

**NEW BLOOMFIELD EL SCH**

300 West High St

Schoolwide Title 1 School Plan | 2023 - 2024

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Kristi Coble	Principal	New Bloomfield Elementary	kcoble@westperry.org
Angie Harrison	4th grade teacher	New Bloomfield Elementary	aharrison@westperry.org
Kathy Sweigart	Title I teacher	New Bloomfield Elementary	ksweigart@westperry.org
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Jeff Kuhns	Chief School Administrator	West Perry School District	jkuhns@westperry.org

Vision for Learning

New Bloomfield Elementary School prepares students dedicated to building positive relationships, maintaining high character, and achieving academic success.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
84% of kindergarten students met end-of-year oral blending and oral segmenting goals	Yes
79% of kindergarten students met end-of-year reading level goal	Yes
Economically disadvantaged families are providing information to allow the district to apply for grants to help support the community.	No
The majority of 4th graders are proficient or above when assessed using science standards	No
Regular Attendance - Students with Disabilities	Yes
English Language Arts/Literature - All Student Group - Academic Growth Expectations	Yes
Mathematics/Algebra - All Student Group - Academic Growth Expectations	No
Math interventions provided to students by math interventionist for fact fluency and individualized due to teacher input.	No
Consistent lessons completed by the School Counselor related to Career Readiness with the end result of 100% of students meeting the expectation for the Career Standards Benchmark.	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	Yes
Collectively shape the vision for continuous improvement of teaching and learning *	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	Yes
87% of 1st grade students met end-of-year high-frequency-word goal	No
75% of 2nd grade students met end-of-year reading level goal	Yes
Title I Reading Specialist and three Title I paraprofessionals continue to provide reading interventions using research-validated instructional methods to students identified as reading below grade level.	Yes
The Instructional Coach continues to provide curricular support to teachers in the area of high quality instruction.	Yes

Many families are active in volunteering at the school for events and in the classroom.	No
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## Challenges

Challenge	Consideration In Plan
Regular Attendance - Economically Disadvantaged	Yes
Proficient or Advanced on Pennsylvania State Assessments - English Language Arts/Literature - All Student Group	No
Implement a multi-tiered system of supports for academics and behavior *	No
Identify and address individual student learning needs *	Yes
31% of 1st-grade students met end-of-year phonics/decoding goal	Yes
Proficient or Advanced on Pennsylvania State Assessments - Mathematics/Algebra - Students with Disabilities	No
Early Indicators of Success - Grade 3 Reading - Economically Disadvantaged	No
41% of 3rd grade students met end-of-year reading level goals	Yes
Four 1st grade students showed no growth in their reading level between the middle of the year and the end of the year	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *	Yes
Math interventions based on data from benchmark assessments that include fact fluency and additional grade level skills.	No
Lack of data to show student growth in science during their 5th grade year.	No
Limited resources for economically disadvantaged community members.	No
No comprehensive math data tool to screen students K through 5 in order to track student performance and to proactively identify students in need of intervention.	No
Title I Reading Specialist is pulled for meetings during the school day, impacting the instructional minutes she is able to provide to students during the year.	Yes

Increased family engagement in the area of home-school connection may increase student success in academics, behavior, and attendance.	Yes
Percent Grade 3 Early Indicators of Success - Reading - Economically Disadvantaged = 32.4%	No

### Most Notable Observations/Patterns

If students are not in attendance, key instruction is missed. Family engagement is key in student success academically and behaviorally as well as school attendance. If students do not have the basic foundational reading skills challenges increase in all other areas and the chances of reading on level by the end of 3rd grade greatly decreases. Research states over and over again that reading on level by the end of 3rd grade impacts a student's future in many ways. In order to provide needed interventions, proper assessments must be given and data from these assessments must be reviewed and used in instructional planning. Evidence-based and research-validated tier 1 instruction is key to student growth. This tier 1 instruction combined with the supports provided by the Title I Reading Specialist and Title I paraprofessionals as well as increased family engagement will work together to increase student success.

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
84% of kindergarten students met end-of-year oral blending and oral segmenting goals	Kindergarten teachers provide systematic explicit instruction on blending and segmenting. This instruction will continue for the 2023-2024 school year with added phonemic awareness and phonics curricular supports based on research.
79% of kindergarten students met end-of-year reading level goal	Kindergarten teachers provide systematic explicit instruction on blending and segmenting. This instruction will continue for the 2023-2024 school year with added phonemic awareness and phonics curricular supports based on research.
Regular Attendance - Students with Disabilities	New Bloomfield Elementary has a school culture that is positive with all school climate data being in the agreeable/favorable range and SEL average being highest. This data point shows that overall students enjoy coming to school.
English Language Arts/Literature - All Student Group - Academic Growth Expectations	Providing evidence-based and research-validated ELA instructions will continue for the 2023-2024 school year.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *	The Literacy Leadership Team will continue to support literacy initiatives and the overall empowerment of all teachers to be a responsive teacher to the students in their classroom. The team will work with all staff and administration to review current practices and make revisions to reflect up-to-date research and the input of all stakeholders.
Collectively shape the vision for continuous improvement of teaching and learning *	The 2023-2024 school year will continue to include professional learning and collaboration time to discuss our school goals with a focus on literacy.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	New Bloomfield Elementary has a school culture that is positive with all school climate data being in the agreeable/favorable range and SEL average being highest.
75% of 2nd grade students met end-of-year reading level goal	Second grade teachers provide systematic explicit literacy instruction. This instruction will continue for the 2023-2024 school year with added phonemic awareness and phonics curricular supports based on research.
Title I Reading Specialist and three Title I paraprofessionals continue to provide reading interventions using research-validated instructional methods to students identified as reading below grade level.	The level of support provided by the Title I Reading Specialist and Title I paraprofessionals will continue for the 2023-2024 school year with additional time for the Reading Specialist to push into K-2 classrooms for phonemic awareness and phonics support.

The Instructional Coach continues to provide curricular support to teachers in the area of high quality instruction.	The level of support for the 2023-2024 school year will increase for teachers as the district has employed two instructional coaches for the year.
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## Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Regular Attendance - Economically Disadvantaged	Not all students and parents put a priority on regular school attendance.	Yes	Ensure students and parents understand the importance of regular attendance and what students miss when they are absent.
Identify and address individual student learning needs *		No	
31% of 1st-grade students met end-of-year phonics/decoding goal	Loss of learning due to the pandemic	No	
41% of 3rd grade students met end-of-year reading level goals		Yes	Our Title I Reading Specialist and Title I paraprofessionals will continue providing interventions and supports to students in kindergarten through 3rd grade and our instructional coaches will continue providing coaching and professional learning for all PreK through 5th grade teachers in order to support growth in reading. Explicit, systematic phonemic awareness and phonics instruction will occur as a tier 1 intervention.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices *		Yes	Teachers will utilize the assessments embedded in the phonics program and will use formative assessments on an on-going basis. Professional learning time for grade-level collaboration will be used to review data and plan for instruction. A nationally-normed universal screener will be implemented and utilized for benchmark assessments.
Title I Reading Specialist is pulled for meetings during the school day, impacting the instructional minutes she is able to provide to students during the year.		No	

<p>Increased family engagement in the area of home-school connection may increase student success in academics, behavior, and attendance.</p>		<p>Yes</p>	<p>At the beginning of the school year or upon enrollment, teachers will provide families with the QR code to register for Seesaw, the main communication tool between teachers and families. Teachers will use Seesaw at least once monthly to communicate what is happening in the classroom. The Title I Reading Specialist will use Seesaw to communicate to families at least once monthly to communicate with families regarding literacy and/or Title I initiatives.</p>
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## Goal Setting

**Priority:** Ensure students and parents understand the importance of regular attendance and what students miss when they are absent.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Regular Attendance	At least 94% of students will attend school regularly.	Regular Attendance	At least 94% of students will attend school regularly.	At least 94% of students will attend school regularly.	At least 94% of students will attend school regularly.	At least 94% of students will attend school regularly.

**Priority:** Our Title I Reading Specialist and Title I paraprofessionals will continue providing interventions and supports to students in kindergarten through 3rd grade and our instructional coaches will continue providing coaching and professional learning for all PreK through 5th grade teachers in order to support growth in reading. Explicit, systematic phonemic awareness and phonics instruction will occur as a tier 1 intervention.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Early Literacy	All students in grades K-2 identified below benchmark in the area of phonics/decoding will make projected progress or greater.	ELA-Phonics/Decoding	Identify all students below benchmark in the area of phonics/decoding.	All students identified below benchmark will make progress in the area of phonics/decoding.	All students identified below benchmark will make progress in the area of phonics/decoding.	All students in grades K-2 identified below benchmark in the area of phonics/decoding will make projected progress or greater.
English Language Arts	All students in grades 3-5 identified below benchmark in the area of accurate oral reading fluency will make projected progress or greater.	ELA-Oral Reading Accuracy	Identify all students below benchmark in the area of accurate oral reading fluency.	All students identified below benchmark will make progress in the area of accurate oral reading fluency.	All students identified below benchmark will make progress in the area of accurate oral reading fluency.	All students in grades 3-5 identified below benchmark in the area of accurate oral reading fluency will make projected progress or greater.

**Priority:** Teachers will utilize the assessments embedded in the phonics program and will use formative assessments on an on-going basis. Professional learning time for grade-level collaboration will be used to review data and plan for instruction. A nationally-normed universal screener will be implemented and utilized for benchmark assessments.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	80% of K-5 students will meet the Acadience end-of-year proficiency benchmarks.	Reading Proficiency	65% of K-5 students will meet the Acadience end-of-year benchmarks.	70% of K-5 students will meet the Acadience end-of-year benchmarks	75% of K-5 students will meet the Acadience end-of-year benchmarks	80% of K-5 students will meet the Acadience end-of-year benchmarks

**Priority:** At the beginning of the school year or upon enrollment, teachers will provide families with the QR code to register for Seesaw, the main communication tool between teachers and families. Teachers will use Seesaw at least once monthly to communicate what is happening in the classroom. The Title I Reading Specialist will use Seesaw to communicate to families at least once monthly to communicate with families regarding literacy and/or Title I initiatives.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Parent and family engagement	Teachers will use Seesaw at least once monthly to communicate to families what is happening in the classroom and the Title I Reading Specialist will use Seesaw at least once monthly to communicate to families regarding literacy and/or Title initiatives.	Parent and Family Engagement	Teachers and Reading Specialist will utilize Seesaw to communicate to families at least once monthly.	Teachers and Reading Specialist will utilize Seesaw to communicate to families at least once monthly.	Teachers and Reading Specialist will utilize Seesaw to communicate to families at least once monthly.	Teachers and Reading Specialist will utilize Seesaw to communicate to families at least once monthly.

## Action Plan

Action Plan for: Attendance Plan					
Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Regular Attendance</li> </ul>		94% of students will regularly attend school. Interventions will be put in place for students identified as at risk.		Attendance data will be reviewed at least monthly by the at-risk team.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Identify students at-risk for poor attendance and provide individualized interventions.	09/01/2023	06/04/2024	Kristi Coble/Principal; Lindsay Smeigh/School Counselor	Attendance Data	No
Develop and implement a building attendance plan which will include strategies to encourage attendance and educate parents about the importance of attendance.	09/01/2023	06/04/2024	Kristi Coble/Principal; Lindsay Smeigh/School Counselor; All teachers	Attendance strategies, Parent communication app. Federal funds will be used to pay for a parent communication app that allows for easier communication between parents and teachers	Yes

**Action Plan for: Research Validated Reading Instruction - Tier 1**

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>Early Literacy</li> </ul>		All students will be on benchmark in the area of phonics/decoding.		Benchmark assessments completed three times per year by Reading Specialist using Acadience; Progress monitoring completed as needed by Reading Specialist using a variety of tools	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
All students will receive research-validated phonemic awareness instruction.	09/01/2023	05/31/2024	Classroom Teachers; Kristi Coble/Principal	Heggerty/Instructional Coach Coaching/Reading Specialist Coaching	Yes
All students will receive research-validated phonics instruction.	09/01/2023	05/31/2024	Classroom Teachers; Kristi Coble/Principal	UFLI Teacher Manual and Manipulatives/Instructional Coach Coaching/Reading Specialist Coaching	Yes
Identify students below benchmark in the area of phonics/decoding	09/01/2023	05/31/2024	Kathy Sweigart/Reading Specialist	Acadience/Progress Monitoring/Teacher Input	Yes
Provide more intensive flexible small group instruction to students identified as below benchmark.	09/01/2023	05/31/2024	Classroom Teachers; Kathy Sweigart/Reading Specialist; Kristi Coble/Building Principal	Heggerty Materials/UFLI Materials & Manipulatives/Instructional Coach Coaching/Reading Specialist Coaching	Yes
Progress monitoring of students identified as below benchmark in the area of phonics/decoding	09/01/2023	05/31/2024	Kathy Sweigart/Reading Specialist	Acadience/CBAs/Formative Assessments/Additional progress monitoring tools/Teacher Input	No

**Action Plan for: Research Validated Reading Instruction - Tier 1**

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> <li>English Language Arts</li> </ul>		All students will be on benchmark in the area of accurate oral reading fluency.		Reading Specialist using Acadience; Progress monitoring completed as needed by Reading Specialist using a variety of tools	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Identify students below benchmark in the area of accurate oral reading fluency.	09/01/2023	05/31/2024	Kathy Sweigart/Reading Specialist	Acadience/Progress Monitoring/Teacher Input	Yes
Provide more intensive flexible small group instruction to students identified as below benchmark.	09/01/2023	05/31/2024	Classroom Teachers; Kathy Sweigart/Reading Specialist	Research-validated materials and manipulatives in the key areas of reading instruction	Yes
Progress monitoring of students identified as below benchmark in the area of accurate oral reading fluency.	09/01/2023	05/31/2024	Kathy Sweigart/Reading Specialist	Acadience/CBAs/Formative Assessments/Additional progress monitoring tools/Teacher Input	No

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Attendance Plan	<ul style="list-style-type: none"><li>• Develop and implement a building attendance plan which will include strategies to encourage attendance and educate parents about the importance of attendance.</li></ul>
Research Validated Reading Instruction - Tier 1	<ul style="list-style-type: none"><li>• All students will receive research-validated phonemic awareness instruction.</li><li>• All students will receive research-validated phonics instruction.</li><li>• Identify students below benchmark in the area of phonics/decoding</li><li>• Provide more intensive flexible small group instruction to students identified as below benchmark.</li></ul>
Research Validated Reading Instruction - Tier 1	<ul style="list-style-type: none"><li>• Identify students below benchmark in the area of accurate oral reading fluency.</li><li>• Provide more intensive flexible small group instruction to students identified as below benchmark.</li></ul>

## Professional Development Activities

Sound Wall Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>All students will receive research-validated phonics instruction.</li> </ul>	All K-5 ELA teachers	What is a sound wall - How to set up a sound wall - How to use a sound wall	Sound walls will be correctly displayed in the classroom and teachers will utilize the sound wall during key times in instruction. This will be observed during walkthroughs and observations.	Kristi Coble/Principal	08/21/2023	05/31/2024
Learning Formats						
Type of Activities	Frequency	Observation and Practice Framework Met in this Plan			This Step Meets the Requirements of State Required Trainings	
Inservice day	Once	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> <li>1e: Designing Coherent Instruction</li> <li>3a: Communicating with Students</li> <li>3c: Engaging Students in Learning</li> <li>1f: Designing Student Assessments</li> </ul>			Structured Literacy	
Professional Learning Community (PLC)	Monthly	<ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> </ul>			Language and Literacy Acquisition for All Students	

**UFLI Webinars**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>All students will receive research-validated phonics instruction.</li> </ul>	All K-3 teachers	Getting Ready Lessons; How to Implement Day 1 Lessons; How to Implement Day 2 Lessons; Progress Monitoring and Differentiation	Completed Google Form; Walkthroughs and observations; Benchmark assessment data	Kristi Coble/Principal; Erin Monn and Sarah Columbus/Instructional Coaches	08/21/2023	08/22/2023

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Observation and Practice Framework Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	On-going	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>	Language and Literacy Acquisition for All Students
Professional Learning Community (PLC)	Once on 8/21/23 or 8/22/23 with grade level team	<ul style="list-style-type: none"> <li>1d: Demonstrating Knowledge of Resources</li> </ul>	Language and Literacy Acquisition for All Students

**Mentor Text Collaboration**

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Provide more intensive flexible small group instruction to students identified as below benchmark.</li> </ul>	All K-5 teachers	What is structured literacy; How to shift from balanced literacy to structured literacy; How to identify and support students who are struggling	Walkthroughs and observations	Kristi Coble/Principal; Erin Monn and Sarah Columbus/Instructional Coaches	09/08/2023	05/24/2024

**Learning Formats**

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	On-going	<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> </ul>	Structured Literacy

**Seesaw Training**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
<ul style="list-style-type: none"> <li>Develop and implement a building attendance plan which will include strategies to encourage attendance and educate parents about the importance of attendance.</li> </ul>	All New Bloomfield Elementary Teachers	How to utilize Seesaw to communicate with families	Teachers and Reading Specialist will utilize Seesaw at least once monthly to communicate with families.	Erin Monn and Sarah Columbus/Instructional Coaches; Joan Adams/IT Director	08/22/2023	08/22/2023

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Observation and Practice Framework Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Inservice day training on Seesaw and support from coach as requested	Once and ongoing as requested	<ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul>	