

Penn Cambria Intrmd Sch

TSI Title 1 School Plan | 2024 - 2025

Steering Committee

| Name | Position/Role | Building/Group/Organization |
|-----------------|---|----------------------------------|
| Joseph Smorto | Principal | PC Elementary Schools |
| Carrie Conrad | Director of Special Education | Penn Cambria School District |
| Amanda Mullen | Teacher | Penn Cambria Intermediate School |
| Kerry Nileski | Teacher | Penn Cambria Intermediate School |
| Ashlee Madison | Title 1 Reading Specialist/Instructional Coach/ Gifted Support | Penn Cambria Intermediate School |
| Jeanette Black | District Level Leaders | Penn Cambria School District |
| Katie Pyo | Parent | Penn Cambria Intermediate School |
| Tracie Griffith | Parent | Penn Cambria Intermediate Sch |
| Holly Calvetti | Community Member | Penn Cambria Intermediate School |
| April Wessel | Community Member | Penn Cambria Intermediate School |
| Jaime Hartline | Chief School Administrator | Penn Cambria School District |
| Jane Burkholder | Education Specialist | Penn Cambria School District |
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Analyzing (Strengths and Challenges)

Analyzing Challenges

| Analyzing Challenges | Discussion Points | Check for Priority |
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| Only 8.3% of students with disabilities and 47.5% of economically disadvantaged students achieved proficiency in ELA. | | False |
| While the overall proficiency percentages for math and ELA PSSA scores (2022-2023) exceeded the state average, 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 22-23 performance. | | False |
| 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. | | False |
| Implement evidence-based academic interventions and supports for struggling students. | | False |
| Improve practices to promote and support regular attendance. | | False |
| DIBELS data shows that there are still large numbers of students in need of "learning to read" instruction and interventions (including phonics work). In 4th grade, the percentage of students needing intensive support is 34%. | We need to continue to strengthen our "learning to read" instruction by following science of reading strategies and practices more closely. This includes explicit and systematic interventions. | False |
| Improving Tier 1 instruction in ELA remains a challenge during this critical bridge between learning to read and reading to learn. | | False |
| 2022-2023 data shows that only 8.33% of students with disabilities were proficient on state assessments. | Students with disabilities need appropriate accommodations and explicit interventions to help them develop a solid foundation in reading and math. | True |
| Only 54% of economically disadvantaged students met the standard for regular attendance. Only 68.4% of students with disabilities met the standard for regular attendance. NOTE: This data is based on the 21-22 | COVID protocols significantly impacted "attendance habits" of students and families. Families are struggling with school avoidance, community stress, | True |

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| school year which was significantly impacted by COVID quarantine and isolation absences. | and the impacts of COVID on mental health. | |
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Analyzing Strengths

| Analyzing Strengths | Discussion Points |
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| Student ELA scores show that comprehension is stronger than basic phonics/oral reading fluency. | Our core ELA instruction is providing students with appropriate comprehension skills. Therefore, we can leverage our resources to focus on improving phonics/reading fluency. |

Priority Challenges

| Analyzing Priority Challenges | Priority Statements |
|-------------------------------|--|
| | Implement an MTSS model to provide systematic interventions for struggling students including those who are economically disadvantaged and/or those with disabilities. Students need explicit instruction and interventions focused on the science of reading along with progress monitoring measure effectiveness of instruction and interventions to improve foundational literacy skills. |
| | Identify barriers to attendance and implement strategies and supports to encourage and promote regular school attendance. |

Goal Setting

Priority: Implement an MTSS model to provide systematic interventions for struggling students including those who are economically disadvantaged and/or those with disabilities. Students need explicit instruction and interventions focused on the science of reading along with progress monitoring measure effectiveness of instruction and interventions to improve foundational literacy skills.

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| Outcome Category | | | |
| Essential Practices 3: Provide Student-Centered Support Systems | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| 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 in order to increase the number of students demonstrating appropriate grade-level reading skills by 25%. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Interventions | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Administer the fall baseline assessment and identify students in need of intervention. | Continue to implement interventions and begin progress monitoring | Winter DIBELS benchmark will show a 10% increase in the number of students demonstrating grade level foundational reading skills (at core support level) | Increase the number of students who are performing at or above the core support level in DIBELS by 20% from the fall baseline. |

Priority: Identify barriers to attendance and implement strategies and supports to encourage and promote regular school attendance.

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| Outcome Category | | | |
| Regular Attendance | | | |
| Measurable Goal Statement (Smart Goal) | | | |
| Identify barriers to attendance and implement strategies and supports to encourage and promote regular attendance in order to decrease the number of students who are chronically absent in the 2024-2025 school year by 10%. | | | |
| Measurable Goal Nickname (35 Character Max) | | | |
| Attendance | | | |
| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Identify students who were chronically absent in the prior school year. | Less than 25% of students will have cumulative absences of greater than 7 days by the end of the first | Less than 25% of students will have cumulative absences of greater than 11 days by the end of the third | Less than 25% of students will have cumulative absences of greater than 17 days by the end of |

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|--|-----------|----------|-----------|
| | semester. | quarter. | the year. |
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Action Plan

Measurable Goals

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| Interventions | Attendance |
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Action Plan For: Evidence-Based Interventions

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| Measurable Goals: |
| <ul style="list-style-type: none"> 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 in order to increase the number of students demonstrating appropriate grade-level reading skills by 25%. |

| Action Step | | Anticipated Start/Completion Date | |
|--|------------------------------------|-----------------------------------|------------|
| Conduct DIBELS benchmark screener to gather data related to student basic literacy skills. | | 2024-08-22 | 2024-09-13 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Reading Specialist- Title 1 Interventionist | DIBELS benchmark materials | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Use MTSS process to analyze reading data, identify struggling students, and determine appropriate interventions based on student data. | | 2024-09-16 | 2024-10-11 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Dr. Joseph Smorto- Principal | Meeting time | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Implement evidenced-based interventions for struggling students. | | 2024-09-16 | 2025-05-28 |

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| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Dr. Joseph Smorto- Principal | Sonday system, Read Naturally, Sound Partners, Heggerty Bridge the Gap and other materials/supplies for interventions | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Progress monitor effectiveness of interventions for individual students. | | 2024-10-04 | 2025-05-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| MTSS team | DIBELS progress monitoring materials | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Professional Development focused on explicit instruction/Science of Reading | | 2024-08-22 | 2025-05-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Assistant to the Superintendent | PD materials | Yes | |

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| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Interventions provided for struggling students. 20% decrease in the number of students needing strategic or intensive support in reading from fall baseline to end of year baseline. | MTSS team and Federal Programs Coordinator- monitor progress monitoring and winter benchmark. Federal Programs Coordinator and Principal compile final evaluation from DIBELS spring benchmark. |

Action Plan For: Regular Attendance

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| Measurable Goals: |
| <ul style="list-style-type: none"> Identify barriers to attendance and implement strategies and supports to encourage and promote regular attendance in order to decrease the number of students who are chronically absent in the 2024-2025 school year by 10%. |

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| Action Step | Anticipated Start/Completion Date |
| Identify students at risk for chronic absenteeism based on 23-24 attendance data. | 2024-08-22 2024-09-13 |
| Lead Person/Position | Material/Resources/Supports Needed |
| Principal/Asst. Principal/ Social | 23-24 attendance data |
| | PD Step? |
| | No |

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|---|---|--|------------|
| Worker | | | |
| Action Step | | Anticipated Start/Completion Date | |
| Communicate with families to identify barriers to attendance. | | 2024-08-22 | 2024-09-30 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal/Asst. Principal/ Social Worker | Time and parent contact information | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Develop strategies and supports to encourage attendance based on identified barriers which may include the need for personal connections, frequent contact, school nursing services and more. | | 2024-09-16 | 2025-05-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Principal/Asst. Principal/ Social Worker | Attendance Works Potential mentors or staff to provide personal connections | No | |
| Action Step | | Anticipated Start/Completion Date | |
| Promote regular school attendance with the entire student body. | | 2024-08-22 | 2025-05-28 |
| Lead Person/Position | Material/Resources/Supports Needed | PD Step? | |
| Guidance Counselor | Attendance Works strategies (ex: bulletin boards, announcements) | No | |

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| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
| Composite attendance data regularly shared with staff. At least 75% of students will regularly attend school (miss less than 10% of possible days). | Principal/Assistant Principal/Social Worker will regularly review attendance data for individual students. Principal and Federal Programs Coordinator will review composite attendance data each quarter. FOCUS attendance reports will be used as the primary source of attendance data (student information system). |

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 | <ul style="list-style-type: none">Evidence-Based Interventions | Title 1 Reading specialist and Title 1 interventionist (split time positions) - SALARY PLUS BENEFITS | 141814 |
| Instruction | <ul style="list-style-type: none">Evidence-Based Interventions | Intervention materials and supplies | 1400 |
| | | | |
| | | | |
| Total Expenditures | | | 143214 |

Professional Development

Professional Development Action Steps

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|--------------------------------|---|
| Evidence-based Strategy | Action Steps |
| Evidence-Based Interventions | Professional Development focused on explicit instruction/Science of Reading |

Science of Reading

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|---|--------------------------|-------------------------------|
| Action Step | | |
| <ul style="list-style-type: none"> Professional Development focused on explicit instruction/Science of Reading | | |
| Audience | | |
| All classroom teachers | | |
| Topics to be Included | | |
| Science of Reading - explicit instruction strategies | | |
| Evidence of Learning | | |
| Surveys- implementation of science of reading practices in the classroom | | |
| Lead Person/Position | Anticipated Start | Anticipated Completion |
| Assistant to the Superintendent | 2024-08-22 | 2025-05-28 |

Learning Format

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|---|------------------|
| Type of Activities | Frequency |
| Collaborative curriculum development | Quarterly |
| Observation and Practice Framework Met in this Plan | |
| <ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction | |
| This Step Meets the Requirements of State Required Trainings | |
| Structured Literacy | |

Approvals & Signatures

| Uploaded Files |
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| <ul style="list-style-type: none">PCSD_TSI.pdf |

| Chief School Administrator | Date |
|--|------------|
| Jaime Hartline | 2024-08-07 |
| Building Principal Signature | Date |
| Joseph Smorto | 0024-08-07 |
| School Improvement Facilitator Signature | Date |
| Jeanette Black | 2024-08-06 |