

Big Beaver El Sch

Schoolwide Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Big Beaver El Sch		127041503
Address 1		
588 Friendship Drive		
Address 2		
City	State	Zip Code
Darlington	PA	16115
Chief School Administrator		Chief School Administrator Email
Dr Donna M Nugent		nugentd@tigerweb.org
Principal Name		
Chad Thomas		
Principal Email		
thomasc@tigerweb.org		
Principal Phone Number		Principal Extension
724 843-7470		5205
School Improvement Facilitator Name		School Improvement Facilitator Email
Steve Wellendorf		wellendorfs@tigerweb.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Chad Thomas	Principal	Big Beaver Elementary	thomasc@tigerweb.org
Gina Hooks	Other	Big Beaver Elementary Title 1	hooksg@tigerweb.org
Deneen Muhl	Teacher	Big Beaver Elementary	muhld@tigerweb.org
Jessica Schwartz	Teacher	Big Beaver Elementary	schwartzj@tigerweb.org
Lauren Hall	Parent	Big Beaver Elementary PTO	louloub_7@hotmail.com
Steve Wellendorf	District Level Leaders	District Administration	wellendorfs@tigerweb.org
Dr. Donna Nugent	Chief School Administrator	Superintendent	nugentd@tigerweb.org
Karla Myers	Community Member	Big Beaver Community Member	K.evansjn13@gmail.com
Jenna White	Parent	Big Beaver Elementary	whitej@tigerweb.org
Rebecca Duble	Paraprofessional	Big Beaver Elementary	dubler@tigerweb.org
Danielle Hoover	Parent	Big Beaver Elementary Parent	mikiajanai@yahoo.com
Jenny Barnes	District Level Leaders	District Administration	barnesj@tigerweb.org

Vision for Learning

Vision for Learning

As part of the Big Beaver Falls Area School District, Big Beaver Elementary School 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
Economically Disadvantaged	The "Economically Disadvantaged group" increased from the previous year on the statewide goal ELA.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The "Combined Ethnicity 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
Students with Disabilities	The "Students with Disabilities group" increased from the previous year on the statewide goal Mathematics.

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 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
Combined Ethnicity	The "Combined Ethnicity group" met/exceeded the statewide goal in PVAAS ELA.

Challenges

ESSA Student Subgroups	Indicator
White	The "White group" decreased from the previous year's statewide goal (PVAAS) ELA.

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
Students with Disabilities	The "Students with Disabilities group" met/exceeded the statewide goal (PVAAS) Mathematics.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The "Combined Ethnicity group" decreased from the previous year's statewide goal (PVAAS) Mathematics.

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
Economically Disadvantaged	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
White	The "White group" met the statewide goal for Attendance.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	The "Combined Ethnicity group" decreased 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
Students with Disabilities	The "Students with Disabilities group" achieved 100% completion of Career Standards.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The "Economically Disadvantaged group" decreased from the previous year's Career Standards benchmark but still met the goal.

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 "all student group" met/exceeded the statewide goal (PVAAS) ELA.
The "all student group" met/exceeded the statewide goal.
The "all student group" met/exceeded the statewide goal (PVAAS) Mathematics.
The "Economically Disadvantaged group" met/exceeded the statewide goal (PVAAS) Mathematics.

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" met/exceeded the statewide goal.
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The "Combined Ethnicity group" decreased and did not meet/exceed the statewide goal in proficient / advanced on PSSA ELA.
The "Economically Disadvantaged group" decreased and did not meet/exceed the statewide goal in proficient / advanced on PSSA Mathematics.
The "White group" decreased from the previous year's statewide goal (PVAAS) ELA.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PSSA	The "all student group" did not meet/exceed the statewide goal ELA.
DIBELS	Kindergarten showed a 92% growth rate in letter sounds from the beginning of the year to the end.
Firefly Assessment	Students showed increase in overall score from 1st assessment to the 2nd assessment.

English Language Arts Summary

Strengths

Kindergarten showed a 92% growth rate in letter sounds from the beginning of the year to the end.
Achieved a 100 growth score in PVAAS.

Challenges

The "all student group" did not meet/exceed the statewide goal ELA PSSA.
Improving 1st grade percentage of students meeting fluency benchmark goal at the end of the year.

Mathematics

Data	Comments/Notable Observations
PSSA Mathematics	The "2 or more group" showed an decrease in performance on the Math PSSA from last year.
PSSA Mathematics (PVAAS)	The "all student group" exceeded the statewide goal ELA.
Firefly	Students showed increase in overall score from 1st assessment to the 2nd assessment.

Mathematics Summary

Strengths

Students showed a significant increase on Firefly Numbers and Operations from the 1st assessment to the 2nd.
PVAAS scores in mathematics are at 100 even though we did not meet or exceed the proficient or advanced statewide goal for PSSA.

Challenges

The "all student group" did not meet/exceed the statewide goal for PSSA.
The "2 or more group" showed an decrease in performance on the Math PSSA from last year.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Science waiver for PSSA	N/A

Science, Technology, and Engineering Education Summary

Strengths

Students' level of participation and enthusiasm with hands on activities and experiments with our new Amplify program has increased from previous curriculums / programs.

Challenges

We would like to increase the amount of students achieving proficient and advanced on future PSSA Science.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready - Career Standards Benchmark	All student group did meet/exceed the Career Standards Benchmark.
Future Ready - Career Standards Benchmark	Economically Disadvantaged subgroup did meet/exceed the Career Standards Benchmark.
Future Ready - Career Standards Benchmark	White student subgroup did meet/exceed 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.

The committee noted that we do have notable strengths at this time pertaining to career readiness participation.

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.

Although we met Career Ready goals, we want to reach 100% student participation.

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.
committee agreed no other strengths at this time

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.

Future Ready PA Index - Regular Attendance The Combined Ethnicity subgroup did not meet the statewide goal/interim target.
Future Ready PA Index - Regular Attendance The Students with Disabilities subgroup did not meet the statewide goal/interim target.

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	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	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Emerging

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	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	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?

>

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.
Implement a multi-tiered system of supports for academics and behavior .

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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Collectively shape the vision for continuous improvement of teaching and learning.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *

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 "all student group" met/exceeded the statewide goal (PVAAS) ELA.	True
The "all student group" met/exceeded the statewide goal (PVAAS) Mathematics.	True
The "Economically Disadvantaged group" met/exceeded the statewide goal (PVAAS) Mathematics.	False
The "all student group" met/exceeded the statewide goal.	False
The "Combined Ethnicity group" met/exceeded the statewide goal in PVAAS ELA.	False
The "all student group" met/exceeded the statewide goal.	False
The "White group" met the statewide goal for Attendance.	False
The "all student group" met/exceeded the statewide goal for Career Standards.	False
Kindergarten showed a 92% growth rate in letter sounds from the beginning of the year to the end.	False
Achieved a 100 growth score in PVAAS.	False
The committee noted that we do have notable strengths at this time pertaining to career readiness participation.	False
Students showed a significant increase on Firefly Numbers and Operations from the 1st assessment to the 2nd.	False
PVAAS scores in mathematics are at 100 even though we did not meet or exceed the proficient or advanced statewide goal for PSSA.	False
Students' level of participation and enthusiasm with hands on activities and experiments with our new Amplify program has increased from previous curriculums / programs.	False
Multiple strategies are in place to improve attendance of all student groups.	False
committee agreed no other strengths at this time	False
Implement a multi-tiered system of supports for academics and behavior .	True
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).

Strength	Check for Consideration in Plan
The "all student group" met/exceeded the statewide goal.	False
The "Combined Ethnicity group" decreased and did not met/exceed the statewide goal in proficient / advanced on PSSA ELA.	False
The "Economically Disadvantaged group" decreased and did not met/exceed the statewide goal in proficient / advanced on PSSA Mathematics.	False
The "White group" decreased from the previous year's statewide goal (PVAAS) ELA.	False
The "all student group" did not meet/exceed the statewide goal ELA.	False
The "all student group" did not meet/exceed the statewide goal PSSA Mathematics.	True
The "all student group" did not meet/exceed the statewide goal Attendance.	False

The "all student group" did not meet/exceed the statewide goal ELA PSSA.	True
Improving 1st grade percentage of students meeting fluency benchmark goal at the end of the year.	False
Although we met Career Ready goals, we want to reach 100% student participation.	False
Future Ready PA Index - Regular Attendance The Combined Ethnicity subgroup did not meet the statewide goal/interim target.	False
The "all student group" did not meet/exceed the statewide goal for PSSA.	False
The "2 or more group" showed an decrease in performance on the Math PSSA from last year.	False
We would like to increase the amount of students achieving proficient and advanced on future PSSA Science.	False
Future Ready PA Index - Regular Attendance The Students with Disabilities subgroup did not meet the statewide goal/interim target.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	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.

Big Beaver Elementary School would like to improve our proficient and advanced scores on the PSSA to better reflect our impressive PVAAS data.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The "all student group" did not meet/exceed the statewide goal PSSA Mathematics.	This coming 2026-2027 school year we will be adding Math into our MTSS small group rotations. We will be utilizing the Acadience Math Screener to formulate groups and analyze data.	True
The "all student group" did not meet/exceed the statewide goal ELA PSSA.	We are piloting an all encompassing Reading Horizons ELA program this year. We want to ensure that all grade levels are getting quality instruction on all standards. We will be focusing on all grade levels participating in more writing.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The "all student group" met/exceeded the statewide goal (PVAAS) ELA.	Continue to focus on data to identify strengths and weaknesses in reading to promote fluent reading by 3rd grade. Gaps and weaknesses will be addressed through our MTSS.
The "all student group" met/exceeded the statewide goal (PVAAS) Mathematics.	We want to continue to spiral our math curriculum to meet the needs of our students. We will have discussions again this year across grade levels to make sure we are hitting all the standards in an appropriate way. The addition of Acadience Math and IXL will give us the ability to analyze more data and make educated decisions on our programming.

Implement a multi-tiered system of supports for academics and behavior .	Continue to grow our PBIS program. Build upon our MTSS groupings for reading. Implement MTSS math with use of a new screener.
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Priority Challenges

Analyzing Priority Challenges	Priority Statements
	MTSS Math implementation (small groups / data analysis)
	Reading Horizons pilot and focus on writing (especially early grades)

Goal Setting

Priority: MTSS Math implementation (small groups / data analysis)

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students in K-3 will show math growth by increasing Acadience Math scores by showing at least 8 months growth by the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math - 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: Reading Horizons pilot and focus on writing (especially early grades)

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Big Beaver Elementary School will show an increase in Proficient or Advanced on the Pennsylvania State Assessments by 10% on the English Language Arts portion.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
BOY local assessments will be given to determine baseline of students.	Progress monitoring using local assessments given to determine growth and any intervention.	MOY local assessments will give benchmark data on students.	EOY local assessments given to determine growth.

Action Plan

Measurable Goals

Math - Zones of Growth	ELA Goal
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Action Plan For: Acadience Math

Measurable Goals:
Students in K-3 will show math growth by increasing Acadience 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 MTSS model will be put into place for K-3 for the 2026-2027 school year. Accadience 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. Title 1, Classroom teachers, and any available staff will conduct groups for 1-2 days a week for 30 minute sessions each day.		2026-10-01	2027-05-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gina Hooks Title 1	Acadience Math IXL and remediation materials and activities	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
As indicated by Accadience Math, students will show an increase in the identified targeted skill per grade level.	Classroom teachers & Title I/ Accadience Math 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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	Acadience Math	Title I teacher salaries from Title I funds - approximately \$70,000 for 2 FTEs. Extra expenditures will be in the regular school budget.	70000	
Other Expenditures	Acadience Math	Title I teacher benefits from Title I funds - approximately \$12,000 for 2 FTEs. Extra expenditures will be in the regular school budget.	12000	
Other Expenditures	Acadience Math	Parent/Family Engagement Funds - approximately \$2,205. Extra expenditures will be	2205	

		in the regular school budget.		
Total Expenditures				84205

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Accadience Math	The MTSS model will be put into place for K-3 for the 2026-2027 school year. Accadience 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. Title 1, Classroom teachers, and any available staff will conduct groups for 1-2 days a week for 30 minute sessions each day.

Accadience Math Training

Action Step		
The MTSS model will be put into place for K-3 for the 2026-2027 school year. Accadience 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. Title 1, Classroom teachers, and any available staff will conduct groups for 1-2 days a week for 30 minute sessions each day.		
Audience		
Title 1 & Classroom teachers, and learning support teachers		
Topics to be Included		
Accadience 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	