

Pine Bush Central School District
Crispell Middle School
Title I Schoolwide Plan

School: Crispell Middle School

LEA: Pine Bush Central School District

Date created/Date last revised: [08/2024, 09/2025]

School SWP Contact: Stephen Wilder, Principal

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school (ESEA § 1114(b)(2)).

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

- Monthly meetings are conducted with the Crispell PTO with updates and conversations related to each of the building goals. Additional parents participate on a monthly basis who ask questions and provide recommendations for consideration.
- Bi-monthly meetings are conducted with school counselors to discuss goal-related progress monitoring related to attendance and student support services to meet student needs and promote success. Additional meetings are conducted to review academic intervention services (AIS) from a student and program perspective.
- Summer planning and professional development sessions are conducted with team leaders to prepare for school-wide initiatives to improve student achievement. Monthly meetings are conducted to review building-wide goals, receive professional development in alignment with school-wide initiatives, and discuss additional strategies for promoting student achievement.

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Stephen Wilder	Principal	Committee Lead
Chris Mummery	Assistant Principal	
John Barth	6th Grade Team Leader	
Helen Fitzgibbons	6th Grade Team Leader	
Donna Dolce	7th Grade Team Leader	
Melissa Prendys	7th Grade Team Leader	

Heather Hennessey	8th Grade Team Leader	
Michael Smith	8th Grade Team Leader	
Carly Cintron-Kaye	SPED Team Leader	
Keith Bischof	UA Team Leader	
Shannon Meland	School Counselor	
Megan Fitzgerald	School Counselor	
Dawn Mazzella	School Counselor	
Elizabeth Redner	PTO President	
Amy Gardner	PTO Vice President	
Patrick Kelleher	PTO Treasurer	

If you would like to be added to this school's SWP Planning Committee, please contact Stephen Wilder, Principal, at stephen.wilder@pinebushschools.org.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (ESEA § 1114(b)(6)).

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Crispell analyzed data from our state assessments which was taken from our regional information center. This data was disaggregated by teachers and provided to them for individual review. Teachers then reviewed student outcomes with their department colleagues to inform curricular adjustments to improve student outcomes. In addition, teachers utilize the results from our iReady assessments to inform student-centered goal setting, student-teacher data chats/conferences, and instructional interventions. Students who are at risk of failing to meet challenging State academic standards are provided with academic intervention services (AIS).

The needs assessment revealed deficiencies in student performance related to comprehending informational text and using evidence to support a claim statement. In addition, understanding of academic vocabulary is needed to promote reading fluency and comprehension in all content areas. In math, the deficiencies in student performance look differently by grade level and are reflected in the state assessment student performance reports with gap analysis and iReady strands.

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA § 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESEA § 1114(b)(7)(A)(iii)).

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

Goal 1: Crispell students will improve achievement on the iReady Math assessment, through the increase in student performance between the 1st and final diagnostic, as evidenced by a minimum improvement of 10% of students reaching early on, mid, or above grade level achievements.

1. Teachers will assign coursework in alignment with student's iReady MyPath progression as appropriate.
2. Teachers will assign coursework selected by the teacher within iReady in alignment with current learning as appropriate.
3. Teachers will use data from iReady and the NYSED exams to inform curricular planning and instructional delivery.
4. Teachers will utilize data chats with students to promote awareness of achievement, set goals, and monitor progress.
5. The additional non-fiction reading and evidence-based writing in all content areas will provide additional practice that will support improved student performance.

Goal 2: Crispell students will improve achievement on the iReady Reading assessment, through the increase in student performance between the 1st and final diagnostic, as evidenced by a minimum improvement of 10% of students reaching early on, mid, or above grade level achievements.

1. Teachers will assign coursework in alignment with student's iReady MyPath progression as appropriate.
2. Teachers will assign coursework selected by the teacher within iReady in alignment with current learning as appropriate.
3. Teachers will use data from iReady and the NYSED exams to inform curricular planning and instructional delivery.
4. Teachers will utilize data chats with students to promote awareness of achievement, set goals, and monitor progress.

5. The additional non-fiction reading and evidence-based writing in all content areas will provide additional practice that will support improved student performance.

Goal 3: Crispell will reduce chronic absenteeism during the 2024-2025 school year by 3%.

1. Increase building-wide communication to families to promote attendance.
2. Check individual student attendance data to identify students and intervene to reduce absenteeism.
3. Create visible recognition for students based on school attendance.
4. Create a reward system for celebrating positive student attendance.
5. Continue to develop the "Promoting Attendance at Crispell" action plan document

Goal 4: Increase family engagement to promote student academic and behavioral performance.

1. Increase parent participation in the Crispell PTO and corresponding events.
2. Use ParentSquare for regular communication to include updates, reminders, notifications, and helpful information related to student success.
3. Use ParentSquare to increase accessible two-way communication regarding student performance.
4. Increase use of student-centered intervention meetings with families to promote student success.

4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program (34 CFR § 200.26(c), ESEA § 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State's annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

- Crispell gathers and shares information from multiple sources to inform planning and revision processes. These sources include the NYS assessments, student attendance, iReady assessments given 3x per year, and common assessments given in each content area.
- Students who perform below grade level expectations on the NYS Assessment or the iReady assessment are assigned to the corresponding AIS class for additional support to promote student performance. Student progress is monitored regularly.
- Revisions are made year to year based on research-based practices to promote student achievement in alignment with identified student outcomes on NYS and local assessments. Teachers receive their student performance report with gap analysis to inform their curricular review and revision.
- Data chats are conducted following each quarter with grade level content teacher teams to review student outcomes relative to standards while mapping student achievement trends to past NYS and iReady assessment data.
- Middle Level Content Leaders review multiple measures of student achievement to inform collective revisions of instructional planning, content, and delivery.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes, the Schoolwide Program Plan was most recently revised on [01/28/2025].

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESEA § 1114(b)(4)).
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) (ESEA § 1114(b)(5)).
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards (ESEA § 1114(b)(3)).

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Linda Smith, Public Information Specialist, at linda.smith@pinebushschools.org.

This plan is developed in coordination with other Federal, State and local services, resources and programs such as:

- General Fund
- Title II
- Title I Part A

This plan is in effect for the 2024-25 School Year. This plan will be monitored twice a year and revised at least annually, but mid-year should the committee deem it necessary to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.

This plan is in effect for the 2024-25 School Year. This plan will be monitored mid-year and revised as needed, but at least annually to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.