

Central El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Central El Sch		127041503
Address 1		
805 15th Street		
Address 2		
City	State	Zip Code
Beaver Falls	PA	15010
Chief School Administrator		Chief School Administrator Email
Dr Donna M Nugent		nugentd@tigerweb.org
Principal Name		
Jonell Egan		
Principal Email		
eganj@tigerweb.org		
Principal Phone Number		Principal Extension
724-843-7470		6106
School Improvement Facilitator Name		School Improvement Facilitator Email
Steve Wellendorf		wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Steve Wellendorf	District Level Leaders	Big Beaver Falls Area School District	wellendorfs@tigerweb.org
Jonell Egan	Principal	Central Elementary	eganj@tigerweb.org
Susan Becker	Education Specialist	Title I Central Elementary	beckers@tigerweb.org
Mary Ferrigno	Teacher	Central Elementary	ferrignom@tigerweb.org
Rachel Stanczak	Paraprofessional	Central Elementary	stanczakr@tigerweb.org
Angela Merrick	Parent	Central Elementary	merricka@tigerweb.org
Chelsea Dawson	Teacher	Central Elementary	dawsonc@tigerweb.org
Elaine Roboski	Community Member	Tiger Pause Central Elementary	elaine@tigerpause.net
Shanell Thompson	Parent	Central Elementary	shanellthompson2015@gmail.com

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

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" did not meet/exceed the statewide goal ELA.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
White	The "White student sub group" increased from the previous year on the statewide goal ELA.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The "Economically Disadvantaged group" decreased and did not meet/exceed the statewide goal in proficient / advanced on PSSA ELA.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" did not meet/exceed the statewide goal PSSA Mathematics.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The "Multi-Racial student sub group" increased from the previous year on the statewide goal Mathematics.
Economically Disadvantaged	The "Economically Disadvantaged" increased from the previous year on the statewide goal Mathematics.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	The "Black student sub group" decreased from the previous year on the statewide goal Mathematics.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" met/exceeded the statewide goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The "Black student sub group" increased and exceeded the statewide goal in PVAAS ELA.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The "Students with Disabilities" increased from the previous year's statewide goal (PVAAS) ELA yet did not meet the standard for growth.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" met/exceeded the statewide goal.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The "Economically Disadvantaged" met/exceeded the statewide goal (PVAAS) Mathematics.

Challenges

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	The "Multi-Racial student sub group" decreased from the previous year's statewide goal (PVAAS) Mathematics but still exceeded the state wide growth measure.

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Insufficient sample data

False Strengths	False Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	N/A

Challenges

ESSA Student Subgroups	Indicator
English Learners	N/A

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" did not meet/exceed the statewide goal Attendance.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Multi-Racial (not Hispanic)	The "Multi-Racial student subgroup" increased but did not yet met the statewide goal for Attendance.
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Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The "Students with Disabilities" increased the least of all subgroups on the statewide goal from the previous year Attendance.

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

The "all student group" met/exceeded the statewide goal for Career Standards.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	The "Black student sub group" achieved 100% completion of Career Standards.

Challenges

ESSA Student Subgroups	Indicator
English Learners	N/A. All subgroups accounted for with in our school reached 100%.

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
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Challenges

ESSA Student Subgroups	Indicator
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Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The "White student sub group" increased from the previous year on the statewide goal ELA.
The "Multi-Racial student sub group" increased from the previous year on the statewide goal Mathematics.
The "Economically Disadvantaged" increased from the previous year on the statewide goal Mathematics.
The "all student group" met/exceeded the statewide goal.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

The "all student group" did not meet/exceed the statewide goal ELA.
The "Economically Disadvantaged group" decreased and did not met/exceed the statewide goal in proficient / advanced on PSSA ELA.
The "all student group" did not meet/exceed the statewide goal PSSA Mathematics.
The "Black student sub group" decreased from the previous year on the statewide goal Mathematics.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT	5th grade ELA showed a 39 point increase from the beginning of the year until the end of the year.
DIBELS	Overall proficient and advanced students in grades K-3 increased from 37% to 53% from beginning of the year to the end of the year.
Firefly Assessment	4th grade ELA students showed a 6% or 117 point increase from January until May.

English Language Arts Summary

Strengths

Continued implementation of the reading horizons program with fidelity in grades K-3 and as needed in grades 4 and 5.
Implementation of MTSS in grades K-3.
Leveled core rotations in grades 4 & 5.

Challenges

Overall 3rd grade performance on state and local assessments.
Curriculum alignment and consistency from general education to special education.

Mathematics

Data	Comments/Notable Observations
Firefly Assessment	Overall 4th grade Math students showed a 8% and 144 point increase from January to May.
CDT	Overall 5th grade Math students showed a 88.5 point increase from the beginning of the year until the end of the year.

Mathematics Summary

Strengths

Monthly data meetings to identify strengths and weaknesses.
Utilization of IXL and Prodigy

Challenges

Lack of Math MTSS groups
Continuing to work on basic foundational math skills at the lower grade level

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	5th grade Science students had a 35% increase in student scores from the beginning until the end of the year, with an average score increase of 153 points.

Science, Technology, and Engineering Education Summary

Strengths

Students are enjoying the hands on activities with the new Amplify program and overall performing well on assessments.
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Challenges

Collection of more data needed for our 4th grade science students

Collaboration between 4th and 5th science grade levels
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready-Career Standards Benchmark	All student groups met/exceeded the Career Standards Benchmark

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 groups met/exceeded the Career Standards Benchmark at 100%
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Increased efforts between communications, digital department, counseling department, recorded keeping ensuring open lines to gain 100% completion.
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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.

Building a system of collaboration to get this completed.

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

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.

Multiple strategies are in place to improve attendance of all student groups
Attendance for all subgroups is increasing

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.

All student group has still not met the statewide goal/target for regular attendance.

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	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	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	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	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	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	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
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

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?

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Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
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
The "White student sub group" increased from the previous year on the statewide goal ELA.	False
The "Multi-Racial student sub group" increased from the previous year on the statewide goal Mathematics.	False
The "Economically Disadvantaged" increased from the previous year on the statewide goal Mathematics.	False
The "all student group" met/exceeded the statewide goal.	False
The "Black student sub group" increased and exceeded the statewide goal in PVAAS ELA.	False
The "all student group" met/exceeded the statewide goal.	False
The "Economically Disadvantaged" met/exceeded the statewide goal (PVAAS) Mathematics.	False
The "Multi-Racial student subgroup" increased but did not yet met the statewide goal for Attendance.	False
The "all student group" met/exceeded the statewide goal for Career Standards.	False
The "Black student sub group" achieved 100% completion of Career Standards.	False
The "Black student sub group" achieved 100% completion of Career Standards.	False
Continued implementation of the reading horizons program with fidelity in grades K-3 and as needed in grades 4 and 5.	False
Implementation of MTSS in grades K-3.	True
Leveled core rotations in grades 4 & 5.	True
Monthly data meetings to identify strengths and weaknesses.	True
Utilization of IXL and Prodigy	False
Students are enjoying the hands on activities with the new Amplify program and overall performing well on assessments.	False
All student groups met/exceeded the Career Standards Benchmark at 100%	False
Increased efforts between communications, digital department, counseling department, recorded keeping ensuring open lines to gain 100% completion.	False
Multiple strategies are in place to improve attendance of all student groups	False
Attendance for all subgroups is increasing	False
Foster a culture of high expectations for success for all students, educators, families, and community members	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	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
The "all student group" did not meet/exceed the statewide goal ELA.	False
The "Economically Disadvantaged group" decreased and did not met/exceed the statewide goal in proficient / advanced on PSSA ELA.	False

The "all student group" did not meet/exceed the statewide goal PSSA Mathematics.	False
The "Black student sub group" decreased from the previous year on the statewide goal Mathematics.	False
The "Students with Disabilities" increased from the previous year's statewide goal (PVAAS) ELA yet did not meet the standard for growth.	False
The "Multi-Racial student sub group" decreased from the previous year's statewide goal (PVAAS) Mathematics but still exceeded the state wide growth measure.	False
The "all student group" did not meet/exceed the statewide goal Attendance.	False
The "Students with Disabilities" increased the least of all subgroups on the statewide goal from the previous year Attendance.	False
N/A. All subgroups accounted for with in our school reached 100%.	False
Overall 3rd grade performance on state and local assessments.	False
Curriculum alignment and consistency from general education to special education.	False
Lack of Math MTSS groups	True
Continuing to work on basic foundational math skills at the lower grade level	True
Collection of more data needed for our 4th grade science students	False
Collaboration between 4th and 5th science grade levels	True
Building a system of collaboration to get this completed.	False
All student group has still not met the statewide goal/target for regular attendance.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement evidence-based strategies to engage families to support 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.

Central Elementary would like to continue to our PVAAS growth in hopes to keep moving students more towards proficiency.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Lack of Math MTSS groups	This coming 2026-2027 school year we will be adding Math into our MTSS small group rotations. We will be utilizing DIBELS Math to formulate groups and analyze data.	True
Continuing to work on basic foundational math skills at the lower grade level	We will be meeting as grade level teams in K-3 regularly to address gaps and better align our instructional practices.	True
Collaboration between 4th and 5th science grade levels	4th and 5th grade Science teachers will be provided time to meet and collaborate on scaffolding concepts.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Implementation of MTSS in grades K-3.	This MTSS model allowed us to remediate and enrich students to better perform on grade level.

Leveled core rotations in grades 4 & 5.	This allowed us to pace students and deliver content at a rate appropriate for their learning and understanding.
Monthly data meetings to identify strengths and weaknesses.	Teaming with our IU and grade levels we were able to open up pacing guides and identify areas of need and strengths to better services the students.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Math MTSS DIBELS implementation
	Grade level collaboration and data meetings

Goal Setting

Priority: Math MTSS DIBELS implementation

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in K-3 will show math growth by increasing DIBELS math scores by showing at least 8 months growth by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Zones of Growth-MATH			
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: Grade level collaboration and data meetings

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in 3-5 will show math growth by increasing CDT math scores by showing at least 10% growth by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
CDT Math Growth			
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-MATH	CDT Math Growth
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Action Plan For: Acadience MATH DIBELS

Measurable Goals:
Students in K-3 will show math growth by increasing DIBELS math scores by showing at least 8 months growth by the end of the school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
The RtII/MTSS model will be put into place for K-3 for the 2026-2027 school year. DIBELS MATH 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 for two days a week for 35 minute sessions each day.		2026-10-01	2027-05-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Susan Becker, Title I	Acadience MATH DIBELS Remediation activities and materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As indicated by DIBELS MATH students will show an increase in the identified targeted skill per grade level.	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. Groups will be adjusted accordingly.

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	Acadience MATH DIBELS	Title I teacher salaries from Title I funds - approximately \$325,000 for 4 FTEs. Extra expenditures will be in the regular school budget.	325000	
Other Expenditures	Acadience MATH DIBELS	Title I teacher benefits from Title I funds - approximately \$82,342 for 4 FTEs. Extra expenditures will be in the regular school budget.	82342	
Other Expenditures	Acadience MATH DIBELS	Parent/Family Engagement Funds - approximately \$2,205. Extra expenditures will be	2205	

		in the regular school budget.		
Total Expenditures				409547

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Acadience MATH DIBELS	The RtII/MTSS model will be put into place for K-3 for the 2026-2027 school year. DIBELS MATH 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 for two days a week for 35 minute sessions each day.

Acadience DIBELS MATH Training

Action Step		
The RtII/MTSS model will be put into place for K-3 for the 2026-2027 school year. DIBELS MATH 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 for two days a week for 35 minute sessions each day.		
Audience		
Title I, selected classroom teachers, paraprofessionals and learning support teachers		
Topics to be Included		
DIBELS MATH administration and scoring		
Evidence of Learning		
Transfer of skill with audience to practice		
Lead Person/Position	Anticipated Start	Anticipated Completion
Karin Pilarski, BVIU Educational Consultant	2026-10-01	2027-05-03

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	As needed
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	