

Pine Bush Central School District  
Circleville Elementary School  
Title I Schoolwide Plan

**School:** Circleville Elementary School

**LEA:** Pine Bush Central School District

**Date created/Date last revised:** [September/October 2025]

**School SWP Contact:** Kristin Slover, 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.

The Circleville Elementary School Schoolwide Plan was created with input from various stakeholders of our school community including: Building Administrators, Building Leadership Team, CES Datawise Team and Family Student Support Team (FSST). These teams consist of classroom and Unified Arts teachers, Instructional Coaches (i.e., Literacy and STEM), Support Service Teachers (i.e., AIS, ENL, School Counselor, School Social Worker, School Psychologist, School Nurse, and Special Education), parents and School Related Professionals (SRPs). The role of these teams is to engage in data analysis to identify trends, challenges and deficits, then create goals and develop action plans to address these challenges and deficits. These teams have already met several times this school year to review NYS ELA, Math and Science test results from spring 2025, iReady Diagnostic scores from Fall 2025, and student attendance. The work and findings of these teams are shared with CES faculty and staff at large and small group staff meetings, at PTA meetings and through our monthly newsletter.

<b>Stakeholder Name</b>	<b>Stakeholder Role/Title</b>	<b>Type of involvement</b>
<b>Kristin Slover</b>	Principal	Building Leadership Team/Datawise Team
<b>Romulo Gabriel</b>	Assistant Principal	Building Leadership Team (BLT)/Datawise Team
<b>Robin Conklin</b>	Representative for grades 4 and 5	Building Leadership Team (BLT) , Datawise
<b>Kristen Furia</b>	Representative for grades 2 and 3	Building Leadership Team (BLT)
<b>Beverly Feuerstack</b>	Representative for grades PreK, K and 1	Building Leadership Team (BLT)
<b>Danielle Hommel</b>	Representative for Unified Arts	Building Leadership Team (BLT)
<b>Kathleen Chamberlain</b>	Representative for Office/Health Office	Building Leadership Team (BLT), Family Student Support Team (FSST)
<b>Heather Kenney</b>	Representative for SRPs	Building Leadership Team (BLT)
<b>Lindsay DeVries</b>	Representative for Parents	Building Leadership Team (BLT)
<b>Meghan Bradley</b>	Kindergarten Teacher	Datawise Team
<b>Gwen DeFazio</b>	Grade 2 Teacher	Datawise Team
<b>Rose Lindsay</b>	Grade 3 Teacher	Datawise Team
<b>Carolyn Carbone</b>	AIS Math Teacher	Datawise Team
<b>David Miele</b>	ENL Teacher	Datawise Team
<b>Lindsay Strock</b>	AIS Rdg Teacher	Datawise Team
<b>Jaclyn Nespoli</b>	Special Education Teacher	Datawise Team
<b>Christina Greenbaum</b>	District-wide Literacy Instructional Coach	Datawise Team
<b>Janine Brutvan</b>	District-wide STEM Instructional Coach	Datawise Team
<b>Deana Lenz</b>	School Counselor	Family Student Support Team (FSST)

Kelly Wallace	School Social Worker	Family Student Support Team (FSST)
Shannon Hughes	School Psychologist	Family Student Support Team (FSST)
<p>If you would like to be added to this school's SWP Planning Committee, please contact Kristin Slover, Principal, at <a href="mailto:kristin.slover@pinebushschools.org">kristin.slover@pinebushschools.org</a>.</p>		

<h2>2. Comprehensive Needs Assessment</h2>
<p><b>ESEA Requirement:</b> 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)).</p>
<p><b>Instructions:</b> 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).</p>
<p><b>Summary of Testing Data Analysis :</b>  2024 and 2025 NYS 3-5 assessment results for both ELA and Math were reviewed. The following was noted:</p> <ul style="list-style-type: none"> <li>● A comparison of student ELA scores indicate the following: <ul style="list-style-type: none"> <li>○ At grade 3, the percentage of levels 3 and 4 increased by 24%, from proficiency 28% to 52.24%</li> <li>○ At grade 4, the percentage of levels 3 and 4 decreased by .86%, from 38.7% to 37.84%</li> <li>○ At grade 5, the percentage of levels 3 and 4 increased by 11.7%, from 37% proficiency to 48.7%</li> </ul> </li> <li>● A comparison of student Math scores indicate the following: <ul style="list-style-type: none"> <li>○ At grade 3, the percentage of levels 3 and 4 increased by 22%, from 41% proficiency to 63%</li> <li>○ At grade 4, the percentage of levels 3 and 4 decreased by 7%, from 34% proficiency to 27%</li> <li>○ At grade 5, the percentage of levels 3 and 4 increased by 4%, from 32% to 36%</li> </ul> </li> </ul>

2024 & 2025 NYS 3-5 assessment results comparing mean percentage correct for constructed response and multiple choice questions. The following was noted:

- A comparison of ELA constructed response scores with multiple choice scores indicate the following:
  - Grade 3 - 2024 mean percentage correct constructed response: 47% multiple choice: 51%  
2025 mean percentage correct constructed response: 55% multiple choice: 63%
  - Grade 4 - 2024 mean percentage correct constructed response: 50% multiple choice: 63%  
2025 mean percentage correct constructed response: 43% multiple choice: 55%
  - Grade 5 - 2024 mean percentage correct constructed response: 49% multiple choice: 53%  
2025 mean percentage correct constructed response: 52% multiple choice: 63%
  
- A comparison of Math constructed response scores with multiple choice scores indicate the following:
  - Grade 3 - 2024 mean percentage correct constructed response: 52% multiple choice: 63%  
2025 mean percentage correct constructed response: 52% multiple choice: 63%
  - Grade 4 - 2024 mean percentage correct constructed response: 32% multiple choice: 56%  
2025 mean percentage correct constructed response: 32% multiple choice: 47%
  - Grade 5 - 2024 mean percentage correct constructed response: 26% multiple choice: 49%  
2025 mean percentage correct constructed response: 29% multiple choice: 51%

June 2024 and 2025 i-Ready Diagnostic results for Reading and Math were reviewed. The following was noted:

- Reading
  - June 2024 - 57% of our students scored early on, mid, or above grade level
  - June 2025 - 56% of our students scored early on, mid, or above grade level
- Math
  - June 2024 - 50% of our students scored early on, mid, or above grade level
  - June 2025 - 46% of our students scored early on, mid, or above grade level

### **Summary of Identified Needs:**

- When comparing NYS 3-5 ELA and Math scores from 2024 to 2025, ELA scores showed slight growth compared to the Math scores
- When comparing 2024 & 2025 NYS test scores for constructed response and multiple choice, the following was noted:
  - Grade 3: ELA - mean percentage correct increased    Math - mean percentage correct stayed the same
  - Grade 4: ELA - mean percentage correct decreased    Math - mean percentage correct stayed the same or decreased
  - Grade 5: ELA - mean percentage correct increased    Math - mean percentage correct increased
- End of the year i-Ready Diagnostic data shows a decrease in the number of students scoring early on, mid, or above grade level

### **Summary of Testing Data Analysis Compared with Attendance and Discipline Referral History:**

Attendance data was reviewed:

- A comparison of the 2025 ELA scores with chronic attendance data:
  - Grade 3 - 9% of students scoring levels 1 and 2 were also chronically absent
  - Grade 4 - 15% of students scoring levels 1 and 2 were also chronically absent
  - Grade 5 - 7.5% of students scoring levels 1 and 2 were also chronically absent
- A comparison of the 2025 Math scores with chronic attendance data:
  - Grade 3 - 20% of students scoring levels 1 and 2 were also chronically absent
  - Grade 4 - 18.5% of students scoring levels 1 and 2 were also chronically absent
  - Grade 5 - 12% of students scoring levels 1 and 2 were also chronically absent

Referral data was reviewed:

- A comparison of the 2024 ELA scores with chronic attendance and discipline referral data:
  - Grade 3 - 0% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral
  - Grade 4 - 2% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral
  - Grade 5 - 0% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral
- A comparison of the 2024 Math scores with chronic attendance and discipline referral data:
  - Grade 3 - 0% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral
  - Grade 4 - 2% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral
  - Grade 5 - 0% of students scoring levels 1 and 2 were also chronically absent and had at least one discipline referral

**Summary of Identified Needs:**

- Students who are chronically absent from school will often earn a score of level 1 or 2 on NYS tests

**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.

**Building Goal 1:** Improve NYS ELA and Math scores at grades 3, 4 and 5 by 10%

- Grade 4 students:
  - 2025 ELA Results as 3rd graders

Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
16.42%	31.34%	32.84%	19.4%	52.24%

■ 2025 Math Results as 3rd graders

Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
5.71%	31.43%	47.14%	15.71%	62.86%

○ Grade 5 students:

■ 2025 ELA Results as 4th graders

Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
35.14%	27.03%	27.03%	10.81%	37.84%

■ 2025 Math Results as 4th graders

Level 1	Level 2	Level 3	Level 4	Combined 3 & 4
29.73%	43.24%	21.62%	5.41%	27.03%

Strategies:

- DataWise team will review data inventory
- Team will explore and build assessment literacy.
- Team will review and disaggregate available data (NYS ELA & Math results)
  - Team will triangulate the data
  - Team will focus on one area
- Team will conduct a survey to gather information regarding focus
- Released NYS questions and Scoring Guides will be shared with 3, 4, 5 instructional staff.
- Team will identify the focus for this school year
- Team will develop a Pre Assessment to administer in December 2025 and a Post Assessment to administer in March 2026
- Review data to determine whether or not to continue or make adjustments to the action plan.

### **i-Ready Strategies**

- Continue to monitor student time on iReady Math and Reading 15 minutes per day (alternating between both)
- Share Lesson Time on Task Report
- Share Lesson Passed Report
- Chart Classroom Progress
- i-Ready Data Chats

2. Reduce the yearly chronic absenteeism rate of PK through 5th grade students by 5%.

#### Strategies:

- Develop Family Student Support Team (FSST) - Principal, Assistant Principal, School Psychologist, Social Worker, School Counselor, School Nurse
- FSST will meet twice a month to address and monitor students with attendance concerns.
- Teacher contacts nurse with 3 or more consecutive absences.
- Nurse and Health Monitor monitor will make phone calls to inquire about absences.
- District phone calls to notify parents of daily absences through Parent Square.
- School Counselor or Social Worker will reach out to families to offer support and help develop plans to be more successful with attendance.
- If absences continue, Building Administrators will meet with parents to review the plan and check in to monitor attendance.
- Team will review attendance mid way through and at the end of each marking period.

#### Additional Action Steps - Creating a School Family:

- Each classroom will have visual attendance. Noticing who is absent. Conscious Discipline - Wishing Well strategy
- When a child is absent, messages are left for the student to let them know they were missed.
- Track daily, weekly and monthly attendance.
- Acknowledge grade levels for highest percentage of attendance each month
- Share attendance information in ES monthly Newsletter and on the morning announcements
- Revamp CES Cares behavior matrix and teach expectations for hallway, cafeteria, recess and on buses
- Teach and post behavior expectations throughout the school
- Monthly Celebration Assembly

3. Engage in 2 school-wide events that will foster parent/caregiver engagement.

Strategies:

- One School-One Book
  - Every student and staff member will receive a copy of *Gooseberry Park and the Master Plan*, by Cynthia Rylant
  - An assembly will be held in October to roll out the One School -One Book project to students and staff
  - Each week, a new chapter will be read aloud by a guest reader, new vocabulary will be introduced and comprehension questions will be provided to teachers for discussion
  - Students will take their book home to reread the chapter with their parents/guardians/trusted adult
  - Each week a new writing prompt will be posted in the lobby, along with the new vocabulary word of the week
  - Vocabulary will be highlighted during the monthly Celebration Assembly
- Cultural Diversity Fair
  - Students will receive a poster to complete at home with family members that will show facts about the student's culture
  - Families will be invited to share their culture during the Diversity Fair.
  - Unified Arts teachers will plan to support the cultural diversity fair by learning about a diverse group of artists, authors, musicians and athletes.
  - Posters showing culture of various countries will be displayed around the building
  - A large map of the world will be displayed in the cafeteria

#### 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.

Progress Monitoring Throughout the Year:

- Correlation to NYS Assessment: i-Ready - Reading/Math Diagnostic– Fall, Winter, Spring
- Correlation to NYS Assessment: i-Ready Growth Monitoring
- Attainment of the recommended iReady Personal Path minutes
- K-2 Benchmarks in Letter Sound ID, Word & Oral Reading Fluency & Comprehension
- DataWise Post-Assessments
- Continued monitoring of student attendance by the FSST
- NYS Assessment Data from Spring 2026

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 [10/01/2025].

## 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](mailto: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 2025-26 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.