

PENN CAMBRIA PRE-PRIMARY

205 6th St

Schoolwide Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Penn Cambria School District 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 students struggling to meet challenging academic standards is an agreed upon vision for this plan.

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Implement an MTSS model for interventions.	Early Literacy
Provide more systematic phonics and phonemic awareness instruction.	Early Literacy
Provide professional development and activities to improve instructional practices to meet the needs of all learners.	Professional learning
Collaborate with families through meaningful family engagement, including transition activities for students and families.	Parent and family engagement

ACTION PLAN AND STEPS

Evidence-based Strategy	
Kindergarten Transition	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Family Engagement & Transition	Provide ongoing activities to promote family engagement, including a focus on transition activities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Kindercamp	2023-07-11 - 2023-08-16	Dr. Joseph Smorto - Elementary Principal	Title funding for staffing and supplies = \$1800
Ongoing family engagement activities (communication, conferences, family resources, opportunities to engage with staff)	2023-07-11 - 2024-06-14	Dr. Joseph Smorto- Elementary Principal	No Title 1 funding earmarked for this due to budget constraints - will use existing resources

Anticipated Outcome

Transition activities will help all students and families ensure a better start to kindergarten and help students start the year ready to learn. Transition activities at the end of the year will lessen student and parent stress moving to first grade.

Monitoring/Evaluation

Parent surveys at end of year + parent feedback at fall and spring meetings + ongoing anecdotal feedback

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Professional Development	Provide professional development in the areas of effective instructional practices, structured literacy, data analysis and assessment, implementing interventions, federal programs, and family engagement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide professional development focused on early literacy/ structured literacy/ interventions for targeted staff.	2023-07-03 - 2024-06-14	Jeanette Black, Assistant to the Superintendent	\$3118 budgeted for PD activities at the district level set aside (to serve all three Title 1 buildings)
Provide professional development focused on data analysis and/or family engagement as available.	2023-07-03 - 2024-06-14	Jeanette Black, Assistant to the Superintendent	\$3118 budgeted for PD activities at the district level set aside (to serve all three Title 1 buildings)

Anticipated Outcome

Improvements in student learning, literacy achievement, and school climate as a result of improved instructional practices.

Monitoring/Evaluation

PD surveys conducted after each session, classroom assessment data (benchmark assessments 3x/year)

Evidence-based Strategy

Interventions

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Phonics / Phonemic Awareness

Implement systematic phonics and phonemic awareness instruction and intervention so that more than 60% of all students will be at grade level with early literacy skills by the end of kindergarten.

MTSS Interventions

Implement a MTSS system of interventions including a team approach for identification, assessment, evidence-based interventions, progress monitoring and adjusting interventions as appropriate.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Benchmark and/or diagnostic assessment and data analysis used in MTSS process to identify student need for intervention and progress monitor.	2023-08-24 - 2024-06-14	Dr. Joseph Smorto-Principal & Jeanette Black, Assistant to the Superintendent	DIBELS, Acadience Math, other assessment materials (\$995 total for assessment and intervention materials) - time for data analysis (noted in PD budget)
Interventions during the school day	2023-08-24 - 2024-06-14	Dr. Joseph Smorto, Principal + MTSS team	Intervention materials (Title 1 budget \$995 for assessment and intervention materials), split time reading specialist and split time paraprofessionals to implement (ARP-ESSER budgeted for 23-24)
Summer School 2024	2024-06-14 - 2024-08-01	Dr. Joseph Smorto, Principal	Districtwide Title 1 Summer School Staffing, Transportation, materials = \$15,600 (districtwide set aside)

Action Step

**Anticipated
Start/Completion**

Lead Person/Position

Materials/Resources/Supports Needed

Anticipated Outcome

Increased overall student performance in reading/math with fewer students needing intensive or strategic levels of intervention.

Monitoring/Evaluation

DIBELS and Acadience math benchmarks (3x/year) plus individual progress monitoring by MTSS team.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide professional development in the areas of effective instructional practices, structured literacy, data analysis and assessment, implementing interventions, federal programs, and family engagement. (Professional Development)	Professional Development	Provide professional development focused on early literacy/ structured literacy/ interventions for targeted staff.	07/03/2023 - 06/14/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide professional development in the areas of effective instructional practices, structured literacy, data analysis and assessment, implementing interventions, federal programs, and family engagement. (Professional Development)	Professional Development	Provide professional development focused on data analysis and/or family engagement as available.	07/03/2023 - 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 N. Smorto

2023-07-12

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

88.9% of students had regular attendance which meets performance standards.

There was a decrease in the number of students needing intensive intervention in early literacy from the fall baseline to the spring benchmark.

A majority of students came into kindergarten with requisite math skills based on the fact that 51% hit the fall math benchmark.

Students and families are supportive of school.

Students interact heavily with science related topics within the text of the Reach for Reading series as each unit is based on either science or Social Studies concepts

Positive feedback from teachers and parents was provided for the Second Step SEL curriculum which was implemented in 20-21. In addition, positive feedback was provided related to supplemental counseling and social work added in 21-22.

We have identified and implemented systematic, evidence-based interventions for struggling early readers and started to progress monitor using DIBELS to determine if intervention is working for

Challenges

The only indicator available for this kindergarten building is attendance.

Based on the DIBELS spring benchmark, students still need intensive intervention in Phoneme Segmentation Fluency and in Nonsense Word Correct Letter Sounds based on the Kindergarten recommended benchmarks.

Students are still struggling with number identification, early quantity discrimination and next number fluency. Although students made gains, the gains weren't significant enough to meet normed spring math benchmarks with only 41% meeting the spring composite benchmark.

A continued focus on social and emotional learning is important for all of our students, especially given the COVID-19 pandemic. However, we also need to review our social emotional screeners and other data to be sure our efforts are effective.

Continued refinement of our system of interventions, including implementing the MTSS model.

Science concepts are integrated into the school day and not taught as devoted time within the schedule.

Strengths

that student.

The curriculum is well-aligned to standards and there is a high degree of co-planning and use of common assessments.

Challenges

At least 44.7% of students are economically disadvantaged which means the school must ensure that essential services such as nutrition and health care are available for these students. This may also mean that many have not had formal experiences with early childhood programs so transitions will be important.

Continued improvement of instructional practices to best meet the needs of learners will have a high positive impact on students.

Our annual parent surveys show that there is a need to continue to focus on the importance of engaging with families in order to work together to help all learners. This is especially true during transition years.

Most Notable Observations/Patterns

The use of data to identify a need for systematic intervention and to drive selection of the intervention is important. In addition, progress monitoring should be used to determine effectiveness of the intervention so adjustments can be made as needed. Please note that while math has also been identified as an area of need, current Title 1 funding for 2023-2024 does not allow for the addition of math interventions under this funding source. We will continue to work to find ways to provide interventions (including after school programming with ESSER funds) and to strengthen the core using available district resources.

Challenges	Discussion Point	Priority for Planning
Continued refinement of our system of interventions, including implementing the MTSS model.	We have identified and implemented evidence-based interventions but now we need to be most systematic in prescribing and monitoring effectiveness of those interventions to avoid overlap and ensure resources as used efficiently.	✓
Continued improvement of instructional practices to best meet the needs of learners will have a high positive impact on students.	Continued improvement of Tier 1 is critical to overall improvement for all learners.	✓
Our annual parent surveys show that there is a need to continue to focus on the importance of engaging with families in order to work together to help all learners. This is especially true during transition years.	While we are fortunate to have incredible parent support. However, we need to continue to work to build and sustain family engagement, especially for families as children transition into kindergarten.	✓
Based on the DIBELS spring benchmark, students still need intensive intervention in Phoneme Segmentation Fluency and in Nonsense Word Correct Letter Sounds based on the Kindergarten recommended benchmarks.	In addition to continuing to improve Tier 1, we also need systematic interventions for those struggling.	✓
At least 44.7% of students are economically disadvantaged which means the school must ensure that essential services such as nutrition and health care are available for these students. This may also mean that many have not had formal experiences with early childhood programs so transitions will be important.	Helping families transition to the structure and routines of kindergarten as well as helping them become comfortable accessing supports the school can provide will be important.	

ADDENDUM B: ACTION PLAN

Action Plan: Kindergarten Transition

Action Steps	Anticipated Start/Completion Date
Kindercamp	07/11/2023 - 08/16/2023
Monitoring/Evaluation	Anticipated Output
Parent surveys at end of year + parent feedback at fall and spring meetings + ongoing anecdotal feedback	Transition activities will help all students and families ensure a better start to kindergarten and help students start the year ready to learn. Transition activities at the end of the year will lessen student and parent stress moving to first grade.
Material/Resources/Supports Needed	PD Step
Title funding for staffing and supplies = \$1800	no

Action Steps**Anticipated Start/Completion Date**

Ongoing family engagement activities
(communication, conferences, family resources,
opportunities to engage with staff)

07/11/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

Parent surveys at end of year + parent feedback at fall
and spring meetings + ongoing anecdotal feedback

Transition activities will help all students and families ensure a better start to kindergarten and help students start the year ready to learn. Transition activities at the end of the year will lessen student and parent stress moving to first grade.

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

No Title 1 funding earmarked for this due to budget constraints - will use existing resources

no

Action Plan: Professional Development

Action Steps**Anticipated Start/Completion Date**

Provide professional development focused on early literacy/ structured literacy/ interventions for targeted staff.

07/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PD surveys conducted after each session, classroom assessment data (benchmark assessments 3x/year)

Improvements in student learning, literacy achievement, and school climate as a result of improved instructional practices.

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

\$3118 budgeted for PD activities at the district level set aside (to serve all three Title 1 buildings)

yes



Action Steps**Anticipated Start/Completion Date**

Provide professional development focused on data analysis and/or family engagement as available.

07/03/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

PD surveys conducted after each session, classroom assessment data (benchmark assessments 3x/year)

Improvements in student learning, literacy achievement, and school climate as a result of improved instructional practices.

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

\$3118 budgeted for PD activities at the district level set aside (to serve all three Title 1 buildings)

yes

Action Plan: Interventions

Action Steps**Anticipated Start/Completion Date**

Benchmark and/or diagnostic assessment and data analysis used in MTSS process to identify student need for intervention and progress monitor.

08/24/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience math benchmarks (3x/year) plus individual progress monitoring by MTSS team.

Increased overall student performance in reading/math with fewer students needing intensive or strategic levels of intervention.

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

DIBELS, Acadience Math, other assessment materials (\$995 total for assessment and intervention materials) - time for data analysis (noted in PD budget)

no



Action Steps**Anticipated Start/Completion Date**

Interventions during the school day

08/24/2023 - 06/14/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience math benchmarks (3x/year) plus individual progress monitoring by MTSS team.

Increased overall student performance in reading/math with fewer students needing intensive or strategic levels of intervention.

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

Intervention materials (Title 1 budget \$995 for assessment and intervention materials), split time reading specialist and split time paraprofessionals to implement (ARP-ESSER budgeted for 23-24)

no



Action Steps**Anticipated Start/Completion Date**

Summer School 2024

06/14/2024 - 08/01/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS and Acadience math benchmarks (3x/year) plus individual progress monitoring by MTSS team.

Increased overall student performance in reading/math with fewer students needing intensive or strategic levels of intervention.

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

Districtwide Title 1 Summer School Staffing, Transportation, materials = \$15,600 (districtwide set aside)

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide professional development in the areas of effective instructional practices, structured literacy, data analysis and assessment, implementing interventions, federal programs, and family engagement. (Professional Development)	Professional Development	Provide professional development focused on early literacy/ structured literacy/ interventions for targeted staff.	07/03/2023 - 06/14/2024
Provide professional development in the areas of effective instructional practices, structured literacy, data analysis and assessment, implementing interventions, federal programs, and family engagement. (Professional Development)	Professional Development	Provide professional development focused on data analysis and/or family engagement as available.	07/03/2023 - 06/14/2024



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Structured Literacy- Phonics	Kindergarten teachers, interventionists, paraprofessionals	Structured literacy - phonics and phoneme instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys - classroom observations	07/11/2023 - 06/14/2024	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	Structured Literacy
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	
3c: Engaging Students in Learning	

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	K teachers, paras, interventionists, MTSS team members	Analysis of benchmark and progress monitoring data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Surveys, data analysis statements, intervention planning	08/24/2023 - 06/14/2024	Jeanette Black, Assistant to the Superintendent, Dr. Joseph Smorto, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
3d: Using Assessment in Instruction	
4a: Reflecting on Teaching	

Professional Development Step	Audience	Topics of Prof. Dev
Family Engagement	K Faculty/staff	Value and utility of working with families - SPAC skits

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Survey - participant responses	10/02/2023 - 06/14/2024	Jeanette Black, Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

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 PCPP	Email	Faculty/Staff	August 2023
Parent Discussion of Plan - Title 1 Parent Meeting	Title 1 schoolwide activities	Face-to-Face	Families	September 2023
