# JEFFERSON EL SCH

750 Saint John St

TSI Title 1 School Plan | 2023 - 2024

# Steering Committee

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# Vision for Learning

At Jefferson Elementary School, we strive to foster the unique talents and abilities of all students in a safe and supportive environment by providing equitable learning opportunities, implementing effective teaching strategies, and meeting the social emotional needs of all students.

# Summary Of Strengths and Challenges

## Strengths

| **Strength** | **Consideration In Plan** |
| --- | --- |
| STAR Reading Spring 2023 benchmark: 34% of third grade students were proficient or advanced. | Yes |
| STAR Reading Spring 2023 benchmark: 37% of 3rd-5th grade students were proficient or advanced. (66/196) | No |
| At the end of the 2023 school year, 35% of kindergarten students met the Early Lit benchmark goal, and all students improved composite score from BOY to EOY benchmark. | Yes |
| Based on the 2021-2022 school year data, 77% of all student groups met the standard for demonstrating growth in math. | No |
| Based on the 2021-2022 school year data, 62.7% of the all student group attended school regularly, maintaining the same performance from the previous year. | No |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | No |
| STAR Math Spring 2023 benchmark: 23% of fourth grade students were proficient or advanced. (19/84) | Yes |
| STAR Math Spring 2023 benchmark: 24% of third-fifth grade students were proficient or advanced. (57/240) | No |
| Based on the 2021-2022 school year data, 91.4% of the all student group met the Career Standards Benchmark. The Hispanic group met or exceeded the goal (98.1%). | Yes |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | No |
| There are no strengths to note. | No |
| Insufficient data/samples | No |
| . | No |
| 25% of 3rd grade students were proficient or advanced on 2023 PSSA Math. | No |

## Challenges

| **Challenge** | **Consideration In Plan** |
| --- | --- |
| Based on the 2021-2022 school year, 14.9% of students were advanced/proficient in ELA. None of the student groups made the interim target. | No |
| Based on the 2021-2022 school year, 7.2% of students were advanced or proficient in math. | No |
| Based on the 2021-2022 school year, 37.3% of students did not meet the attendance goal. | Yes |
| STAR Math Spring 2023 benchmark: 2% of third-fifth grade LEP students were proficient or advanced. (6/50) | Yes |
| Data is from the 2021-2022 school year. | No |
| Use multiple professional learning designs to support the learning needs of staff | Yes |
| Implement a multi-tiered system of supports for academics and behavior | Yes |
| Align curricular materials and lesson plans to the PA Standards | Yes |
| Continuously monitor implementation of the school improvement plan and adjust as needed | No |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Yes |
| STAR Reading Spring 2023 benchmark: 26% of third-fifth grade students in the black student sub group were proficient or advanced. (9/34) | Yes |
| STAR Reading Spring 2023 benchmark: 16% of third-fifth grade LEP students were proficient or advanced. (8/50) | Yes |
| STAR Reading Spring 2023 benchmark: 25% of Hispanic third-fifth grade students were proficient or advanced (35/138), and 26% of third-fifth grade students in the black student sub group were proficient or advanced (9/34). | Yes |
| STAR Reading Spring 2023 benchmark: 16% of third-fifth grade LEP students were proficient or advanced. (8/50) | Yes |
| STAR Math Spring 2023 benchmark: 12% of third-fifth grade LEP students were proficient or advanced. (6/50) | Yes |
| Insufficient data/samples available to identify a challenge. | No |
| Based on the 2021-2022 school year, 37.6% of 4th grade students were advanced or proficient in Science. None of the student groups met the target. | No |
| Overall low proficiency in Early Literacy and ELA. | No |
| STAR Math Spring 2023 benchmark: 9% of third-fifth grade students in the black student sub group were proficient or advanced. (3/35) | Yes |
| Actual percentage of 4th grade students proficient or advanced on 2023 PSSA Math is 5.75%. | No |
| Based on 2021-2022 future ready data, in both ELA and math, economically disadvantaged students did not meet interim target but did increase performance from previous year. | Yes |
| STAR Reading Spring 2023 benchmark: 26% of third-fifth grade students in the black student sub group were proficient or advanced. (9/34) | No |
| STAR Reading Spring 2023 benchmark: 25% of Hispanic student group in third-fifth grade students were proficient or advanced. (35/138) | No |
| STAR Math Spring 2023 benchmark: 23% of Hispanic third-fifth grade students were proficient or advanced (35/152), and 9% of third-fifth grade students in the black student sub group were proficient or advanced (3/35). | No |

## Most Notable Observations/Patterns

We need to provide equitable learning opportunities for all student groups and implement effective teaching strategies specific to the need of our student groups.

# Analyzing Strengths and Challenges

## Strengths

| **Strength** | **Discussion Points** |
| --- | --- |
| STAR Reading Spring 2023 benchmark: 34% of third grade students were proficient or advanced. |  |
| At the end of the 2023 school year, 35% of kindergarten students met the Early Lit benchmark goal, and all students improved composite score from BOY to EOY benchmark. |  |
| STAR Math Spring 2023 benchmark: 23% of fourth grade students were proficient or advanced. (19/84) |  |
| Based on the 2021-2022 school year data, 91.4% of the all student group met the Career Standards Benchmark. The Hispanic group met or exceeded the goal (98.1%). |  |

## Challenges

| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| --- | --- | --- | --- |
| Based on the 2021-2022 school year, 37.3% of students did not meet the attendance goal. | By the end of the 4th quarter of the 2022-2023 school year, 36% of students were chronically absent. Additional supports will need to be identified and implemented. | Yes | If we provide effective student-centered resources to support daily student attendance and our students social emotional needs are met, then students will attend school regularly. |
| STAR Math Spring 2023 benchmark: 2% of third-fifth grade LEP students were proficient or advanced. (6/50) |  | No |  |
| Use multiple professional learning designs to support the learning needs of staff |  | No |  |
| Implement a multi-tiered system of supports for academics and behavior |  | No |  |
| Align curricular materials and lesson plans to the PA Standards |  | No |  |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |  | No |  |
| STAR Reading Spring 2023 benchmark: 26% of third-fifth grade students in the black student sub group were proficient or advanced. (9/34) |  | No |  |
| STAR Reading Spring 2023 benchmark: 16% of third-fifth grade LEP students were proficient or advanced. (8/50) | The actual percentage of third-fifth grade students proficient or advanced in PSSA ELA is 23.17%. By the end of the 2022-2023 school year, 125 ELL students in kindergarten-5th grade were enrolled, with only two ESOL teachers and one instructional para for support. | Yes | If staff share collective responsibility for the success of EL students; co-teachers have protected time and structures for planning and collaborating; teachers use data to inform instructional decisions, and student-centered supports are implemented, then English language proficiency will improved. |
| STAR Reading Spring 2023 benchmark: 25% of Hispanic third-fifth grade students were proficient or advanced (35/138), and 26% of third-fifth grade students in the black student sub group were proficient or advanced (9/34). | The actual percentage of third-fifth grade students proficient or advanced in PSSA ELA is 23.17%. Need to provide additional, equitable resources for Hispanic student group. | Yes | If we provide equitable opportunities and student-centered resources and are collectively responsible for the academic success of our Hispanic and black student groups, then reading and math proficiency will improve. |
| STAR Reading Spring 2023 benchmark: 16% of third-fifth grade LEP students were proficient or advanced. (8/50) |  | No |  |
| STAR Math Spring 2023 benchmark: 12% of third-fifth grade LEP students were proficient or advanced. (6/50) |  | No |  |
| STAR Math Spring 2023 benchmark: 9% of third-fifth grade students in the black student sub group were proficient or advanced. (3/35) |  | No |  |
| Based on 2021-2022 future ready data, in both ELA and math, economically disadvantaged students did not meet interim target but did increase performance from previous year. |  | Yes | If teachers have protected time and structures for planning and collaborating; teachers use data to inform instructional decisions, and student-centered supports are implemented, then reading and math proficiency will increase within our economically disadvantaged student group. |

# Goal Setting

| **Priority:** If we provide effective student-centered resources to support daily student attendance and our students social emotional needs are met, then students will attend school regularly. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Regular Attendance | Improve Attendance Outcomes: By June 2024, the percentage of chronically absent students will not exceed 24%.Indicators: - Decrease chronic absenteeism from 36% to 24%.- Increase daily average attendance from 63% to 80%. - Increase state assessment participation rates from 97% to 98%. | Attendance | 24% or less | 24% or less | 24% or less | 24% or less |
| School climate and culture | Improve School Climate and Culture: By June 2024, the average SEL domain score will be 2.86.Indicators:- Increase the average social emotional domain score from 2.86 to 3.4 as measured by the Pennsylvania Department of Education Climate Survey.- Increase attendance at family engagement opportunities, i.e. events, parent meetings, conferences. - Increase the number of students who are celebrated for academic growth and achievement.- Reduce student out of school suspensions from seventeen during the 2022-2023 school year to ten at the end of the 2023-2024 school year. | Social Emotional Learning | Climate survey not administered until 4th quarter. | Climate survey not administered until 4th quarter. | Climate survey not administered until 4th quarter. | Average domain score = 2.86 |

| **Priority:** If staff share collective responsibility for the success of EL students; co-teachers have protected time and structures for planning and collaborating; teachers use data to inform instructional decisions, and student-centered supports are implemented, then English language proficiency will improved. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **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 | Improve English Language Growth & Attainment: By June 2024, 20% of LEP students in the third-fifth grades will score proficiency on LAS Links.Indicators: - Increase number of ELs proficient in each grade level benchmark assessments (from previous school year). - Increase the number of ELs moving from level 1 to level 2 by 20% as measured by WIDA performance. - Increase the number of ELs moving from level 2 to level 3 by 20% as measured by WIDA performance. - Increase the number of ELs moving from level 3 to level 4 by 20% as measured by WIDA performance. - Increase the number of ELs moving from level 4 to level 5 20% as measured by WIDA performance. - Increase the number of ELs exiting by 20%. | English Language Growth and Attainment | Baseline | To be determined based on baseline. | To be determined based on baseline. | 20% proficiency. |

| **Priority:** If we provide equitable opportunities and student-centered resources and are collectively responsible for the academic success of our Hispanic and black student groups, then reading and math proficiency will improve. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | Improve Literacy Outcomes: By June 2024, 44% of 3rd grade students will be proficient or advanced on PSSA ELA. Indicators:- Increase the number of students proficient on benchmark assessment performance from quarter 1 to quarter 2 by 6%- Increase the number of students proficient on benchmark assessment performance from quarter 2 to quarter 3 by 6%. - Increase the number of students proficient on benchmark assessment performance from quarter 3 to quarter 4 by 6%.- Increase the number of students utilizing On Demand Tutoring by 10% each quarter. | Improve Literacy Outcomes (3rd grade) | Baseline | To be determined based on baseline. | To be determined based on baseline. | 44% proficient or advanced. |
| Mathematics | Improve Math Outcomes: By June 2024, 18% of 4th grade students will be proficient or advanced on PSSA Math. Indicators:- Increase the number of students proficient on benchmark assessment performance from quarter 1 to quarter 2 by 5%.- Increase the number of students proficient on benchmark assessment performance from quarter 2 to quarter 3 by 5%. - Increase the number of students proficient on benchmark assessment performance from quarter 3 to quarter 4 by 5%.- Increase the number of students utilizing On Demand Tutoring by 10% each quarter. | Improve Math Outcomes (4th grade) | Baseline | To be determined based on baseline. | To be determined based on baseline. | 18% proficient or advanced |
| Early Literacy | Improve Literacy Outcomes: By June 2024, 55% of kindergarten students will demonstrate proficiency in foundational early literacy skills. Indicators:- Increase benchmark assessment performance from BOY to MOY by 15%.- Increase benchmark assessment performance from MOY to EOY by 15%. | Literacy Outcomes- Early Foundational Skills | Baseline | To be determined based on baseline. | To be determined based on baseline. | 55% proficiency |

| **Priority:** If teachers have protected time and structures for planning and collaborating; teachers use data to inform instructional decisions, and student-centered supports are implemented, then reading and math proficiency will increase within our economically disadvantaged student group. | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | Improve Literacy Outcomes: By June 2024, 44% of 3rd grade students will be proficient or advanced on PSSA ELA. Indicators:- Increase the number of students proficient on benchmark assessment performance from quarter 1 to quarter 2 by 6%- Increase the number of students proficient on benchmark assessment performance from quarter 2 to quarter 3 by 6%. - Increase the number of students proficient on benchmark assessment performance from quarter 3 to quarter 4 by 6%.- Increase the number of students utilizing On Demand Tutoring by 10% each quarter. | ELA- Economically Disadvantaged | Baseline | To be determined based on baseline. | To be determined based on baseline. | 44% proficient or advanced |
| Mathematics | Improve Math Outcomes: By June 2024, 18% of 4th grade students will be proficient or advanced on PSSA Math. Indicators:- Increase the number of students proficient on benchmark assessment performance from quarter 1 to quarter 2 by 5%.- Increase the number of students proficient on benchmark assessment performance from quarter 2 to quarter 3 by 5%. - Increase the number of students proficient on benchmark assessment performance from quarter 3 to quarter 4 by 5%.- Increase the number of students utilizing On Demand Tutoring by 10% each quarter. | Math- Economically Disadvantaged | Baseline | To be determined based on baseline. | To be determined based on baseline. | 18% proficient or advanced |
| Early Literacy | Improve Literacy Outcomes: By June 2024, 55% of kindergarten students will demonstrate proficiency in foundational early literacy skills. Indicators:- Increase benchmark assessment performance from BOY to MOY by 15%.- Increase benchmark assessment performance from MOY to EOY by 15%. | Early Literacy- Economically Disadvantaged | Baseline | To be determined based on baseline. | To be determined based on baseline. | 55% proficiency |

# Action Plan

| **Action Plan for:** Student-Centered Supports for Basic Needs | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Attendance * Social Emotional Learning | | | | | | By June 2024, the number of chronically absent students will be 23% or less. | | | | | | Attendance Team- monthly meetingsSapphire Attendance Reports | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Continuously monitor student performance and progress. | | | 08/28/2023 | | | 06/07/2024 | | | Assistant Principal, Attendance Committee | | | Sapphire Attendance Reports; School Attendance Improvement Plans | | | No | | |
| Provide individualized attention to students (and families) in partnership with other school staff, family members, and community service organizations | | | 08/28/2023 | | | 06/07/2024 | | | Assistant Principal, Attendance Committee | | | Sapphire Attendance Reports; School Attendance Improvement Plans; Community Partners | | | No | | |
| Hold Monthly attendance team meetings to identify chronically absent students and determine a plan of action to support students and families. | | | 08/28/2023 | | | 06/07/2024 | | | Assistant Principal, Attendance Committee | | | Sapphire Attendance Reports; School Attendance Improvement Plans | | | No | | |
| Recognize and celebrate student attendance achievements/success monthly at Golden Stallion celebrations. | | | 10/06/2023 | | | 06/07/2024 | | | Assistant Principal, Attendance Committee | | | Attendance Certificates | | | No | | |
| Teach social emotional lessons. | | | 09/05/2023 | | | 06/07/2024 | | | Classroom Teachers, School Counselor | | | District created and/or teacher found SEL materials | | | No | | |
| Lead Restorative Check-Ins and Circles | | | 09/05/2023 | | | 06/07/2024 | | | Classroom Teachers, School Counselor | | | Restorative Circle Topics, Restorative Lessons | | | No | | |
| Provide food bank ppportunities to families in the Jefferson Community, bi-monthly. | | | 09/06/2023 | | | 06/07/2024 | | | Principal, FACE department | | | Second Harvest Food Bank donations | | | No | | |

| **Action Plan for:** Instructional Decision Making | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * English Language Growth and Attainment * Improve Literacy Outcomes (3rd grade) * Improve Math Outcomes (4th grade) * Literacy Outcomes- Early Foundational Skills * ELA- Economically Disadvantaged * Math- Economically Disadvantaged * Early Literacy- Economically Disadvantaged | | | | | | By June 2024, 55% of kindergarteners will demonstrate mastery of foundational skills; 44% of 3rd grade students will be proficient or advanced on the PSSA ELA; and 18% of 4th grade students will be proficient or advanced on the Math PSSAs. | | | | | | Principal, Assistant Principal- monthlySTAR math and reading benchmarks; DIBELS | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based. | | | 08/21/2023 | | | 06/07/2024 | | | Classroom Teachers and Support Staff | | | Not limited to: master schedule; Act 80 schedule, staff sign-in sheets | | | No | | |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | | | 08/21/2023 | | | 06/07/2024 | | | Classroom Teachers and Support Staff | | | Not limited to: master schedule; ACT 80 schedule, staff sign-in sheets.Title I funds up to $6952.77. | | | No | | |
| Identify individual student needs and provide equitable supports based on student needs. | | | 08/21/2023 | | | 06/07/2024 | | | Classroom Teachers and Support Staff | | | Data Resources, i.e. STAR benchmarks | | | No | | |
| Create a schedule to provide protected time for collaboration around student progress and needs. | | | 08/21/2023 | | | 06/07/2024 | | | Principal, Assistant Principal | | | Not limited to: master schedule, ACT 80 schedule, staff sign-in sheets. | | | No | | |
| Leadership coaching | | | 08/21/2023 | | | 06/07/2024 | | | Senior Executive Director of Elementary Schools and Principal | | | Leadership coach; ESSR funds | | | No | | |

| **Action Plan for:** Focus on Continuous Improvement of Instruction | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * Improve Literacy Outcomes (3rd grade) * Improve Math Outcomes (4th grade) * Literacy Outcomes- Early Foundational Skills | | | | | | By June 2024, 55% of kindergarteners will demonstrate mastery of foundational skills; 44% of 3rd grade students will be proficient or advanced on the PSSA ELA; and 18% of 4th grade students will be proficient or advanced on the Math PSSAs. | | | | | | Principal, Assistant Principal- weekly to monthlySTAR reading and math benchmark assessments; DIEBELS; LAS Links | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Implementation of Instructional Rounds | | | 10/02/2023 | | | 05/31/2024 | | | Principal | | | To be determined. | | | No | | |
| Conduct walkthroughs and observations based on the Danielson model. | | | 09/11/2023 | | | 05/31/2024 | | | Principal, Assistant Principal | | | PA-ETEP | | | No | | |
| Heggerty lessons will be taught with fidelity. | | | 08/28/2023 | | | 06/07/2024 | | | Classroom Teachers | | | Heggerty resources | | | No | | |
| Support teachers will implement high quality interventions in reading with fidelity. | | | 09/05/2023 | | | 06/07/2024 | | | Intervention Specialist, Early Literacy Intervention Specialist, Reading Specialist, Instructional Paraprofessionals | | | Voyager, mClass | | | No | | |
| Provide professional development opportunities for instruction and academic growth in early literacy, reading, and/or math. (i.e. LETRS, data protocols) | | | 08/21/2023 | | | 06/07/2024 | | | Principal, Assistant Principal, Executive Director of Professional Development | | | Resources and programs specific to reading and math; expert trainers to lead professional development.Title I funds up to $6952.77. | | | Yes | | |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers | | | 08/21/2023 | | | 06/07/2024 | | | Principal | | | Salaries and benefits supported by Title I= $312,190.90. | | | No | | |

| **Action Plan for:** Accommodations and Writing Supports for English Language Learners | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * English Language Growth and Attainment | | | | | | By June 2024, 20% of LEP students in the third-fifth grades will score proficiency on LAS Links. | | | | | | Principal, ESOL Teachers- after each assessmentSTAR reading and math benchmarks; LAS Links | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Provide allowable test accommodations for English Language Learners for all benchmark assessments and LAS Links | | | 08/28/2023 | | | 06/07/2024 | | | Principal, ESOL teachers, classroom teachers | | | List of accommodations for STAR reading and math benchmarks; LAS Links | | | No | | |
| Collaboration sessions amongst classroom teachers and support staff (i.e. ESOL teachers). | | | 08/28/2023 | | | 06/07/2024 | | | Principal | | | Not limited to: master schedule, Act 80 days, PD opportunities. | | | No | | |
| Create a schedule to include designated, protected time for writing instruction for ELL students. | | | 08/28/2023 | | | 06/07/2024 | | | Principal | | | Master schedule; writing resources for ESOL teachers | | | No | | |

| **Action Plan for:** Student-Centered Supports for Academic Needs | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measurable Goals** | | | | | | **Anticipated Output** | | | | | | **Monitoring/Evaluation (People, Frequency, and Method)** | | | | | |
| * English Language Growth and Attainment * Improve Literacy Outcomes (3rd grade) * Improve Math Outcomes (4th grade) * Literacy Outcomes- Early Foundational Skills * ELA- Economically Disadvantaged * Math- Economically Disadvantaged * Early Literacy- Economically Disadvantaged | | | | | | By June 2024, 55% of kindergarteners will demonstrate mastery of foundational skills; 44% of 3rd grade students will be proficient or advanced on the PSSA ELA; and 18% of 4th grade students will be proficient or advanced on the Math PSSAs. | | | | | | Principal, Parent Involvement CommitteeSTAR Benchmarks (Reading and Math); DIBELS | | | | | |
| **Action Step** | | | **Anticipated Start Date** | | | **Anticipated Completion Date** | | | **Lead Person/Position** | | | **Material/Resources/Supports Needed** | | | **PD Step?** | | |
| Purchase equitable supplemental materials and resources to support academic growth in math and reading. | | | 08/21/2023 | | | 06/07/2024 | | | Principal | | | Supplemental resources to support academic growth.Title I funds of up to $6952.77. | | | No | | |
| Continue to purchase technology items (i.e. iPads, chargers) to ensure that all students are 1:1 with technology needs. | | | 08/21/2023 | | | 06/07/2024 | | | Principal | | | Not limited to: iPads, chromebooks, chargers.Title I funds= $9733.88 | | | No | | |
| Provide extended learning opportunities for students in third grade to focus on reading and students in fourth grade specific to STEM. | | | 10/02/2023 | | | 06/07/2024 | | | Principal, Teachers | | | Supplemental Resources (i.e. Zearn); Title I funds up to $4171.66. | | | No | | |
| Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers | | | 08/28/2023 | | | 06/07/2024 | | | Principal | | | Salaries and benefits supported by Title I= $312,190.90. | | | No | | |
| Provide parent involvement opportunities to help parents support their child at home. | | | 10/02/2023 | | | 06/07/2024 | | | Principal, Parent Involvement Committee, Teachers | | | To be determined but will support reading and/or math.Parent sign-in sheets;Title I funds to support parent involvement= $4079.77 | | | No | | |

# Professional Development Action Steps

| **Evidence-based Strategy** | **Action Steps** |
| --- | --- |
| Focus on Continuous Improvement of Instruction | * Provide professional development opportunities for instruction and academic growth in early literacy, reading, and/or math. (i.e. LETRS, data protocols) |

# Professional Development Activities

| Supporting Student Growth in Math and Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide professional development opportunities for instruction and academic growth in early literacy, reading, and/or math. (i.e. LETRS, data protocols) | | | | Jefferson Staff and Teachers | | | | Instruction for growth in early literacy, reading, and/or math. | | | | Increased proficiency/mastery in early literacy, reading, and/or math. | | | | Principal, Assistant Principal, Executive Director of Professional Development | | | | 08/21/2023 | | | | 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) | | | | | | | 1 per rating period | | | | | | | * 4e: Growing and Developing Professionally * 1c: Setting Instructional Outcomes * 1b: Demonstrating Knowledge of Students | | | | | | |  | | | | | | |
| Inservice day | | | | | | | Based on ASD schedule. | | | | | | | * 1c: Setting Instructional Outcomes * 3c: Engaging Students in Learning | | | | | | |  | | | | | | |
| Independent study | | | | | | | 1 per month | | | | | | | * 1c: Setting Instructional Outcomes * 3c: Engaging Students in Learning | | | | | | |  | | | | | | |

| Instructional Rounds | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Provide professional development opportunities for instruction and academic growth in early literacy, reading, and/or math. (i.e. LETRS, data protocols) | | | | Jefferson Teachers | | | | Define instructional rounds; what do instructional rounds entail?; collaboration on instructional rounds. | | | | Increased student proficiency in early literacy, reading, and math. | | | | Principal | | | | 10/02/2023 | | | | 05/31/0024 | | | |
| **Learning Formats** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Type of Activities** | | | | | | | **Frequency** | | | | | | | **Observation and Practice Framework Met in this Plan** | | | | | | | **This Step Meets the Requirements of State Required Trainings** | | | | | | |
| Learning walk | | | | | | | TBD | | | | | | | * 4e: Growing and Developing Professionally | | | | | | |  | | | | | | |

| Data Protocols | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Step** | | | | **Audience** | | | | **Topics to be Included** | | | | **Evidence of Learning** | | | | **Lead Person/Position** | | | | **Anticipated Timeline Start Date** | | | | **Anticipated Timeline Completion Date** | | | |
| * Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices. | | | | Jefferson Staff | | | | Implementation of data protocols; data analysis; meeting student needs based on data | | | | Increased student proficiency in early literacy, reading, and math. | | | | Principal | | | | 08/21/2023 | | | | 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) | | | | | | | TBD | | | | | | | * 1c: Setting Instructional Outcomes | | | | | | |  | | | | | | |
| Inservice day | | | | | | | Based on ASD schedule. | | | | | | | * 1c: Setting Instructional Outcomes | | | | | | |  | | | | | | |