

PENN CAMBRIA INTRMD SCH

376 Wood St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Penn Cambria Intermediate School shall deliver a high-quality education so that our students may be prepared to meet the challenges of the future. In this Title 1 school, a focus on helping all students meet challenging academic standards is an agreed upon vision for this plan.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use instructional coaching and other "just-in-time" professional development to strengthen Tier 1 ELA instruction in these critical grade levels.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Implement an MTSS model to provide systematic interventions for struggling students.	Essential Practices 3: Provide Student-Centered Support Systems
Improve family engagement practices.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Improve Tier 1 Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier 1 Instruction	Strengthen Tier 1 classroom instruction through the use of effective, evidence-based strategies.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Implement Lexia Core 5 in third grade as an evidence-based program to improve reading achievement for all students.	2023-08-24 - 2024-06-07	Dr. Joseph Smorto, Principal	Lexia Core 5 subscription - student laptops - student headphones
Provide instructional coaching and/or structured literacy PD for teachers.	2023-08-24 - 2024-06-14	Jeanette Black, Assistant to the Superintendent	Instructional coaching time - structured literacy training materials

Anticipated Outcome
Improved reading achievement

Monitoring/Evaluation
Progress monitored using DIBELS benchmarks (three times per year), classroom reading scores and annual state assessment and growth data.

Evidence-based Strategy
Provide Interventions for Struggling Students

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Interventions	Implement systematic interventions for struggling students which includes the use of data to identify need, selection of evidence-based interventions, and progress monitoring of effectiveness using an MTSS model.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Use MTSS progress to identify and provide appropriate interventions for struggling students.	2023-08-24 - 2024-06-07	Dr. Joseph Smorto, Principal	Sonday system, Read Naturally, Sound Partners, Heggerty Bridge the Gap
Elementary Summer School 2024	2024-06-10 - 2024-08-09	Dr. Joseph Smorto, Principal	Staffing + instructional materials + transportation (\$15,600 budgeted in districtwide summer school set aside)
Professional development to implement interventions and data analysis professional development to measure effectiveness.	2023-08-24 - 2024-06-14	Jeanette Black, Assistant to the Superintendent	Intervention and data analysis professional development (\$3118 in districtwide PD set aside)

Anticipated Outcome
 Increase in reading/math achievement and decrease in number of students needing intervention.

Monitoring/Evaluation
 DIBELS and Acadience Benchmarks three times per year -program data reports reviewed quarterly by teachers and administrators.

Evidence-based Strategy
 Family Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Family Engagement

Facilitate family engagement by providing opportunities for engagement and/or by providing PD related to family engagement for staff.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Provide opportunities for families to engage with school staff.

2023-08-21 -
2024-06-03

Dr. Joseph Smorto, Principal and
Jeanette Black, Assistant to the
Superintendent

Contracted or extra duty time for staff to participate - resources from programs in use

Anticipated Outcome

Improved family engagement.

Monitoring/Evaluation

Family input at Title 1 parent meeting, schoolwide meetings and through surveys (at least once annually for each)

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strengthen Tier 1 classroom instruction through the use of effective, evidence-based strategies. (Tier 1 Instruction)	Improve Tier 1 Instruction	Provide instructional coaching and/or structured literacy PD for teachers.	08/24/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Implement systematic interventions for struggling students which includes the use of data to identify need, selection of evidence-based interventions, and progress monitoring of effectiveness using an MTSS model. (Interventions)	Provide Interventions for Struggling Students	Professional development to implement interventions and data analysis professional development to measure effectiveness.	08/24/2023 - 06/14/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Joseph Smorto

2023-07-27

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

2021-2022 PVVAS growth was evidence in Language Arts and Science

Oral reading fluency accuracy remains strong although overall fluency scores are low. In addition, student scores show that comprehension is stronger than basic phonics/oral reading fluency.

The number of students hitting benchmark scores for spring were increased over the fall benchmark. Note that the benchmark goal does increase significantly during that time.

Classroom anecdotal data shows that students are successful in meeting science curriculum objectives.

A minimum of two artifacts are collected at each grade level related to career benchmark activities.

Fostering a culture of high expectations for students and faculty

Use of instructional coaching and other models of professional development to support learning needs of the staff.

High degree of collaboration and cooperation in grade level

Challenges

The percentage of students demonstrating proficiency on the state assessments in reading and math did not meet interim state performance goals. Note that this data reflects 21-22 performance so there was a COVID learning impact.

Only 15.2% of students with disabilities and 45% of economically disadvantaged students achieved proficiency in ELA.

DIBELS data shows that there are still large numbers of students in need of "learning to read" instruction and interventions (including phonics work).

Only 54% of third graders and 64% of fourth graders met Acadience math benchmark goals by the end of the year.

N/A - Career benchmark lessons are successfully implemented.

Improving Tier 1 instruction in ELA remains a challenge during this critical bridge between learning to read and reading to learn.

Application activities in science are a challenge at times due to constraints with time and equipment.

Improving systematic interventions for struggling students in

Strengths

teams

PVAAS ELA growth data for students with IEPs shows these students are making a year's worth of growth.

Challenges

math.

Improving systematic interventions for struggling students in ELA.

While we have moved towards using DIBELS progress monitoring, we need to continue to refine and systematize the use of appropriate assessments and data analysis to measure the need for and effectiveness of interventions.

Improving family engagement practices

Implement evidence-based academic interventions and supports for struggling students

Most Notable Observations/Patterns

An MTSS team has been formed and is functioning to help systematize and improve supports for students. Improving Tier 1 instruction along with Tier 2 and 3 interventions remains a critical area of focus for improvement. Also note that while the schoolwide committee review of data shows a significant need for math interventions, there is not enough Title 1 funding to support both ELA and math interventions at this time. We will use ESSER funding sources to provide math support (ex: after school math program).

Challenges	Discussion Point	Priority for Planning
<p>The percentage of students demonstrating proficiency on the state assessments in reading and math did not meet interim state performance goals. Note that this data reflects 21-22 performance so there was a COVID learning impact.</p>		
<p>While we have moved towards using DIBELS progress monitoring, we need to continue to refine and systematize the use of appropriate assessments and data analysis to measure the need for and effectiveness of interventions.</p>	<p>This is complementary to both improving Tier 1 instruction and to providing effective interventions.</p>	
<p>Improving family engagement practices</p>		<p>✓</p>
<p>DIBELS data shows that there are still large numbers of students in need of "learning to read" instruction and interventions (including phonics work).</p>		
<p>Improving Tier 1 instruction in ELA remains a challenge during this critical bridge between learning to read and reading to learn.</p>	<p>Improving Tier 1, especially in ELA, is a priority.</p>	<p>✓</p>
<p>Improving systematic interventions for struggling students in ELA.</p>		<p>✓</p>

ADDENDUM B: ACTION PLAN

Action Plan: Improve Tier 1 Instruction

Action Steps	Anticipated Start/Completion Date
Implement Lexia Core 5 in third grade as an evidence-based program to improve reading achievement for all students.	08/24/2023 - 06/07/2024
Monitoring/Evaluation	Anticipated Output
Progress monitored using DIBELS benchmarks (three times per year), classroom reading scores and annual state assessment and growth data.	Improved reading achievement
Material/Resources/Supports Needed	PD Step
Lexia Core 5 subscription - student laptops - student headphones	no

Action Steps**Anticipated Start/Completion Date**

Provide instructional coaching and/or structured literacy PD for teachers.

08/24/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Progress monitored using DIBELS benchmarks (three times per year), classroom reading scores and annual state assessment and growth data.

Improved reading achievement

Material/Resources/Supports Needed**PD Step**

Instructional coaching time - structured literacy training materials

yes

Action Plan: Provide Interventions for Struggling Students

Action Steps**Anticipated Start/Completion Date**

Use MTSS progress to identify and provide appropriate interventions for struggling students.

08/24/2023 - 06/07/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience Benchmarks three times per year -program data reports reviewed quarterly by teachers and administrators.

Increase in reading/math achievement and decrease in number of students needing intervention.

Material/Resources/Supports Needed**PD Step**

Sonday system, Read Naturally, Sound Partners, Heggerty Bridge the Gap

no



Action Steps**Anticipated Start/Completion Date**

Elementary Summer School 2024

06/10/2024 - 08/09/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience Benchmarks three times per year -program data reports reviewed quarterly by teachers and administrators.

Increase in reading/math achievement and decrease in number of students needing intervention.

Material/Resources/Supports Needed**PD Step**

Staffing + instructional materials + transportation (\$15,600 budgeted in districtwide summer school set aside)

no

Action Steps**Anticipated Start/Completion Date**

Professional development to implement interventions and data analysis professional development to measure effectiveness.

08/24/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience Benchmarks three times per year -program data reports reviewed quarterly by teachers and administrators.

Increase in reading/math achievement and decrease in number of students needing intervention.

Material/Resources/Supports Needed**PD Step**

Intervention and data analysis professional development (\$3118 in districtwide PD set aside)

yes



Action Plan: Family Engagement

Action Steps

Anticipated Start/Completion Date

Provide opportunities for families to engage with school staff.

08/21/2023 - 06/03/2024

Monitoring/Evaluation

Anticipated Output

Family input at Title 1 parent meeting, schoolwide meetings and through surveys (at least once annually for each)

Improved family engagement.

Material/Resources/Supports Needed

PD Step

Contracted or extra duty time for staff to participate - resources from programs in use

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Strengthen Tier 1 classroom instruction through the use of effective, evidence-based strategies. (Tier 1 Instruction)	Improve Tier 1 Instruction	Provide instructional coaching and/or structured literacy PD for teachers.	08/24/2023 - 06/14/2024
Implement systematic interventions for struggling students which includes the use of data to identify need, selection of evidence-based interventions, and progress monitoring of effectiveness using an MTSS model. (Interventions)	Provide Interventions for Struggling Students	Professional development to implement interventions and data analysis professional development to measure effectiveness.	08/24/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Instructional Coaching	All grade 3-4 teachers	Engagement and literacy strategies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Classroom observations- teacher surveys	08/24/2023 - 06/03/2024	Jeanette Black, Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3b: Using Questioning and Discussion Techniques	
4a: Reflecting on Teaching	
3c: Engaging Students in Learning	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	Grade 3-4 teachers	Math and/or reading data analysis sessions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher surveys	08/31/2023 - 06/04/2024	Jeanette Black, Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Intervention PD	Intervention teachers	Strategies to implement interventions with fidelity

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of intervention implementation	08/24/2023 - 06/03/2024	Jeanette Black, Assistant to the Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Language and Literacy Acquisition for All Students

3c: Engaging Students in Learning

3a: Communicating with Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website Posting	Schoolwide Plan posted to Federal Programs section of website	Website	General Public	August 2023
Staff Notification	Schoolwide Plan link emailed to all faculty at PCI	Email	Faculty	August 2023
Parent discussion of plan - Title 1 Parent Meeting	Title 1 schoolwide activities	Face-to-Face	Families	September 2023
