

**Union Terrace El Sch**

TSI Title 1 School Plan | 2024 - 2025

## Steering Committee

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

### **Vision for Learning**

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

## 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
Increased 2 % in ELA from 22-23 from 23%-25%	False
100 Academic Growth Score for math	True
Increased 12.3% in MATH PSSA from 11.4 to 23.7 from 22-23	False
Increased Kindergarten Dibels proficiency from 14% to 41% proficient from BOY to EOY	True
Increased students working in or above grade level material in Lexia from 35% in BOY to 89% at EOY	False
	False
ELL Students increased in ELA and MATH	False
Students with Disability Increased in ELA and Math	False
	False
	False
	False
Collectively shape the vision for continuous improvement of teaching and learning	True
Increased from 34% to 53% proficiency from BOY to EOY on the Kindergarten USNS Screener	False
	False
Increased from 27% to 31% on CDT testing from BOY to EOY	False
	False
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Hispanic student subgroup met or exceeded statewide goal	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	True
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	False
English Learners had 100%- met and exceeded statewide goal	False
Career Standard Benchmark - TBD	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
Bi-Racial students decreased in Math from previous year	False
ELA is below the statewide average	True
Math is below the statewide average	True
Bi- Racial and Black Students decreased in ELA from previous year	False
Decreased from 24% proficient or advanced in beginning of year to 22 % at end of year in STAR Math	False

Decreased from 33% proficient or advanced in beginning of year to 31 % at end of year in STAR Reading	False
	False
Hispanic student subgroup decreased from previous year	False
	False
Additional time each day in instructional schedules to focus on rigorous science content and project based and inquiry based learning.	False
Use multiple professional learning designs to support the learning needs of staff *	False
Identify and address individual student learning needs *	False
Increase school climate survey results by providing SEL opportunities, cultivated a strong climate and culture where students, families and staff are excited to come to the school every day ready to learn, grow and achieve	True
	False
Students with Disabilities are not meeting the interim goal in ELA or Math	False
	False
Implement evidence-based strategies to engage families to support learning *	False
ELL students are not meeting interim Goal in ELA or Math	False
all student groups, economically disadvantaged, students with disabilities decreased in performance from previous year	False
	False
	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.

Team recognized the importance of needing time to collaboratively plan to horizontally and vertically the academic standards.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA is below the statewide average	Teachers' instructional practices are not being implemented in a manner that promotes rigor and relevance. Additionally, coupled with a new curriculum, this was a challenge this past school year.	True
Math is below the statewide average	Teachers' instructional practices are not being implemented in a manner that promotes rigor and relevance.	True
Increase school climate survey results by providing SEL opportunities, cultivated a strong climate and culture where students, families and staff are excited to come to the school every day ready to learn, grow and achieve	We have made great strides in implementing a positive and welcoming tier 1 climate, however, we are still in need of figuring out to maintain and sustain this work.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Increased Kindergarten Dibels proficiency from 14% to 41% proficient from BOY to EOY	
100 Academic Growth Score for math	
Collectively shape the vision for continuous improvement of teaching and learning	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	We have business partners that support our school financial, socially and academically.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Strategic Plan: Priority 1, Goal 4 If we implement an evidence based multi-tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism, then we will see an increase in students regularly attending school , increased average daily attendance, and a decrease in students who are chronically absent from school.
	Strategic Plan: Priority 1 Goal 2 If we provide students in K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication division) with whole numbers, fractions and decimals. This includes fluency and understanding of the order of operation, then we will see and increase in student proficiency in math. Strategic Plan: Priority 1, Goal 1 If we effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills, then we will see an increase in student proficiency in ELA.
	Strategic Plan: Priority 2, Goal 4 If we intentionally empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment, then students, staff and families will feel excited to come to school every day to learn, grow and achieve.



## Goal Setting

Priority: Strategic Plan: Priority 1 Goal 2 If we provide students in K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication division) with whole numbers, fractions and decimals. This includes fluency and understanding of the order of operation, then we will see and increase in student proficiency in math. Strategic Plan: Priority 1, Goal 1 If we effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills, then we will see an increase in student proficiency in ELA.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade (Strategic Plan) By June 2025. we will increase, by at least 3% of students scoring Proficient/Advanced on the Math PSSA, using the Spring 2024 Math PSSA as a baseline. Interim Target 1: Progress toward this goal will be measured by STAR Benchmark assessments Interim Target 2: Progress toward this goal will be measured by Envision Math Chapter Assessments Interim Target 3: Progress toward this goal will be measured by USNS Kindergarten Screener			
Measurable Goal Nickname (35 Character Max)			
Math PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall Star Math Assessment.	There will be at least a 3% increase of students scoring At/Above on the Winter 1 Star Math Assessment from the fall baseline.	There will be at least a 6% increase of students scoring At/Above on the Winter 2 Star Math Assessment from the fall baseline.	There will be at least a 9% increase of students scoring At/Above on the Spring Star Math Assessment from the fall baseline.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2025. we will increase, by at least 3% of students scoring Proficient/Advanced on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Interim Target 1: Progress toward this goal will be measured by STAR Reading Benchmarks Interim Target 2: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia Interim Target 3: Progress toward this goal will be measured by Benchmark Unit Assessment Proficiency			
Measurable Goal Nickname (35 Character Max)			
ELA PSSA			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall Star Reading Assessment.	There will be at least a 3% increase of students scoring At/Above on the Winter 1 Star Reading Assessment from the fall baseline.	There will be at least a 6% increase of students scoring At/Above on the Winter 2 Star Reading Assessment from the fall baseline.	There will be at least a 9% increase of students scoring At/Above on the Spring Star Reading Assessment from the fall baseline.

Outcome Category			
Early Literacy			
Measurable Goal Statement (Smart Goal)			
Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2025, there will be at least a 30% increase of kindergarten students that demonstrate mastery in foundational literacy skills on the Dibels Assessment. Interim Target			



1: Progress toward this goal will be measured by Dibels- Letter Names and Sounds Interim Target 2: Progress toward this goal will be measured by Heggerty- Students will show proficiency in the blending phoneme subtest Interim Target 3: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Early Literacy Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline of student proficiency will be determined using the fall Dibels Assessment.	No assessment is administered.	There will be at least a 15% increase of students scoring proficient/advanced on the Winter Dibels Assessment from the fall baseline.	There will be at least a 30% increase of students scoring proficient/advanced on the Spring Dibels Assessment from the fall baseline.

Priority: Strategic Plan: Priority 1, Goal 4 If we implement an evidence based multi-tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism, then we will see an increase in students regularly attending school , increased average daily attendance, and a decrease in students who are chronically absent from school.

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			
The percentage of students who attend 90 percent or more school days will increase each year reducing chronic absenteeism (strategic plan) By June 2025, no more than 20% of students will be chronically absent. Indicator 1: Increase Average Daily Attendance per quarter Indicator 2: Decrease number of students who are chronically absent per quarter Indicator 3: Hold at least two family engagement events per quarter			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Goal 4 decrease chronic absenteeism			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
No more than 17% of students will be chronically absent at the end of Q1.	No more than 18% of students will be chronically absent at the end of Q2.	No more than 19% of students will be chronically absent at the end of Q3.	No more than 20% of students will be chronically absent at the end of Q4.

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
We will provide at least one parent and family engagement opportunity a quarter, with at least a cumulative 75% participation from families by the end of the year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
We will provide at least one parent and family engagement opportunity with at least a cumulative 18% parent attendance by the end of Q1.	We will provide at least one parent and family engagement opportunity with at least a cumulative 36% parent attendance by the end of Q2.	We will provide at least one parent and family engagement opportunity with at least a cumulative 60% parent attendance by the end of Q3.	We will provide at least one parent and family engagement opportunity with at least a cumulative 75% parent attendance by the end of Q4.

Priority: Strategic Plan: Priority 2, Goal 4 If we intentionally empower student voice and expression to increase engagement, foster a sense of ownership over learning, and create a more inclusive learning environment, then students, staff and families will feel excited to come to school every day to learn, grow and achieve.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2025, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Reduce Out of School Suspensions			
Measurable Goal Nickname (35 Character Max)			
Improve School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
A baseline will be determined by the number of level 3/4 infractions at end of quarter 1.	Target number of infractions determined at the end of quarter 1	Target number of infractions determined at the end of quarter 1	There will be no more than 35 Level 3/4 infractions at the end of Q4.

## Action Plan

### Measurable Goals

Early Literacy Goal	Math PSSA
ELA PSSA	Goal 4 decrease chronic absenteeism
Parent and Family Engagement	Improve School Climate and Culture

### Action Plan For: Structured Literacy for Early Literacy

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2025, there will be at least a 30% increase of kindergarten students that demonstrate mastery in foundational literacy skills on the Dibels Assessment. Interim Target 1: Progress toward this goal will be measured by Dibels- Letter Names and Sounds Interim Target 2: Progress toward this goal will be measured by Heggerty- Students will show proficiency in the blending phoneme subtest Interim Target 3: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.		2024-08-11	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist- Esther Servais Intervention Specialist- Nicole Razar Classroom Teachers Building Leadership	Quarterly benchmark data end of unit assessments state assessments informal and formal observations feedback data grade and content group agendas quarterly grades	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2025, 85% of kindergarten students will demonstrate mastery in foundational literacy skills.	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals

### Action Plan For: Structured Literacy for ELA grade 3

<b>Measurable Goals:</b>	
<ul style="list-style-type: none"> <li>Third Grade Reading- Increase Literacy proficiency in grade 3 By June 2025. we will increase, by at least 3% of students scoring Proficient/Advanced on the ELA PSSA, using the Spring 2024 ELA PSSA as a baseline. Interim Target 1: Progress toward this goal will be measured by STAR Reading Benchmarks Interim Target 2: Progress toward this goal will be measured by students continuing to progress in grade level in Lexia Interim Target 3: Progress toward this goal will be measured by Benchmark Unit Assessment Proficiency</li> </ul>	

Action Step		Anticipated Start/Completion Date	
Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.		2024-08-26	2025-06-11

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Reading Specialist- Esther Servais Intervention Specialist- Nicole Razar Classroom Teachers Building Leadership	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals	Yes	
Action Step		Anticipated Start/Completion Date	
Implementation of Instructional Rounds within the school setting		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Katie Gill/ Principal	data spreadsheets Meeting agendas and sign in sheets	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2025, increase the number of student proficient in ready by grade 3 to 51.37%	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals

### Action Plan For: Foundation in Arithmetic Operations

Measurable Goals:
<ul style="list-style-type: none"> <li>Algebra 1- Increase the percentage of students passing Algebra 1 by 9th grade (Strategic Plan) By June 2025. we will increase, by at least 3% of students scoring Proficient/Advanced on the Math PSSA, using the Spring 2024 Math PSSA as a baseline. Interim Target 1: Progress toward this goal will be measured by STAR Benchmark assessments Interim Target 2: Progress toward this goal will be measured by Envision Math Chapter Assessments Interim Target 3: Progress toward this goal will be measured by USNS Kindergarten Screener</li> </ul>

Action Step		Anticipated Start/Completion Date	
Provide student in grades K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication and division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Intervention Specialist- Nicole Razar Classroom Teachers Building Leadership	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2025, increase the number of students proficient in grade 4 PSSA math to 41.49%	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals

## Action Plan For: MTSS to improve regular attendance

### Measurable Goals:

- The percentage of students who attend 90 percent or more school days will increase each year reducing chronic absenteeism (strategic plan) By June 2025, no more than 20% of students will be chronically absent. Indicator 1: Increase Average Daily Attendance per quarter Indicator 2: Decrease number of students who are chronically absent per quarter Indicator 3: Hold at least two family engagement events per quarter

Action Step		Anticipated Start/Completion Date	
Implement and evidenced-based, Multi-Tiered System of Support framework for students and their families to improve regular attendance and provide additional resources for students at risk of chronic absenteeism.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Attendance Outreach Worker- Jennyfaith Lopez Attendance Secretary- Belynda Beck Home School Visitor- Ryan Kuhns Community Outreach- Pinebrook Family Answers Building Admin Team	chronic absenteeism data average daily attendance data SEL and school climate data	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The percentage of students who attend 90 percent or more school days will increase each year, reducing chronic absenteeism.	Quarterly benchmark data, end-of-unit assessments; chronic absence data and average daily attendance; state assessments; informal and formal observation and feedback data, grade and content group agendas and minutes; problems of practice and action plans; quarterly goals

## Action Plan For: Student Advisory Group

### Measurable Goals:

- Strategic Plan Priority 2, Goal 2: Ensure the physical environment and infrastructure foster safe and secure learning environments where instructional excellence can thrive. Goal: By June 2025, the average domain score for Social Emotional Learning will increase to 3.4 as measured by the PA Climate Survey Indicator 1: Anti-Bullying learning opportunities every quarter Indicator 2: Reduce number of level 3 and 4 infractions related to disrespect to peer, bullying, harassment, and verbal and physical altercations Indicator 3: Reduce Out of School Suspensions

Action Step		Anticipated Start/Completion Date	
Create student advisory groups to recognize and amplify student voices as an impactful stakeholder in decision-making.		2024-08-26	2025-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
school counselor classroom teachers	climate data participation in services/activities student progress monitoring	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
By June 2025, the average domain score for	District and school implementation of a MTSS to monitor attendance,

social emotional learning will increase to 3.4 as measured by student responses to the climate survey.	climate data, quarterly grades, engage referrals through participation in services/activities, attendance, student progress monitoring .
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## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Structured Literacy for Early Literacy	Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.
Structured Literacy for ELA grade 3	Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.
Structured Literacy for ELA grade 3	Implementation of Instructional Rounds within the school setting
Foundation in Arithmetic Operations	Provide student in grades K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication and division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.

### PLC Process at Union Terrace

Action Step		
<ul style="list-style-type: none"> <li>Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.</li> <li>Provide student in grades K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication and division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.</li> <li>Implementation of Instructional Rounds within the school setting</li> </ul>		
Audience		
All Union Terrace Teachers		
Topics to be Included		
Instructional Rounds, Professional Learning Communities		
Evidence of Learning		
Incorporation of the Instructional Round model Implementation of weekly professional learning communities		
Lead Person/Position	Anticipated Start	Anticipated Completion
Katie Gill/ Principal	2024-08-19	2025-06-13

### Learning Format

Type of Activities	Frequency
Inservice day	3 times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

### Effectively Delivery Instruction in new core curriculum with fidelity

Action Step
<ul style="list-style-type: none"> <li>Provide student in grades K-8 with a solid foundation of arithmetic operations (addition, subtraction, multiplication and division) with whole numbers, fractions, and decimals. This includes fluency and understanding of the order of operations.</li> <li>Effectively deliver structured literacy instruction in pre-kindergarten through grade three, emphasizing foundational skills.</li> </ul>
Audience
All Union Terrace Teachers and Support Staff
Topics to be Included

-Effectively navigating and implementing new core curricular resources with fidelity.		
<b>Evidence of Learning</b>		
-Learning Walks during instructional time -Review of local assessment data (STAR, Benchmark, Heggerty, Lexia, and enVisions). -Observations and walkthroughs to ensure core curricular resources are being utilized effectively. - Instructional Coaches conduct classroom observations to identify instructional weaknesses and subsequently adjust professional learning sessions to address and strengthen these identified areas.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Katie Gill/ Principal Esther Servais/ Reading Specialist Nicole Razar/ Intervention Specialist	2024-08-19	2025-06-13

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Learning walk	3 times throughout the year - Learning Walks Third Thursday of each Month Act 80 Days
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1a: Demonstrating Knowledge of Content and Pedagogy</li> <li>1c: Setting Instructional Outcomes</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Teaching Diverse Learners in Inclusive Settings	