered Economically Disadvantaged

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

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.

students with combined ethnicity subgroup increased in performance from the previous year in Math 2023 PSSA

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.

23.9 % students with disabilities subgroup scored advanced or proficient on ELA Pssa 2023

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	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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Operational
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?

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *
Implement an evidence based system of school wide behavior interventions and supports

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 *
use multiple professional learning designs to support the learning needs of staff
continuously monitor implementation of the school improvement plan and adjust as needed

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
Use of Wilson Foundations has increased our student successes	True
Use of Heggerty and explicit instruction has increased our successes	True
All student groups met interim goal/improvement target in science	False
All student groups met interim goal/improvement target in science	False
41% of 5th grade math students scored proficient or advanced which was a 9 percent increase.	False
	False
We exceeded the state average of 58.9% of students with that scored proficient or advanced.	False
95% of the fifth grade students met the career standards benchmark.	False
Based on individual student progress, 97% of all Kindergarten students showed achievement or growth (+90 points or greater), 98% First grade students showed achievement or growth (+90 points or greater), 100% Second grade students showed achievement or growth (+90 points) on the 2023-2024 DIBELS assessment.	False
According to PA future ready index, 52% of 3rd grade mathematic students scored proficient or advanced.	False
According to Science PSSA 2023, 71 % of our students scored proficient/advanced on the Grade 4 Science PSSA exceeding the statewide average of 58.9%	False
students with combined ethnicity subgroup increased in performance from the previous year in Math 2023 PSSA	False
Implement an evidence based system of school wide behavior interventions and supports	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	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
According to PSSA 2023-24, Grade 5 ELA indicates 33% proficient/advanced which is a 10% decrease.	False
According to PSSA 2023-24, Grade 4 Math indicates 10% decrease with only 27% of students proficient/advanced.	False
Only 41.5% of all students scored proficient or advanced on the 2022-2023 PSSA	False
Implement math centers after intensive coaching to help improve percentage of students scoring proficient/advanced	False
According to 2023-24 PSSA data students proficient/advanced decreased by 3%.	False

Students not meeting Interim Goal/Improvement target in ELA	False
Students not meeting interim Goal/Improvement target in Math	False
Students not meeting interim Goal/Improvement target in Math	False
Implement the CDT data to help drive instruction for 24-25 school year	False
All student groups are not meeting the statewide growth standard	False
71% of online students did not complete the career standards benchmark.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	True
use multiple professional learning designs to support the learning needs of staff	True
continuously monitor implementation of the school improvement plan and adjust as needed	False
23.9 % students with disabilities subgroup scored advanced or proficient on ELA Pssa 2023	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *		True
use multiple professional learning designs to support the learning needs of staff		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Use of Wilson Foundations has increased our student successes	
Use of Heggerty and explicit instruction has increased out successes	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Start implementing ELA coach to support teachers
	implement the small group/centers of My View with ELA coaching

Goal Setting

Priority: Start implementing ELA coach to support teachers

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
100% of teachers in k-5 will implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty			
Measurable Goal Nickname (35 Character Max)			
ELA GOAL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of teachers will will implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty	50% of teachers will will implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty	75% of teacherswill implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty	100% of teachers will implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty teachers will

Priority: implement the small group/centers of My View with ELA coaching

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
100% of teachers will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.			
Measurable Goal Nickname (35 Character Max)			
ELA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.	50% will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.	75% will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.	100% will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.

Action Plan

Measurable Goals

ELA GOAL	ELA
ELA	

Action Plan For: Direct Explicit instruction

Measurable Goals:
<ul style="list-style-type: none"> 100% of teachers in k-5 will implement Wilson Foundations, Direct Instruction, My View, and /or Heggerty 100% of teachers will implement small group learning as designed in MY View comprehension and Wilson Foundations Decodable readers.

Action Step		Anticipated Start/Completion Date	
k-5 will implement Wilson Foundations, Heggerty, MyView to fidelity and /or supports in reading		2024-08-01	2025-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
ELA coach Jen Laskey Dr. Traci Kuhns	decodable readers, My View, Foundations, Heggerty and/or any other materials needed	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
students will increase their overall reading fluency, accuracy and comprehension skills	DIBELS benchmarking 3 times a year, PSSA 1 time a year Teachers, principal

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">Direct Explicit instruction	Provide Title I salaries, benefits, and supplies	503000
Total Expenditures			503000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Direct Explicit instruction	k-5 will implement Wilson Foundations, Heggerty, MyView to fidelity and /or supports in reading

Pattan, ELA Coach, IU1

Action Step		
<ul style="list-style-type: none"> k-5 will implement Wilson Foundations, Heggerty, MyView to fidelity and /or supports in reading 		
Audience		
All K-5 classrooms		
Topics to be Included		
Direct Explicit Instruction - Instructional strategies - writing		
Evidence of Learning		
Benchmarks		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jen Laskey, Dr Tracy Kuhns, ELA Coach, Title 1 team, outside consultants	2024-08-01	2025-06-30

Learning Format

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

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">CASD board affirmation.pdf

Chief School Administrator	Date
Richard Evans	2024-08-12
Building Principal Signature	Date
Jennifer Laskey	2024-08-12
School Improvement Facilitator Signature	Date