



## Profile and Plan Essentials

<b>School</b>	AUN/Branch	
Central Elementary School	117416103	
<b>Address 1</b>		
555 West Mountain Avenue		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
South Williamsport	Pennsylvania	17702
<b>Chief School Administrator</b>	<b>Chief School Administrator Email</b>	
Dr. Eric Briggs	ebriggs@swasd.org	
<b>Principal Name</b>		
Ms. Dyan Hulslander		
<b>Principal Email</b>		
dhulslander@swasd.org		
<b>Principal Phone Number</b>	<b>Principal Extension</b>	
570-323-3694	4499	
<b>School Improvement Facilitator Name</b>	<b>School Improvement Facilitator Email</b>	
Eric Briggs	ebriggs@swasd.org	

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eric Briggs	Administrator: Schoolwide Plan	South Williamsport Area School District	ebriggs@swasd.org
Dyan Hulslander	Building Principal: Schoolwide Plan	Central Elementary/South Williamsport Area School District	dhulslander@swasd.org
Kristin Bastian	Special Education Director/Specialist: Schoolwide Plan	South Williamsport Area School District	kbastian@swasd.org
Sarah Ireland	Elementary School Teacher - Regular Education: Schoolwide Plan	Central Elementary/South Williamsport Area School District	sireland@swasd.org
Melanie Rojas	Education Specialist	Central Elementary/South Williamsport Area School District	mrojas@swasd.org
Jodi Nolan	Parent	Central Elementary/South Williamsport Area School District	jnolan@swasd.org
Alisia Hertwig	Parent	Central Elementary/South Williamsport Area School District	e.m.hertwig@outlook.com
Staci Thiel	Other	JusticeWorks	sthiel@justiceworksyouthcare.org
Diane Cramer	Community Member	Central Elementary/South Williamsport Area School District	dcramer@swasd.org
Josh Hertwig	Parent	Central Elementary/South Williamsport Area School District	jrht41@yahoo.com

## **Vision for Learning**

### **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.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Academic Growth Expectations in Mathematics	Met or exceeded the statewide goal and increased performance from previous year.
Academic Growth - ELA	All Student Group meets the standard demonstrating growth for ELA
Grade 2 Reading	81% of the students met the benchmark for reading readiness based on Acadience Data

### Challenges

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in ELA	Not meeting statewide target
ELA Economically Disadvantaged and Students with Disabilities	Not meeting statewide target
All Student Group Attendance	Not meeting percentage standard
Math Economically Disadvantaged and Students with Disabilities	Not meeting interim goal target

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

Indicator	Comments/Notable Observations
Math Economically Disadvantaged <b>ESSA Student Subgroups</b> Economically Disadvantaged	Percentage toward goal increased
<b>Indicator</b> Academic Growth - ELA <b>ESSA Student Subgroups</b> African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities	<b>Comments/Notable Observations</b> All Student Group meets the standard demonstrating growth for ELA

**Challenges**

<p><b>Indicator</b>          ELA Economically Disadvantaged and Students with Disabilities  <b>ESSA Student Subgroups</b>          Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA</p>
<p><b>Indicator</b>          Math Economically Disadvantaged and Students with Disabilities  <b>ESSA Student Subgroups</b>          Economically Disadvantaged, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math</p>
<p><b>Indicator</b>          All Student Group Attendance  <b>ESSA Student Subgroups</b>          African-American/Black, American Indian or Alaskan Native, Asian (not Hispanic), Hawaiian Native/Pacific Islander, Hispanic, Multi-Racial (not Hispanic), White, Economically Disadvantaged, English Learners, Students with Disabilities</p>	<p><b>Comments/Notable Observations</b>          Not meeting percentage standard</p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>The percentage of students meeting the goal within the economically disadvantaged subgroup for math increased from the prior year.</p>
<p>All Student Group meets the standard demonstrating growth for ELA</p>

**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>The All Student group did not meet the standard for attendance.</p>
<p>Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math</p>
<p>Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA</p>

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience	Benchmark Assessments

### English Language Arts Summary

#### Strengths

From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 2nd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 66 (79%) to 70 (81%)
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 3rd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 56 (76%) to 57 (77%)

#### Challenges

From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)
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### Mathematics

Data	Comments/Notable Observations
NWEA MAP Assessments	MAP Growth Assessments

### Mathematics Summary

#### Strengths

53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3
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#### Challenges

29% (24) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 4
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
ESSA Report Card	Growth and performance goals were not met.

## Science, Technology, and Engineering Education Summary

### Strengths

81% (72) students scored proficient or advanced in the 2024 4th grade PSSA science test. Only 77.3% scored proficient or advanced on the 2023 PSSA science assessment
In the all student group for the Science PSSA, 31.5% scored advanced.
4th grade PSSA science economically disadvantaged subgroup scores improved from 2022 to 2023.

### Challenges

19% (17) students were basic or below basic in the 2024 Spring 4th grade PSSA science test
The All Student Group did not meet the target for growth in science.



## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark	School Counselor Lesson Plans and Student Files

### Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

True Arts and Humanities Omit

### Environment and Ecology

True Environment and Ecology Omit

### Family and Consumer Sciences

True Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
SWIS/PBIS Data	There were 605 minor and major ODR referrals for the 2023-2024 school year.
SWIS/PBIS Data	The most frequent time for referrals was at 12:30 PM (lunch) and 2:00 PM (specials)
SWIS/PBIS Data	Minor Disruption was the leading behavioral issues in the 2023-2024 school year occurring 115 times. Physical aggression was the second leading behavior with 97 referrals

### Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

### Summary

#### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The referral rate at Central Elementary fell between the 50% - 75% when compared nationally to schools who implement the SWISS with PBIS. October, February, March, and April were the 4 highest referral rate months in the school year for 2023-2024. Physical Aggression was the second leading behavioral issue at Central for the 2023-2024 school year.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

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

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

Adjusting Tier I of PBIS to be more responsive to the needs of all students.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Future Ready Index	Attendance Data
Future Ready Index	Achievement Data

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

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.

The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.

The Central Tier I PBIS team met this summer with IU and PaTTAN staff to update our Tier I system to create more consistency.

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### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

The PBIS team recognizes the need to adjust Tier I to serve the needs of more students.

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

The recognition by staff of the effects of trauma on the behavior of students.

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## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous Improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

### Summary

#### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify professional learning needs through analysis of a variety of data.
Implement an evidence-based system of schoolwide positive behavior interventions and supports
Align curricular materials and lesson plans to the PA Standards
Collectively shape the vision for continuous improvement of teaching and learning

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Implement evidence-based strategies to engage families to support learning.

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The percentage of students meeting the goal within the economically disadvantaged subgroup for math increased from the prior year.	False
All Student Group meets the standard demonstrating growth for ELA	False
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 2nd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 66 (79%) to 70 (81%)	False
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 3rd grade students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 56 (76%) to 57 (77%)	False
81% (72) students scored proficient or advanced in the 2024 4th grade PSSA science test. Only 77.3% scored proficient or advanced on the 2023 PSSA science assessment	False
53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3	True
The referral rate at Central Elementary fell between the 50% - 75% when compared nationally to schools who implement the SWISS with PBIS.	False
Identify professional learning needs through analysis of a variety of data.	False
Physical Aggression was the second leading behavioral issue at Central for the 2023-2024 school year.	False
Align curricular materials and lesson plans to the PA Standards	True
Implement an evidence-based system of schoolwide positive behavior interventions and supports	False
In the all student group for the Science PSSA, 31.5% scored advanced.	False
The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.	True
October, February, March, and April were the 4 highest referral rate months in the school year for 2023-2024.	False
The Central Tier I PBIS team met this summer with IU and PaTTAN staff to update our Tier I system to create more consistency.	False
4th grade PSSA science economically disadvantaged subgroup scores improved from 2022 to 2023.	False
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.	False
Collectively shape the vision for continuous improvement of teaching and learning	False

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
The All Student group did not meet the standard for attendance.	True
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in Math	False
Economically Disadvantaged Student and Students with Disabilities Groups did not meet Interim Goal/Improvement Target in ELA	False
29% (24) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 4	False
19% (17) students were basic or below basic in the 2024 Spring 4th grade PSSA science test	False
The PBIS team recognizes the need to adjust Tier I to serve the needs of more students.	False
Further developing Tier III of PBIS in order to meet the needs of students whose needs are not being met through Tiers I and II.	False
Further developing Tier II of PBIS in order to meet the needs of students whose needs are not being met through Tier I.	False
Adjusting Tier I of PBIS to be more responsive to the needs of all students.	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)	True
The recognition by staff of the effects of trauma on the behavior of students.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
The recognition by staff of the function of the behavior of students that are frustrated by academic challenges.	False
	False
The All Student Group did not meet the target for growth in science.	False
Implement evidence-based strategies to engage families to support learning.	False
	False

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

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 and math instruction. This instruction will take into consideration missing elements from prior years while also keeping students in appropriate current grade level content.





## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The All Student group did not meet the standard for attendance.	Post-COVID attendance rates have dropped.	True
Adjusting Tier I of PBIS to be more responsive to the needs of all students.	Behaviors of students have increased over the last year. Our SWIS data reflects more ODRs in almost every category and location.	True
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of 1st grade students that scored at or above Acadience benchmarks for the Reading Composite Score decreased from 53 (65%) to 47 (55%)	Last year was the first year in a new curriculum, which can lead to a drop in scores.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
From the start of the 2023/2024 academic year to the end of the 2023/2024 academic year the number of Kindergarten students that scored at or above Acadience benchmarks for the Reading Composite Score increased from 48 (58%) to 53 (65%)	The use of a standards aligned curriculum in first grade allows teachers in second grade to build an already strong foundation.
The Advanced Tiers PBIS team, consisting of teachers, school counselor, behavior specialist, and building administration meet bi-weekly in order to implement supports for students for whom Tier I supports are not effective.	When behavior is consistent academic content is more easily accessible for students.
53% (39) students were proficient or advanced in the NWEA math assessment in the Spring of 2024 in grade 3	We will leverage this strength in Measurement and Data when connecting content areas in fourth grade instruction. Grade level coherence will be prioritized when planning.
Align curricular materials and lesson plans to the PA Standards	Programs that are aligned to PA standards are now in place for grades K-4 for all content areas.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Attendance, especially for the students with disabilities group, must improve to improve achievement.
	Tier I team will be meeting continuously with the PaTTAN and IU representatives to improve fidelity and PBIS program.
	Although the pandemic resulted in sporadic educational experiences in the primary years of literacy instruction, a standards aligned curriculum pilot in first grade lessened the impact on that group of students. This curriculum will be in place for a second year, and an emphasis on intervention for those students who need it will be put in an MTSS system.



## Goal Setting

Priority: Tier I team will be meeting continuously with the PaTTAN and IU representatives to improve fidelity and PBIS program.

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
The Central Tier One PBIS Team will review and revise the PBIS program at Central Elementary by the beginning of the 2023/2024 school year in order to lessen the number of ODRs in the classrooms by 10% from the 2023/2024 school year to the 2024/2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PBIS Tier One Classroom Data			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
The number of ODR's for the first quarter for Central elementary will decrease by 15% from 184 (2023-2024) to 157(2024-2025)	The number of ODR's for the second quarter for Central elementary will decrease by 15% from 294 (2023-2024) to 251(2024-2025)	The number of ODR's for the third quarter for Central elementary will decrease by 15% from 489 (2023-2024) to 417(2024-2025)	The number of ODR's for the third quarter for Central elementary will decrease by 15% from 605 (2023-2024) to 515(2024-2025)

Priority: Attendance, especially for the students with disabilities group, must improve to improve achievement.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
Attendance for all student group will increase by 10% from 85% to 93.5% by the end of the 2024/2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
All Student Attendance Goal			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
The number of chronically absent students will be less than 15% of the students in grade K-4th.	The number of chronically absent students will be less than 13% of the students in grade K-4th.	The number of chronically absent students will be less than 11% of the students in grade K-4th.	The number of chronically absent students will be less than 8% of the students in grade K-4th.

Priority: Although the pandemic resulted in sporadic educational experiences in the primary years of literacy instruction, a standards aligned curriculum pilot in first grade lessened the impact on that group of students. This curriculum will be in place for a second year, and an emphasis on intervention for those students who need it will be put in an MTSS system.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
80% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.			

**Measurable Goal Nickname (35 Character Max)**

Acadience K and 1

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
50% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	60% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	70% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.	80% of the students in Kindergarten and Grade 1 will be able to score at or above benchmark for Reading Composite scores by the End of Year Acadience assessment.

**Outcome Category**

English Language Arts

**Measurable Goal Statement (Smart Goal)**

By implementing the explicit and systematic literacy curriculum of Amplify CKLA in grades K-1 students will be able to meet or exceed the benchmark for Reading Composite Scores by the End of Year (EOY) benchmark for the 2023/2024 school year. Student achievement data will show 80% or more of K-1 grade students at or above benchmark.

**Measurable Goal Nickname (35 Character Max)**

K-2 Grade Literacy Instruction - ELA Student Goal

<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>

## Action Plan

### Measurable Goals

Acadience K and 1	PBIS Tier One Classroom Data
All Student Attendance Goal	K-2 Grade Literacy Instruction - ELA Student Goal

### Action Plan For: CKLA Curriculum

#### Measurable Goals:

- By implementing the explicit and systematic literacy curriculum of Amplify CKLA in grades K-1 students will be able to meet or exceed the benchmark for Reading Composite Scores by the End of Year (EOY) benchmark for the 2023/2024 school year. Student achievement data will show 80% or more of K-1 grade students at or above benchmark.

Action Step	Anticipated Start/Completion Date
Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.	2024-09-03
<b>Lead Person/Position</b>	<b>PD Step?</b>
Ms. Dyan Huislander	Yes
<b>Material/Resources/Supports Needed</b>	
Curriculum, Haggerty Resources, ECR!	

#### Anticipated Output

PSSA Scores, Acadience Scores

#### Monitoring/Evaluation (People, Frequency, and Method)

Title Support, Benchmark Assessments

### Action Plan For: Review and Analyze PBIS Data with Tier I and Tier II

#### Measurable Goals:

- The Central Tier One PBIS Team will review and revise the PBIS program at Central Elementary by the beginning of the 2023/2024 school year in order to lessen the number of ODRs in the classrooms by 10% from the 2023/2024 school year to the 2024/2025 school year.

Action Step	Anticipated Start/Completion Date
Tier I and Tier II PBIS Teams will meet bi-weekly to review data and provide support to staff with the support of PATTAN	2024-09-03
<b>Lead Person/Position</b>	<b>PD Step?</b>
Dyan Huislander	Yes
<b>Material/Resources/Supports Needed</b>	
Professional Learning from PATTAN	

#### Anticipated Output

SWIS Data monitoring behavior of students and classes at Central Elementary

#### Monitoring/Evaluation (People, Frequency, and Method)

Bi-Weekly by Tier I and Tier II Teams

### Action Plan For: Annual Attendance

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>Attendance for all student group will increase by 10% from 85% to 93.5% by the end of the 2024/2025 school year.</li> </ul>	

Action Step	Anticipated Start/Completion Date
Staff will create Act 13 goals to align with strategies to support student attendance in school	2024-09-03
<b>Lead Person/Position</b>	<b>PD Step?</b>
Dyan Huislander	No
<b>Material/Resources/Supports Needed</b>	
Act 13 goals	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved attendance across all grade levels.	Quarterly/Principal

## 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"> <li>• CKLA Curriculum</li> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Title I Reading Interventionist	93959
Instruction	<ul style="list-style-type: none"> <li>• CKLA Curriculum</li> </ul>	Title I Reading Paraprofessionals	47998
Instruction	<ul style="list-style-type: none"> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Title I Behavioral Analysts	110002
Instruction	<ul style="list-style-type: none"> <li>• CKLA Curriculum</li> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Title I Supplies	4774
Other Expenditures	<ul style="list-style-type: none"> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Family Engagement Stipend	4500
Other Expenditures	<ul style="list-style-type: none"> <li>• CKLA Curriculum</li> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> </ul>	Conference	1500



Other Expenditures	<ul style="list-style-type: none"> <li>• Annual Attendance</li> <li>• CKLA Curriculum</li> <li>• Review and Analyze PBIS Data with Tier I and Tier II</li> <li>• Annual Attendance</li> </ul>	Family Engagement	4274	
Total Expenditures				267007

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
CKLA Curriculum	Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.
Review and Analyze PBIS Data with Tier I and Tier II	Tier I and Tier II PBIS Teams will meet bi-weekly to review data and provide support to staff with the support of PATTAN

### Teachers will participate in a writing professional learning opportunity from BLAST IU #17 staff

Action Step	Anticipated Start	Anticipated Completion
<ul style="list-style-type: none"> <li>Staff will implement with fidelity the CKLA curriculum across all grade levels and complete professional learning in writing.</li> </ul>	2024-09-03	2025-06-11
<b>Audience</b>		
K-5th staff		
<b>Topics to be Included</b>		
Writing		
<b>Evidence of Learning</b>		
Outcomes on student report cards, PSSA and Benchmark Assessments		
<b>Lead Person/Position</b>		
Dyan Hulslander		

### Learning Format

Type of Activities	Frequency
Inservice day	Twice
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>2b: Establishing a Culture for Learning</li> <li>1e: Designing Coherent Instruction</li> <li>3d: Using Assessment in Instruction</li> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	



# Approvals & Signatures

## Uploaded Files

Chief School Administrator		Date
<i>CSA</i>		8/19/2024
Building Principal Signature		Date
<i>Drew E. Frame</i>		8/21/2024
School Improvement Facilitator Signature		Date
<i>CSA</i>		8/19/2024

# South Williamsport Area School District

555 W Mountain Ave, South Williamsport, PA 17702

## Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **South Williamsport Area School District** reviewed and approved the plan(s) at the following Board Meeting, held on **8/19/2024**. The plan(s) was (were) approved by a vote of \_\_\_\_\_ (yes) and \_\_\_\_\_ (no).

Plan(s) Approved at School Board Meeting:

*Place a check in the box next to the board approved plan(s).*

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances\* (Chapter 16)

School Plan(s)

Affirmed on this 19 day of August, 2024

By:  \_\_\_\_\_ (Signature of Board President)

Todd J. Engel \_\_\_\_\_ (Print Name)

South Williamsport Area School District Board of Education

<u>School Name</u>	<u>Plan Type</u>
Central Elementary School	TSI – Title I

**Plan Types:**

- Non-Designated – non – Title I
- Schoolwide Title I
- CSI
- ATSI – Title I
- ATSI – non – Title I
- TSI – Title I
- TSI – non – Title I

**Note: Blanks for Approved On, Name of School Entity, date, yes and no should be completed either digitally or handwritten. Signature, Print Name and Board of Education are hard copy required (Board President must actually sign and complete).**

**Replace the following text in the header: LEA Name, Address, School Logo/Icon placeholder image.**

**Delete this notes section (red text) before printing and uploading.**