

Penn Cambria Primary Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Penn Cambria Primary Sch		108116003
Address 1		
400 Main St		
Address 2		
City	State	Zip Code
Lilly	PA	15938
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
Joseph Smorto	Principal	PC Primary
Carrie Conrad	Director of Special Education	Penn Cambria School District
Jeanette Black	District Level Leaders	Penn Cambria School District
April Wessel	Teacher	PC Primary
Amanda Mullen	Teacher	PC Primary
LeeAnn Harvey	Teacher	PC Primary
Jaime Hartline	Chief School Administrator	Penn Cambria School District
Jane Burkholder	Education Specialist	Penn Cambria School District
Holly Calvetti	Community Member	PC Primary
Tracie Griffith	Parent	PC Primary

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
33.5% of all students were chronically absent in the 21-22 school year	Regular attendance remains a challenge after COVID protocols significantly impacted "attendance habits" of students and families.	True
Improving systematic interventions and regularly progress monitoring to determine which interventions are working for which students.	A systematic intervention process, relying heavily on student data (benchmark and progress monitoring) and using evidence-based systematic intervention programs will allow us to more effectively support struggling learners.	True
2nd Grade DIBELS - 46% of students show need for continued support in all early reading indicators, including letter sources, word reading, fluency and comprehension.		False
1st Grade DIBELS - 30% of students show a need for continued support in early reading indicators.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
1st Grade DIBELS - 70% of first grade students were at core level in spring 2024 based on composite DIBELS score compared to only 31% at the start of first grade.	We have identified effective intervention programs, leveraged staff to provide those interventions, implemented Heggerty as a phonics supplement and added Lexia Core5 to make center time during guided reading more powerful.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Identify barriers to attendance and implement strategies and supports to encourage and promote regular school attendance.
	Implement systematic literacy interventions for struggling students based on data using an MTSS model.

Goal Setting

Priority: Implement systematic literacy interventions for struggling students based on data using an MTSS model.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Implement systematic interventions (literacy) for struggling students which includes use of data to identify need, selection of appropriate 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 data will show a 10% increase in the number of students demonstrating grade level foundational reading skills (at core support level).	Increase in the number of students who are performing at or above core support level in DIBELS by 25%.

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

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
Less than 25% of students will have cumulative absences	Less than 25% of students will have cumulative absences	Less than 25% of students will have cumulative absences	Less than 25% of students will have cumulative absences of

greater than 4 days by the end of the first quarter.	greater than 7 days by the end of the second quarter.	greater than 11 days by the end of the third quarter.	greater than 17 days by the end of the fourth quarter.
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Action Plan

Measurable Goals

Interventions	Attendance
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Action Plan For: Evidence-Based Interventions

Measurable Goals:
<ul style="list-style-type: none"> Implement systematic interventions (literacy) for struggling students which includes use of data to identify need, selection of appropriate 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.		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 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?	
Elementary Principal	Meeting time and completed DIBELS and classroom data	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	Sonday system, Read Naturally, Sound Partners, Heggerty and other intervention supplies plus Reading Specialist and split-time paraeducator providing scripted 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		2024-08-21	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)
Interventions provided for struggling students will help produce a 25% decrease in the number of students needing strategic or intensive support in reading from the fall baseline to the end of year benchmark.	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

Measurable Goals:

- 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%.

Action Step		Anticipated Start/Completion Date	
Communicate with families to identify barrier to attendance		2024-08-22	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant Principal, Social Worker	Attendance reports, time and parent contact information	No	
Action Step		Anticipated Start/Completion Date	
Develop individual strategies and supports to encourage regular attendance		2024-09-16	2025-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, Assistant 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 - Bulletin boards, announcements	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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 (SIS) attendance reports will be used as the primary source of 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 	Reading Specialist (full time) to coordinate and provide interventions- SALARY PLUS BENEFITS	110442
Instruction	<ul style="list-style-type: none"> Evidence-Based Interventions 	Split-time paraeducator to provide scripted interventions as directed by reading specialist- SALARY PLUS BENEFITS	8180
Instruction	<ul style="list-style-type: none"> Evidence-Based Interventions 	Intervention materials and supplies	1400
Total Expenditures			120022

Professional Development

Professional Development Action Steps

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

Structured Literacy/Science of Reading

Action Step		
<ul style="list-style-type: none"> Professional development focused on explicit instruction/ Science of Reading 		
Audience		
Classroom teachers and interventionists		
Topics to be Included		
Phonics- explicit instruction strategies- Science of Reading		
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

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

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