# BUILDING 21 ALLENTOWN

265 Lehigh St

CSI School Plan | 2023 - 2024

# Steering Committee

| **Name** | **Position/Role** | **Building/Group/Organization** | **Email** |
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# Vision for Learning

Passion. Power. Agency.Sparked by their passion, aware of their power, students build agency and capacity to impact their world.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| Academic growth score of 72.0 for all students group. | No |
| The all student group in Career Standards Benchmark,92%, Exceeded the Statewide Average of 89%. | Yes |
| 45% of students engaged in rigorous courses of study. | No |
| Students are building on a broad set of skills through exposure opportunities that include school visits, off site visits to community facilities and summer enrichment programs. These opportunities will allow them to discover their passions and pursue post secondary careers that align with their interests. | Yes |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. | Yes |
| All student group meets the standard demonstrating growth, 72.0, for English Language Arts. | No |
| Students are demonstrating the evidence requirements, or English skills, found within their portfolio. | No |
| Students are demonstrating the standards found within their math portfolios. | No |
| Students are demonstrating the evidence requirements, or science skills, found within their portfolio. | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| Insufficient sample size for Algebra and Biology Keystones. | No |
| Insufficient sample size for English Learners and students with disabilities across all state assessment measures. | No |
| Percent of students with regular attendance, 31%, was below the statewide average of 82.2%. | Yes |
| Percent English Language growth and attainment, 6%, was below the statewide average of 22.2%. | Yes |
| Implement a multi-tiered system of supports for academics and behavior | Yes |
| Implement evidence-based strategies to engage families to support learning | No |
| The majority of students, 80%, are performing at below basic or basic on the STAR Reading assessment. | No |
| Attendance is below state expectations for all students groups. | Yes |
| Percent of students proficient or advanced is below the statewide average for all students group. | No |
| Percent English Language growth and attainment, 6.2%, was below the statewide average of 22.2%. | No |
| Identify and address individual student learning needs. | Yes |
| The majority or 84% of students performed below the 40th percentile compared to other STAR test takers at similar levels. | No |
| N/A | No |
| Student participating in virtual learning and or off site opportunities do not see the same programming and opportunities as students on site full time. | No |
| The number of students participating in dual enrollment has decreased from prior years. | No |

## Most Notable Observations/Patterns

There is insufficient data available to analyze the performance of student groups. The evidence available shows that students are growing in ELA but still behind as far as growth in both Algebra and Biology.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| The all student group in Career Standards Benchmark,92%, Exceeded the Statewide Average of 89%. |  |
| Students are building on a broad set of skills through exposure opportunities that include school visits, off site visits to community facilities and summer enrichment programs. These opportunities will allow them to discover their passions and pursue post secondary careers that align with their interests. |  |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Percent of students with regular attendance, 31%, was below the statewide average of 82.2%. | Students are disengaged as a result of practices / methods, environment and communication. | Yes | If we establish, promote, and sustain a culture of high expectations for attendance while increasing engagement and personalization with students and families, then there will be an increase in regular attendance. |
| Percent English Language growth and attainment, 6%, was below the statewide average of 22.2%. | Access to English Language supports does not meet the need of our student population - currently 26% of the student body. (1:106, staff to student ratio). | Yes | If we build the capacity of all staff to effectively implement scaffolding strategies for ELL students while understanding the can do descriptors, then the percent of English language growth and attainment will increase. |
| Implement a multi-tiered system of supports for academics and behavior |  | No |  |
| Attendance is below state expectations for all students groups. |  | No |  |
| Identify and address individual student learning needs. | Students have a variety of interests, ability levels and gaps in learning. | Yes | If staff effectively use data to make instructional decisions and use supplemental resources and programs, then students individual learning needs will be met and student outcomes will improve. |

# Goal Setting

| **Priority:** If we establish, promote, and sustain a culture of high expectations for attendance while increasing engagement and personalization with students and families, then there will be an increase in regular attendance. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance | Goal: Improve Attendance Outcomes Increase daily average attendance from to 86.6 % to 90%Increase regular attendance from 59% to 71% Increase the number of students participating in after-school programs / sports | Attendance Improvement | 71% or greater of students in attendance >90% of school days. | 71% or greater of students in attendance >90% of school days. | 71% or greater of students in attendance >90% of school days. | 71% or greater of students in attendance >90% of school days. |
| School climate and culture | Goal: Improve School Climate & CultureReduce student discipline / suspensions from to 34 to 15Increase in average SEL domain score, PA School Climate Survey, of .37 from 2.40 (2022-2023) to 2.77 or greaterIncrease students' regular attendance from 59% to 71% | Social Emotional Learning |  |  |  | Social Emotional Learning Domain Score of 2.77 or greater as measured by the PA School Climate Survey. |

| **Priority:** If we build the capacity of all staff to effectively implement scaffolding strategies for ELL students while understanding the can do descriptors, then the percent of English language growth and attainment will increase. | | | | | | |
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| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Growth and Attainment | Goal: Improve English Language Growth & Attainment Increase number of students meeting or exceeding expected growth targets Increase the number of EL's moving levels as measured by WIDAIncrease the number of EL's in advanced courses | EL Growth and Attainment | Initial Benchmark | 10% increase of students meeting expected growth | No LAS Links Benchmark. | 15% increase of students meeting expected growth |

| **Priority:** If staff effectively use data to make instructional decisions and use supplemental resources and programs, then students individual learning needs will be met and student outcomes will improve. | | | | | | |
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| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | Goal: Improve Mathematics OutcomesIncrease the number of students passing Algebra 1 by 3.6% or 122/143 (129/146 or 88.4% in 2022-2023)Increase benchmark assessment performance from Quarter 1 to Quarter 4 by 12%Increase the average performance level in algebra 1 portfolios from 7.37 (C) to 7.45 (B) | Math Achievement | Initial benchmark. | Increase percentage of students proficient or advanced by ((28%-IB)/3) from initial benchmark. | Increase percentage of students proficient or advanced by ((28%-IB)/3) from initial benchmark. | 28% or greater of students proficient or advanced on STAR Algebra. |
| English Language Arts | Goal: Improve Literacy OutcomesIncrease the number of students passing English II by 5.2% or 110/129 (83/104 or .798 of students passed English II in 2022-2023) Increase participation in rigorous courses of study from 45.1% to 50% (Statewide average 55.9%) Increase benchmark assessment performance from Q1 to Q4 by 12% | English Achievement | Initial benchmark. | Increase percentage of students proficient or advanced by ((32%-IB)/3) from initial benchmark. | Increase percentage of students proficient or advanced by ((32%-IB)/3) from initial benchmark. | 32% or greater of students proficient or advanced on STAR Reading. |
| Graduation rate | Goal: Increase Graduation RateIncrease the number of students (seniors) "on track" from midterm to final Increase regular attendance for seniors Increase percentage of students that are promoted to 10th grade from to 83% to 90% (129/143 in 2023-2024) | Graduation Rate |  |  |  | By June 2024, the graduation rate will increase to 87%. |

# Action Plan

| **Action Plan for:** Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school; socially, emotionally, intellectually and physically | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Attendance Improvement * Social Emotional Learning * Graduation Rate | | | | | | Strengths and challenges related to students' attendance | | | | | | Collected at beginning of school year. | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Convene an attendance committee inclusive of various stakeholders. | | | 08/21/2023 | | | 08/21/2023 | | | Jose Rosado / School Leader | | |  | | |  | | |
| Set goals for attendance. | | | 08/21/2023 | | | 08/25/2023 | | | Jose Rosado / School Leader | | |  | | |  | | |
| Identify strengths and barriers for regular attendance | | | 08/28/2023 | | | 09/22/2023 | | | Jose Rosado / School Leader | | | Survey for students and families | | |  | | |
| Support students in utilizing an Integrated Student Support Model | | | 08/28/2023 | | | 06/07/2024 | | | Francines Gomez / School Counselor | | | Community partners for wrap around services. | | |  | | |

| **Action Plan for:** Implement an evidence-based system of schoolwide positive behavior interventions and supports | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Attendance Improvement * Social Emotional Learning * Graduation Rate | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Develop supports and strategies to incentivize on-time class and school attendance. | | | 08/21/2023 | | | 08/25/2023 | | | Jose Rosado / School Leader | | | Partnerships with local community organizations, funding or in-kind services for attendance celebrations. | | |  | | |
| Provide ongoing communication and training about the supports, strategies, and incentives to all stakeholders. | | | 08/21/2023 | | | 06/07/2024 | | | Jose Rosado / School Leader | | | Time management workshops (students). Training on taking accurate attendance, conferencing with students and families and tracking incentives (staff). | | | Yes | | |
| Relentlessly monitor student progress through data protocols and meetings. | | | 09/04/2023 | | | 06/07/2024 | | | Jose Rosado / School Leader | | | Attendance reports - weekly, monthly, quarterlyData system to collect and visualize students' attendance | | |  | | |

| **Action Plan for:** Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Math Achievement * EL Growth and Attainment * English Achievement | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Establish and communicate a vision for what high quality content-specific instruction that tends to both product and process looks like. | | | 08/21/2023 | | | 10/06/2023 | | | Telsa Comunale / Assistant School LeaderKristyn Senneca / Supervisor of Instruction | | | Danielson Framework for Teaching | | | Yes | | |
| Support teachers with implementation of new high quality tier 1 instruction in all content areas with fidelity. | | | 08/28/2023 | | | 06/07/2024 | | | Telsa Comunale / Assistant School LeaderKristyn Senneca / Supervisor of Instruction | | | Danielson Framework for Teaching | | | Yes | | |

| **Action Plan for:** Provide frequent timely, and systematic feedback and support on instructional practices. | | | | | | | | | | | | | | | | | |
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| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Math Achievement * EL Growth and Attainment * English Achievement | | | | | |  | | | | | |  | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Monitor students' progress through data protocols and meetings. | | | 09/06/2023 | | | 06/05/2024 | | | Telsa Comunale / Assistant School LeaderKristyn Senneca / Supervisor of Instruction | | | Danielson Framework for Teaching Data Wise Improvement Cycle | | | Yes | | |
| Implementation of Instructional Rounds | | | 08/30/2023 | | | 06/05/2024 | | | Jose Rosado / School Leader | | | Instructional Rounds in Education | | | Yes | | |
| Organize leadership team members to progress monitor implementation through consistent classroom walkthroughs. | | | 08/28/2023 | | | 06/07/2024 | | | Jose Rosado / School Leader | | | Walkthrough FormData visualization system | | |  | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | * Provide ongoing communication and training about the supports, strategies, and incentives to all stakeholders. |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | * Establish and communicate a vision for what high quality content-specific instruction that tends to both product and process looks like. * Support teachers with implementation of new high quality tier 1 instruction in all content areas with fidelity. |
| Provide frequent timely, and systematic feedback and support on instructional practices. | * Monitor students' progress through data protocols and meetings. * Implementation of Instructional Rounds |

# Professional Development Activities

| School Climate Goals | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide ongoing communication and training about the supports, strategies, and incentives to all stakeholders. | | | | All Staff | | | | Academic progress, behavior and attendance data. Monitoring the data through use of the PLP and establishing one on one conferences to support students in monitoring their own data. | | | | Use of the PLP and establishing the practice of one on one conference. Additionally, the use of PLP for goal setting, communication with students specific to incentives. | | | | Assistant School Leader | | | | 08/30/2023 | | | | 06/07/2024 | | | |
| **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) | | | | | | | Weekly visits to advisory and monthly meetings to discuss data. | | | | | | |  | | | | | | |  | | | | | | |

| Achievement and Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Establish and communicate a vision for what high quality content-specific instruction that tends to both product and process looks like. * Support teachers with implementation of new high quality tier 1 instruction in all content areas with fidelity. * Monitor students' progress through data protocols and meetings. * Implementation of Instructional Rounds | | | | Instructional Staff | | | | Danielson Domain 3:Communicating with studentsUsing Questioning and Discussion TechniquesEngaging Students in Learning Using Assessment in InstructionDemonstrating Flexibility and Responsiveness | | | | Data collected during walkthroughs.Teacher reflection during coaching sessions. | | | | Supervisor of Instruction - Kristyn Senneca Assistant School Leader - Telsa ComunaleSchool Leader - Jose Rosado | | | | 08/30/2023 | | | | 06/07/2024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Workshop(s) | | | | | | | Weekly workshops (professional development) | | | | | | |  | | | | | | |  | | | | | | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | | | | | | Quarterly | | | | | | |  | | | | | | |  | | | | | | |
| Classroom/school visitation | | | | | | | Weekly | | | | | | |  | | | | | | |  | | | | | | |