

Penn Cambria Pre-Primary

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Penn Cambria Pre-Primary		108116003
Address 1		
205 6th St		
Address 2		
City	State	Zip Code
Cresson	PA	16630
Chief School Administrator		Chief School Administrator Email
Jaime Hartline		hartlijj@pcam.org
Principal Name		
Joseph Smorto		
Principal Email		
smortojn@pcam.org		
Principal Phone Number		Principal Extension
8148868121		4149
School Improvement Facilitator Name		School Improvement Facilitator Email
Jeanette Black		blackjl@pcam.org

Steering Committee

Name	Position/Role	Building/Group/Organization
Jeanette Black	District Level Leaders	Penn Cambria School District
Joseph Smorto	Principal	Penn Cambria School District
Carrie Conrad	Special Education Director	Penn Cambria School District
Abby Bono	Community Member	Penn Cambria Pre-Primary
Julie Gummo	Teacher	Penn Cambria Pre-Primary
Katie Pyo	Parent	Penn Cambria Pre-Primary
Mary Fleck	Parent	Penn Cambria Pre-Primary
Kevin Fleck	Parent	Penn Cambria Pre-Primary
Jane Burkholder	Education Specialist	Penn Cambria School District
April Wessel	Community Member	Penn Cambria Pre-Primary
Jaime Hartline	Chief School Administrator	Penn Cambria School District

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Only 50.5% of students had regular attendance (FRPI shows 21-22 data) which is far below performance standards.	The transition to kindergarten is often difficult and we need to enhance transition efforts to ensure students and families are ready for kindergarten and have made personal connections.	True
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.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
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 that student.	Now that we have effective interventions, we need to streamline and systematize our programs to operate as efficiently as possible.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Implement strategies and supports to encourage and promote regular school attendance including supporting the often difficult transition into kindergarten.
	Implement an MTSS model to provide systematic interventions for struggling students.

Goal Setting

Priority: Implement an MTSS model to provide systematic interventions for struggling students.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Implement a MTSS system of interventions including a team approach for identification, assessment, evidence-based interventions, progress monitoring and adjusting interventions as appropriate in order to increase the number of students demonstrating grade-level reading skills by 25%			
Measurable Goal Nickname (35 Character Max)			
MTSS Interventions			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Administer fall baseline assessment and identify students in need of intervention. Begin interventions.	Continue to implement interventions and progress monitor.	Winter DIBELS benchmark will show an increase of 10% in the number of students demonstrating grade level reading skills.	Increase the number of students who are performing at or above the core support level in DIBELS by 25% from the fall baseline.

Priority: Implement strategies and supports to encourage and promote regular school attendance including supporting the often difficult transition into kindergarten.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Implement strategies and supports to encourage and promote regular attendance in order to increase the number of students who are chronically absent in the 2024-2025 school year to reach 75%			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Less than 25% of students will have cumulative absences greater than 4 days by the end of the first quarter.	Less than 25% of students will have cumulative absences greater than 9 days by the end of the second quarter.	Less than 25% of students will have cumulative absences greater than 11 days by the end of the third quarter.	Less than 25% of students will have cumulative absences greater than 17 days by the end of the fourth quarter.

Action Plan

Measurable Goals

MTSS Interventions	Attendance
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Action Plan For: Evidence-Based Interventions

Measurable Goals:
<ul style="list-style-type: none"> Implement a MTSS system of interventions including a team approach for identification, assessment, evidence-based interventions, progress monitoring and adjusting interventions as appropriate in order to increase the number of students demonstrating grade-level reading skills by 25%

Action Step		Anticipated Start/Completion Date	
Conduct DIBELS benchmark screener to gather data		2024-08-22	2024-09-13
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist	DIBELS benchmark materials	No	
Action Step		Anticipated Start/Completion Date	
Use MTSS process to analyze data, identify struggling students, and determine appropriate interventions		2024-09-16	2024-10-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal	MTSS meeting time, data from benchmarks	No	
Action Step		Anticipated Start/Completion Date	
Implement evidence-based interventions for struggling students.		2024-09-16	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal-Reading Specialist	Sonday/ Sound Partners/Stepping Stones to Literacy / Heggerty and other intervention supplies - split time reading specialist and paraeducators to provide 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	Progress monitoring data	No	
Action Step		Anticipated Start/Completion Date	
Professional development focused on explicit instruction and Science of Reading		2024-08-21	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Assistant to the Superintendent	PD materials	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A 25% decrease in the number of students in need of strategic or intensive support by the end of kindergarten compared to fall baseline.	MTSS team and Federal Programs Coordinator - progress monitoring and winter benchmark data review quarterly.

Action Plan For: Regular Attendance

Measurable Goals:
<ul style="list-style-type: none"> Implement strategies and supports to encourage and promote regular attendance in order to increase the number of students who are chronically absent in the 2024-2025 school year to reach 75%

Action Step		Anticipated Start/Completion Date	
Host small group Kindercamp transition activities in August before school begins to provide support and make connections with families and children.		2025-08-04	2025-08-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal	Extra duty wages and benefits for staff to work outside contracted work day/year. Basic supplies for kindercamp activities.	No	
Action Step		Anticipated Start/Completion Date	
Communicate with families when students accumulate absences in excess of 5% of school days to identify		2024-08-22	2025-05-28

barriers and offer support for attendance.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Elementary Principal and Social Worker	Attendance data- time	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, bulletin boards, announcements	No	

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

Expenditure Tables

Schoolwide Title 1 Funding Allocation

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> Evidence-Based Interventions 	Split time reading specialist - salary plus benefits	35667
Instruction	<ul style="list-style-type: none"> Evidence-Based Interventions 	Split time paraeducator to provide interventions under direction of reading specialist- salary plus benefits	6700
Instruction	<ul style="list-style-type: none"> Regular Attendance 	Kindercamp transition activities - extra duty wages and benefits for time outside contracted work year	1700
Instruction	<ul style="list-style-type: none"> Evidence-Based Interventions 	Intervention materials and supplies	900
Total Expenditures			44967

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evidence-Based Interventions	Professional development focused on explicit instruction and Science of Reading

Structured Literacy/Science of Reading

Action Step		
<ul style="list-style-type: none"> Professional development focused on explicit instruction and Science of Reading 		
Audience		
Classroom teachers and interventionists		
Topics to be Included		
Science of Reading- early literacy skills - explicit instruction		
Evidence of Learning		
Surveys- evidence of implementation in the classroom		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-21	2025-05-28

Learning Format

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

Approvals & Signatures

Uploaded Files

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