

Kane Area El Sch

Schoolwide Title 1 School Plan | 2025 - 2026

Profile and Plan Essentials

School		AUN/Branch
Kane Area Elementary School		109422303
Address 1		
400 W. Hemlock Ave.		
Address 2		
City	State	Zip Code
Kane	PA	16735
Chief School Administrator		Chief School Administrator Email
Jeannine Kloss		jkloss@kasd.net
Principal Name		
Shannon Olson		
Principal Email		
solson@kasd.net		
Principal Phone Number		Principal Extension
814-837-9570		2201
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Jeannine Kloss	Chief School Administrator	Kane Area School District	jkloss@kasd.net
Linda Lorenzo	Director of Student Services	Kane Area School District	llorenzo@kasd.net
Janine Smith	Title I Interventionist	Kane Elementary	jsmith@kasd.net
Mary Tunall	Teacher	Kane Elementary	mtunall@kasd.net
Rebecca Mohney	Special Education Staff	Kane Elementary	rmohney@kasd.net
Chelsea Rudolph	Parent	Parent Teacher Organization	cmrudolph7@gmail.com
Jessica Gabriel	Business Manager	Kane Area School District	jgabriel@kasd.net
Brenda Baker	Community Member	KIDS Learning Center	kidslearningcenter2016@gmail.com
Shannon Olson	Principal	Kane Elementary School	solson@kasd.net
Robynn Boyer	Teacher	Kane Elementary	rboyer@kasd.net
Nicole Boylan	Education Specialist	Kane Elementary	nboylan@kasd.net
Deb Cunningham	Paraprofessional	Kane Elementary	dcunningham@kasd.net
Kelly Mix	Parent	Kane Elementary	kmix@kasd.net
Todd Silfies	Principal	Kane Middle School	tsilfies@kasd.net
Casey Zimmerman	Principal	K-12 Assistant Principal KASD	czimmerman@kasd.net

Vision for Learning

Vision for Learning

The vision of the Kane Area School District is to educate and support the diverse needs of all students by maintaining high standards and inspiring, guiding, and challenging every student to become a productive, contributing member of their community.

Future Ready PA Index

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

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
ELA All Student Group Growth Score	Meets the standard of growth of 70.0. KAES = 70.0
Math All Student Group Growth Score	Exceeds the standard of growth of 70.0 and the state average. KAES = 78.0, State Average = 74.9
Math Academic Performance for Economically Disadvantaged Students	Increased from 59% to 82%
Science Academic Performance	Exceeded the state average of 59.2%. KAES = 67.1%
ELA Pro/Adv for All Student Group	Increased from 48.4% to 51.4%
Math Pro/Adv for All Student Group	Increase from 46.2% to 49.5% and exceeded state average of 40.2%.
Career Standards Benchmarks	Exceeds Statewide Performance Standard of 98% and the Statewide Average. KAES = 98.7%, Statewide Average = 91.4%

Challenges

Indicator	Comments/Notable Observations
ELA Growth Score for Economically Disadvantaged Students	Did not meet the standard of 70.0. KAES = 64.0
Science Growth Score for the All Student group	Did not meet the standard of 70.0. KAES = 50.0
Regular Attendance Measures for All Students	Decreased from 87.1% to 83.6% in 22-23; however, we exceeded the statewide average of 78.1%.
ELA All Student Group Achievement Score	Below the state average of 53.9%. KAES = 51.4%

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

Strengths

Indicator ELA Academic Performance for Students with Disabilities ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations Increased from 17.9% to 19%
Indicator Math Academic Performance for Economically Disadvantaged Students ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Increased from 43.2% to 43.7% and exceeded the statewide average for All Students

Challenges

Indicator ELA Growth Score for Economically Disadvantaged Students ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations Did not meet the growth standard of 70.0. KAES = 64.0. This was a decline from 75.0 the previous year.
Indicator Science Growth Score for the Economically Disadvantaged Students ESSA Student Subgroups African-American/Black, Asian (not Hispanic), White, Economically Disadvantaged, English Learners	Comments/Notable Observations Did not meet the growth standard as performance remained unchanged from the previous year. KAES = 50.0
Indicator Science Academic Performance for Economically Disadvantaged Students ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This group underperformed the All Student group by 11.3%. All Student = 67.1%, ED = 55.8%
Indicator Regular Attendance for Economically Disadvantaged Students and Students with Disabilities ESSA Student Subgroups Economically Disadvantaged, Students with Disabilities	Comments/Notable Observations These groups underperformed the All Student group. All Student = 83.6%, ED = 77.4%, SWD = 76.7%

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.

Math All Student Group Growth Score
ELA Pro/Adv for All Student Group
Math Academic Performance for Economically Disadvantaged Students

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.

ELA All Student Group Achievement Score
ELA Growth Score for Economically Disadvantaged Students
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Beginning the year benchmarks showed the percent of students on grade level in grades 1-5 is 69%.	Success for All Grade Summary Report
2nd grade had the lowest percentage of on grade level readers at 56%.	Success for All Grade Summary Report This is a critical grade level, and a teacher was added for class size reduction this year.

English Language Arts Summary

Strengths

Ongoing Coaching and PD for Staff
Intervention Team - including 2 Interventionists and 3 paraprofessionals
MTSS Model for Tiered Interventions and schedule for daily interventions
Research Proven Reading Curriculum

Challenges

Consistent data collection to identify changing needs
Time constraints

Mathematics

Data	Comments/Notable Observations
Third grade achieved 70% on the IXL fraction problems by March 19.	The goal is 80% by April.
Fourth and Fifth grade students are trailing 3rd grade in the fraction goal.	4th grade = 10% 5th grade = 10% (33% scored 50%)

Mathematics Summary

Strengths

Research Based Math Curriculum
MTSS Model for Tiered Interventions and schedule for daily interventions
Intervention Team - including 2 Interventionists and 3 paraprofessionals
Strong math department leadership with a data-driven focus

Challenges

Consistent data collection to identify changing needs
Time constraints

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
100% of students in 5th grade are on track to pass the course	Teacher gradebooks

Science, Technology, and Engineering Education Summary

Strengths

Project Based Science Curriculum with Strong Writing Component
Newly revised curriculum to align with STEELS
New curriculum materials to be available in 25-26 to align with STEELS

Challenges

Challenges in Reading and Writing contribute to the challenges in Science

Related Academics

Career Readiness

Data	Comments/Notable Observations
Student Portfolios	Information collected and maintained by school counselor. 23-24 data showed 98.7% compliance which exceeds the standard and statewide average.

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

True Health, Safety, and Physical Education Omit

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.

A data collection system was established to collect evidence of Career Standard in student portfolios.
The school counselor delivers the Career Readiness standard-based lessons and collects the evidence.

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.

Time constraints in the Master Schedule

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

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

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.

Economically Disadvantaged Students in the past have shown improvements in meeting goals and targets as a result of increased interventions
A systemic approach to address attendance, school culture, family engagement and community support has had a positive impact for our

students in the past.

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.

ELA Growth Score for Economically Disadvantaged Students did not meet the standard of 70.0. KAES = 64.0
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities underperformed the All Student group.
Time constraints have consistently been a challenge

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	Operational
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	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
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	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

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	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

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	Exemplary
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

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

Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community
Provide frequent, timely, and systematic feedback and support on instructional practices
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

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?

Implement evidence-based strategies to engage families to support learning
Identify and address individual student learning needs
Continuously monitor implementation of the school improvement plan and adjust as needed

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
Math All Student Group Growth Score	True
ELA Pro/Adv for All Student Group	True
Ongoing Coaching and PD for Staff	True
Intervention Team - including 2 Interventionists and 3 paraprofessionals	False
Project Based Science Curriculum with Strong Writing Component	False
MTSS Model for Tiered Interventions and schedule for daily interventions	True
Research Based Math Curriculum	True
MTSS Model for Tiered Interventions and schedule for daily interventions	True
Research Proven Reading Curriculum	True
Math Academic Performance for Economically Disadvantaged Students	True
Math Academic Performance for Economically Disadvantaged Students	False
Intervention Team - including 2 Interventionists and 3 paraprofessionals	True
A systemic approach to address attendance, school culture, family engagement and community support has had a positive impact for our students in the past.	False
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	True
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	True
Economically Disadvantaged Students in the past have shown improvements in meeting goals and targets as a result of increased interventions	False
The school counselor delivers the Career Readiness standard-based lessons and collects the evidence.	False
A data collection system was established to collect evidence of Career Standard in student portfolios.	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Newly revised curriculum to align with STEELS	True
New curriculum materials to be available in 25-26 to align with STEELS	False
Strong math department leadership with a data-driven focus	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
ELA Growth Score for Economically Disadvantaged Students	False
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities	False
ELA All Student Group Achievement Score	True
Consistent data collection to identify changing needs	False
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities underperformed the All Student group.	False
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities underperformed the All Student group.	True
ELA Growth Score for Economically Disadvantaged Students did not meet the standard of 70.0. KAES = 64.0	True
Identify and address individual student learning needs	True
Consistent data collection to identify changing needs	False
Time constraints in the Master Schedule	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
Time constraints	False
Challenges in Reading and Writing contribute to the challenges in Science	False
Time constraints	False
Implement evidence-based strategies to engage families to support learning	False
Time constraints have consistently been a challenge	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.

There was progress with ELA achievement and growth immediately following the pandemic but that seems to have stalled.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA All Student Group Achievement Score	Underperformed the state average of 53.9%. KAES 51.4%	True
Identify and address individual student learning needs	Maintaining an Intervention team will allow us to collect and track data to identify individual needs that can be addressed in Boost sessions and one-one support for students.	False
ELA Growth Score for Economically Disadvantaged Students did not meet the standard of 70.0. KAES = 64.0	The ED group underperformed the All Student group. The All Student group met the standard.	True
Regular Attendance for Economically Disadvantaged Students and Students with Disabilities underperformed the All Student group.	All Student = 83.6% ED = 77.4% SWD = 76.7%	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Ongoing Coaching and PD for Staff	
MTSS Model for Tiered Interventions and schedule for daily interventions	
Research Proven Reading Curriculum	Continue with ongoing coaching and PD for staff to ensure fidelity
Math All Student Group Growth Score	
ELA Pro/Adv for All Student Group	This data point is improving but at a slow pace.
Research Based Math Curriculum	Classroom observations to ensure fidelity.
MTSS Model for Tiered Interventions and schedule for daily interventions	
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Maintain systems and programs that have contributed to this achievement
Math Academic Performance for Economically Disadvantaged Students	Slight improvement for this group.
Intervention Team - including 2 Interventionists and 3 paraprofessionals	Maintain this staffing with adequacy funding
Newly revised curriculum to align with STEELS	Board approved March 13, 2025

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we continue to support students through MTSS and targeted ELA interventions provided by Intervention Team we will see improved student achievement.
	If we continue to support students through MTSS and targeted ELA interventions provided by Intervention Team we will see improved student growth with the ED subgroup.

Goal Setting

Priority: If we continue to support students through MTSS and targeted ELA interventions provided by Intervention Team we will see improved student achievement.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
The All Student group will improve academic performance by 3%.			
Measurable Goal Nickname (35 Character Max)			
ELA Academic Performance All Student Group			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
PSSA result 54.4%	PSSA result 54.4%	PSSA result 54.4%	PSSA result 54.4%

Priority: If we continue to support students through MTSS and targeted ELA interventions provided by Intervention Team we will see improved student growth with the ED subgroup.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
The Economically Disadvantaged group will meet the growth standard on the PSSA.			
Measurable Goal Nickname (35 Character Max)			
ELA Growth Economically Disadvantaged Students			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Meet the Standard 70.0	Meet the Standard 70.0	Meet the Standard 70.0	Meet the Standard 70.0

Action Plan

Measurable Goals

ELA Academic Performance All Student Group	ELA Growth Economically Disadvantaged Students
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Action Plan For: Multi-Tiered System of Support via Intervention Team

Measurable Goals:
- The All Student group will improve academic performance by 3%. - The Economically Disadvantaged group will meet the growth standard on the PSSA.

Action Step		Anticipated Start/Completion Date	
The school-based MTSS team will identify and provide interventions for students to positively impact growth. Research proven intervention strategies will be designed by certified Reading Specialists and delivered by the Intervention Team.		2025-08-20	2026-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Shannon Olson, Principal	MTSS Team, Student Services Team, Title I Funds and Title IIA transfer funds.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students in these groups will increase achievement which will lead to an increase in the growth standard and academic achievement for ELA	Quarterly data checks, PSSA scores, Title I teachers and Interventionists will make up the MTSS team that identifies students and delivers interventions.

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.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	Multi-Tiered System of Support via Intervention Team	Title I Reading and Math Interventionists, Teacher, and Paraprofessionals	371420
Title II.A and Title IV.A Transfer Funds	Multi-Tiered System of Support via Intervention Team	Transferred funds	43568
Total Expenditures			414988

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Multi-Tiered System of Support via Intervention Team	The school-based MTSS team will identify and provide interventions for students to positively impact growth. Research proven intervention strategies will be designed by certified Reading Specialists and delivered by the Intervention Team.

MTSS

Action Step		
The school-based MTSS team will identify and provide interventions for students to positively impact growth. Research proven intervention strategies will be designed by certified Reading Specialists and delivered by the Intervention Team.		
Audience		
MTSS Team		
Topics to be Included		
Research proven effective teaching strategies, targeted interventions, progress monitoring.		
Evidence of Learning		
Increased student growth and achievement.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Shannon Olson, Principal	2025-08-20	2026-05-28

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Jeannine L. Kloss	2025-06-17
Building Principal Signature	Date
Shannon Olson	2025-06-17
School Improvement Facilitator Signature	Date