

CENTRAL EL SCH

555 W Mountain Ave

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Educate every child, to a very high level, in every classroom, every day. Central Elementary School's vision is to create a safe, positive culture that focuses on enhancing student achievement and wellness through a comprehensive and aligned curriculum.

STEERING COMMITTEE

Name	Position	Building/Group
Ann Neely	Title Coordinator, Elementary Programs Coordinator - Mathematics	Central Elementary/South Williamsport Area School District
Mark Stamm	Administrator: Schoolwide Plan	South Williamsport Area School District
Michele Loomis	Principal	Central Elementary/South Williamsport Area School District
Steve Shope	Board Member	School Board/South Williamsport Area School District
RaeAnn Pardoe	Elementary School Teacher - Regular Education: Schoolwide Plan	Central Elementary/South Williamsport Area School District
Jessica Seagraves	Parent: Schoolwide Plan	Central Elementary/South Williamsport Area School District
Kristin Bastian	Special Education Director/Specialist: Schoolwide Plan	South Williamsport Area School District
Sarah Ireland	Elementary School Teacher - Regular Education: Schoolwide Plan	Central Elementary/South Williamsport Area School District
Kim McLaughlin	Parent	Central Elementary/South Williamsport Area School District
Tambra Isenberg	Elementary School Teacher - Reading Interventionist	Central Elementary/South Williamsport Area School District

Name	Position	Building/Group
		District
Kelsey Shannon	School Counselor	Central Elementary/South Williamsport Area School District
Melanie Rojas	Education Specialist	Central Elementary/South Williamsport Area School District
Amber Meredith	Parent	Central Elementary/South Williamsport Area School District

ESTABLISHED PRIORITIES

Priority Statement

An advanced PBIS tiers system will be created, led by an advanced tiers team, which will be implemented throughout the building.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

Phonics instruction in all grade levels will be a focus of professional development and classroom instruction.

Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Improving Phonics Instruction

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

DIBELS

Focused professional development in the area of science based reading instruction will lead to the percentage of students at or above benchmark for the reading composite score increasing by 15% by the end of the fourth quarter in every grade level.

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

Materials/Resources/Supports Needed

95% Group Professional Development and Implementation	2021-08-30 - 2021-10-29	Michele Loomis/Principal	95% Group Phonics Boosters (Grades 1-3) paid for by local funds.
Module 7 LETRS Phonics Training	2022-02-21 - 2022-02-22	Michele Loomis/Principal	Title I Interventionist - Tambra Isenberg (paid with Title I funds) - to support staff use of training LETRS Module 7 Training Manuals paid for by local funds.
Analysis of Mid-Year DIBELS Benchmark Data	2022-01-10 - 2022-02-28	Michele Loomis/Principal	Title I Interventionist - Tambra Isenberg (paid with Title I funds) and DIBELS Mid-Year Benchmark Data and Analysis Forms

Anticipated Outcome

Improvement in Composite DIBELS End of Year Benchmark Scores of at least 15% in each grade level. 100% of Teachers of Grades 1-3 will have completed the 95% Phonics Boosters lessons by the end of October.

Monitoring/Evaluation

DIBELS End of Year Benchmark Composite Scores Collection of Student 95% Phonics Booster Notebooks

Evidence-based Strategy

PBIS Tier II

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS Advanced Tiers System	Central Elementary will work to develop an advanced PBIS tiers system with at least one element of each tier implemented by June of 2022, with small groups and CICO 100% established and being utilized by staff to improve student outcomes. Leadership will utilize SWIS Check-In/Check-Out data to consistently monitor fidelity of implementation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training of Tier II Team	2021-08-13 - 2021-09-23	Kelsey Shannon/School Counselor	Wisconsin PBIS Network Tracking Tools
Behavioral support specialist to work with students in advanced tiers, including tier II.	2021-08-30 - 2022-06-03	Staci Thiel/Justice Works	Behavioral support specialist (Title I funding used for Justice Works contract).
Creation of Tier II Manual	2021-08-13 - 2021-09-23	Kelsey Shannon/School Counselor	IU 17 PBIS Coordinator - Andrea Turner Central Columbia PBIS Advanced Tiers Manual

Anticipated Outcome

SWIS Data for Check-In/Check-Out will be completed by 100% of participating teachers. Tracking Tools will be used to determine efficacy of program. Small groups will be fully functional by mid year.

Monitoring/Evaluation

Manual will distributed to 100% of faculty/staff by end of October. SWIS CICO data will be 100% complete for all participating students.

Schedule for small group meetings will be turned in to office monthly by 100% participating staff.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Focused professional development in the area of science based reading instruction will lead to the percentage of students at or above benchmark for the reading composite score increasing by 15% by the end of the fourth quarter in every grade level. (DIBELS)	Improving Phonics Instruction	95% Group Professional Development and Implementation	08/30/2021 - 10/29/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Focused professional development in the area of science based reading instruction will lead to the percentage of students at or above benchmark for the reading composite score increasing by 15% by the end of the fourth quarter in every grade level. (DIBELS)	Improving Phonics Instruction	Module 7 LETRS Phonics Training	02/21/2022 - 02/22/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Central Elementary will work to develop an advanced PBIS tiers system with at least one element of each tier implemented by June of 2022, with small groups and CICO 100% established and being utilized by staff to improve student outcomes. Leadership will utilize SWIS Check-In/Check-Out data to consistently monitor fidelity of implementation. (PBIS Advanced Tiers System)	PBIS Tier II	Training of Tier II Team	08/13/2021 - 09/23/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Central Elementary will work to develop an advanced PBIS tiers system with at least one element of each tier implemented by June of 2022, with small groups and CICO 100% established and being utilized by staff to improve student outcomes. Leadership will utilize SWIS Check-In/Check-Out data to consistently monitor fidelity of implementation. (PBIS Advanced Tiers System)</p>	PBIS Tier II	Creation of Tier II Manual	08/13/2021 - 09/23/2021

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.

School Board Minutes or Affirmation Statement

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Michele Loomis

2022-03-11

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All Student Group exceeds performance standard and exceeds statewide 2030 goal for Percent Regular Attendance

All Student Group exceeds Standard Growth for Percent Proficient/Advanced in English Language Arts

All Student Group exceeds Standard Growth for Academic Growth in English Language Arts

All Student Group meets Interim Goal for Academic Growth in Mathematics/Algebra

From the 2017/2018 academic year to 2018/2019 academic year the number of Kindergarten students that scored at or above DIBELS benchmarks for NWF correct letter sounds increased from 66% to 74%.

The fourth grade Math MAP District Mean Achievement RIT score for Numbers and Operations spring 2021 was 212. compared to a grade level mean RIT of 210.5.

Fourth grade students in the all student group met the student performance goal.

Challenges

Economically Disadvantaged Students did not meet Interim Goal/Improvement Target for Percent Proficient/Advanced in Mathematics/Algebra

Students with Disability did not meet Interim Goal/Improvement Target for Percent Proficient/Advanced in Mathematics/Algebra

Students with Disability Group did not meet Interim Goal/Improvement Target for Percent Proficient/Advanced in ELA

Economically Disadvantaged Student Group did not meet Interim Goal/Improvement Target in ELA

For the 2018/2019 academic year to 2020/2021 academic year the first grade composite DIBELS benchmarks decreased from 58% to 41%.

For the 2018/2019 academic year to 2020/2021 academic year the second grade composite DIBELS benchmarks decreased from 75% to 58%.

For the 2018/2019 academic year to 2020/2021 academic year the third grade composite DIBELS benchmarks decreased from 72% to 56%.

Strengths

Fourth grade students in the economically disadvantaged group met the student performance goal.

Fourth grade students in the students with disability group met the student performance goal.

Implementation of a PBIS plan during 2017/2018 school year led to a decrease of 128 cafeteria referrals in 2018/2019 to 35 referrals in 2019/2020.

The total number of major ODRs from 2019/2020 was 167 and the 2020/2021 the total majors was 65.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Central's Tier I PBIS program was recognized by the state for student and teacher knowledge and implementation.

The Central Tier I PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to continue to increase fidelity of the program and plan for the development of advanced tiers.

Challenges

From the 2018/2019 academic year to 2020/2021 academic year the Kindergarten composite DIBELS benchmarks decreased from 81% to 76%.

The third grade Math MAP District Mean Achievement RIT score for spring of 2021 was 196 compared to a grade level mean RIT of 201.1.

The fourth grade Math MAP District Mean Achievement RIT score for spring 2021 was 207.4 compared to a grade level mean RIT of 210.5.

All Student Group did not meet standard for growth

Creating Tier II of PBIS in order to meet the needs of students whose needs are not being met through Tier I.

Creating Tier III of PBIS in order to meet the needs of students whose needs are not being met through Tiers I and II.

Align curricular materials and lesson plans to the PA Standards

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Challenges

Implement evidence-based strategies to engage families to support learning

The PBIS team recognizes the need to implement Tier II and Tier III supports and structures.

The recognition by staff of the function of the behavior of students that are frustrated by academic challenges.

Most Notable Observations/Patterns

As student social emotional needs have increased, finding evidence based strategies to support children is critical for success. Tiers II and III of PBIS will allow for further support within the school. Considering learning loss due to various barriers to learning during the pandemic students will need an increase in evidence based reading instruction. This instruction will take into consideration missing elements from prior years.

Challenges**Discussion Point****Priority for Planning**

Creating Tier II of PBIS in order to meet the needs of students whose needs are not being met through Tier I.

Tier I only works for 80% students typically so Tiers II and III are necessary to meet the needs of the other 20% of students.

For the 2018/2019 academic year to 2020/2021 academic year the first grade composite DIBELS benchmarks decreased from 58% to 41%.

For the 2018/2019 academic year to 2020/2021 academic year the second grade composite DIBELS benchmarks decreased from 75% to 58%.

For the 2018/2019 academic year to 2020/2021 academic year the third grade composite DIBELS benchmarks decreased from 72% to 56%.

From the 2018/2019 academic year to 2020/2021 academic year the Kindergarten composite DIBELS benchmarks decreased from 81% to 76%.

This decrease was due to less in person instruction time during hybrid and remote days.

ADDENDUM B: ACTION PLAN

Action Plan: Improving Phonics Instruction

Action Steps	Anticipated Start/Completion Date
95% Group Professional Development and Implementation	08/30/2021 - 10/29/2021

Monitoring/Evaluation	Anticipated Output
DIBELS End of Year Benchmark Composite Scores Collection of Student 95% Phonics Booster Notebooks	Improvement in Composite DIBELS End of Year Benchmark Scores of at least 15% in each grade level. 100% of Teachers of Grades 1-3 will have completed the 95% Phonics Boosters lessons by the end of October.

Material/Resources/Supports Needed	PD Step
95% Group Phonics Boosters (Grades 1-3) paid for by local funds.	yes

Action Steps**Anticipated Start/Completion Date**

Module 7 LETRS Phonics Training

02/21/2022 - 02/22/2022

Monitoring/Evaluation**Anticipated Output**DIBELS End of Year Benchmark Composite Scores
Collection of Student 95% Phonics Booster Notebooks

Improvement in Composite DIBELS End of Year Benchmark Scores of at least 15% in each grade level. 100% of Teachers of Grades 1-3 will have completed the 95% Phonics Boosters lessons by the end of October.

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

Title I Interventionist - Tandra Isenberg (paid with Title I funds) - to support staff use of training LETRS Module 7 Training Manuals paid for by local funds.

yes



Action Steps**Anticipated Start/Completion Date**

Analysis of Mid-Year DIBELS Benchmark Data

01/10/2022 - 02/28/2022

Monitoring/Evaluation**Anticipated Output**DIBELS End of Year Benchmark Composite Scores
Collection of Student 95% Phonics Booster Notebooks

Improvement in Composite DIBELS End of Year Benchmark Scores of at least 15% in each grade level. 100% of Teachers of Grades 1-3 will have completed the 95% Phonics Boosters lessons by the end of October.

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

Title I Interventionist - Tambra Isenberg (paid with Title I funds) and DIBELS Mid-Year Benchmark Data and Analysis Forms

no

Action Plan: PBIS Tier II

Action Steps**Anticipated Start/Completion Date**

Training of Tier II Team

08/13/2021 - 09/23/2021

Monitoring/Evaluation**Anticipated Output**

Manual will distributed to 100% of faculty/staff by end of October. SWIS CICO data will be 100% complete for all participating students. Schedule for small group meetings will be turned in to office monthly by 100% participating staff.

SWIS Data for Check-In/Check-Out will be completed by 100% of participating teachers. Tracking Tools will be used to determine efficacy of program. Small groups will be fully functional by mid year.

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

Wisconsin PBIS Network Tracking Tools

yes



Action Steps**Anticipated Start/Completion Date**

Behavioral support specialist to work with students in advanced tiers, including tier II.

08/30/2021 - 06/03/2022

Monitoring/Evaluation**Anticipated Output**

Manual will distributed to 100% of faculty/staff by end of October. SWIS CICO data will be 100% complete for all participating students. Schedule for small group meetings will be turned in to office monthly by 100% participating staff.

SWIS Data for Check-In/Check-Out will be completed by 100% of participating teachers. Tracking Tools will be used to determine efficacy of program. Small groups will be fully functional by mid year.

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

Behavioral support specialist (Title I funding used for Justice Works contract).

no



Action Steps**Anticipated Start/Completion Date**

Creation of Tier II Manual

08/13/2021 - 09/23/2021

Monitoring/Evaluation**Anticipated Output**

Manual will distributed to 100% of faculty/staff by end of October. SWIS CICO data will be 100% complete for all participating students. Schedule for small group meetings will be turned in to office monthly by 100% participating staff.

SWIS Data for Check-In/Check-Out will be completed by 100% of participating teachers. Tracking Tools will be used to determine efficacy of program. Small groups will be fully functional by mid year.

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

IU 17 PBIS Coordinator - Andrea Turner Central Columbia PBIS Advanced Tiers Manual

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Focused professional development in the area of science based reading instruction will lead to the percentage of students at or above benchmark for the reading composite score increasing by 15% by the end of the fourth quarter in every grade level. (DIBELS)	Improving Phonics Instruction	95% Group Professional Development and Implementation	08/30/2021 - 10/29/2021
	Improving Phonics Instruction	Module 7 LETRS Phonics Training	02/21/2022 - 02/22/2022
Central Elementary will work to develop an advanced PBIS tiers system with at least one element of each tier implemented by June of 2022, with small groups and CICO 100% established and being utilized by staff to improve student outcomes. Leadership will utilize SWIS Check-In/Check-Out data to consistently monitor fidelity of implementation. (PBIS Advanced Tiers System)	PBIS Tier II	Training of Tier II Team	08/13/2021 - 09/23/2021
Central Elementary will work to develop an advanced PBIS tiers system with at least one element of each tier implemented by June of 2022, with small groups and CICO 100% established and being utilized by staff to improve student outcomes. Leadership will utilize SWIS Check-In/Check-Out data to consistently monitor fidelity of implementation. (PBIS Advanced Tiers System)	PBIS Tier II	Creation of Tier II Manual	08/13/2021 - 09/23/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
95% Group Booster	Grades 1-3 Teaches	Phonics Remediation
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be expected to complete daily lessons from the 95% Group phonics bundles.	08/30/2021 - 10/29/2021	Michele Loomis/Principal
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students	

Professional Development Step	Audience	Topics of Prof. Dev
LETRS Module 7	All Central Elementary Regular and Special Education Teaching Staff	Phonics Instruction

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will be expected to use knowledge within classroom instruction regularly as demonstrated through grade level team plans.	02/21/2022 - 02/22/2022	Michele Loomis/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Tier II Team	Central Faculty - Sarabeth Ireland, Erin Yonkin, Jenna McWilliams, Michele Loomis, Staci Thiel, Kelsey Shannon	Creation and Implementation Planning of Tier II Interventions for Behavior

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Creation of Plan for Implementation of Tier II System of Support and Creation of Manual for Faculty/Staff	08/13/2021 - 10/29/2021	Kelsey Shannon/School Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

Trauma Informed Training (Act 18)

Professional Development Step

Audience

Topics of Prof. Dev

Tier II Manual

Central Faculty - Sarabeth Ireland, Erin Yonkin,
Jenna McWilliams, Michele Loomis, Staci Thiel,
Kelsey Shannon

Creation and Implementation Planning of
Tier II Interventions for Behavior

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Creation of Plan for Implementation of Tier II System of Support
and Creation of Manual for Faculty/Staff

08/13/2021 - 10/29/2021

Kelsey Shannon/School Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

Trauma Informed Training (Act 18)

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Communicate to Faculty and Staff	Schoolwide Goals Implementation Plan	Faculty Meeting	Faculty and Staff	August 26, 2021
