# JEFFERSON EL SCH

750 Saint John St

Schoolwide Title 1 School Plan | 2021 - 2022

# Steering Committee

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# Vision for Learning

Jefferson Elementary strives to foster the unique talents and abilities of all students in a safe and supportive environment. We believe that all students can succeed in school when they dream, believe in themselves, and work hard each day to achieve their goals.

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| 23% of students in Grade 5 were proficient or advanced on STAR: ELA, Spring 2021. | No |
| 15% of students in Grade 3 with IEPs were proficient or advanced on STAR: ELA, Spring 2021. | No |
| 31% of students in grades 3-5 in the Hispanic sub group were proficient or advanced on STAR: math, spring 2021. | Yes |
|  | No |
|  | No |
| 46.5% of (4th grade) students are proficient or advanced on Science PSSA. | No |
| 97.3% of students reached the Career Standards Benchmark. | No |
|  | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Yes |
| Identify and address individual student learning needs | Yes |
| Collectively shape the vision for continuous improvement of teaching and learning | Yes |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Yes |
| 38% of students in Grade 4 were proficient or advanced on STAR: ELA, Spring 2021. | Yes |
| 19% of Grade 4 students were proficient or advanced on STAR: math, spring 2021. | No |
| 15% of grade 3 students with IEPs were proficient or advanced on STAR: math, spring 2021 | No |
| Of the students with IEPs in grades 3-5, 20% were proficient or advanced in STAR: math, spring 2021 | Yes |
| 53% of students in grades 3-5 in the White sub group were proficient or advanced on STAR: math, spring 2021. Within this subgroup, 67% of the students with IEPs were proficient or advanced in Math. | No |
| 97.3% of all students met the performance standard for the Career Standards Benchmark. | No |
| 31.4% of students were proficient or advanced in ELA/Literature | No |
| The EL student group increased in ELA from 17.5% to 24% of students proficient based on 2019 PSSA data. | No |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| 8% of grade 4 LEP students were proficient or advanced on STAR: math, spring 2021. | Yes |
| The Statewide 2030 Goal is 98.0% for the Career Standards Benchmark. The school was .7% from achieving the benchmark. | No |
| Overall, 13% of students in grades 3-5 are proficient or advanced on STAR: math, spring 2021. | Yes |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Yes |
| Implement a multi-tiered system of supports for academics and behavior | Yes |
|  | No |
| 7% of students in Grade 5 with IEPs were proficient or advanced on STAR: ELA, Spring 2021. | No |
| 0% of students in Grade 4 with IEPs were proficient or advanced on STAR: ELA, Spring 2021. | Yes |
| 11% of Grade 3 students were proficient or advanced on STAR: math, spring 2021. | Yes |
| 13% of grade 4 students with IEPs were proficient or advanced on STAR: math, spring 2021. | Yes |
| The statewide average for proficient or advanced students is 66%, and the 2030 goal is 83%. | No |
| Of the students with IEPs in grades 3-5, 7% were proficient or advanced in STAR: ELA, spring 2021 | No |
| Of the English Learners in grades 3-5, 4% were proficient or advanced in STAR: ELA, spring 2021 | No |
| Of the English Learners in grades 3-5, 12% were proficient or advanced in STAR: math, spring 2021 | No |
| 77.5% of students were not proficient or advanced on the 2019 Math PSSA. | No |
| 68.6% of students were not proficient or advanced on the 2019 ELA/Literature PSSA. | No |
| The students with disabilities student group decreased from 13.7% to 1.6% proficient in ELA based on 2019 PSSA data. | No |
| Overall, 27% of students in grades 3-5 are proficient or advanced on STAR: ELA, spring 2021. | Yes |

## Most Notable Observations/Patterns

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| 31% of students in grades 3-5 in the Hispanic sub group were proficient or advanced on STAR: math, spring 2021. |  |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |  |
| Identify and address individual student learning needs |  |
| Collectively shape the vision for continuous improvement of teaching and learning |  |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based |  |
| 38% of students in Grade 4 were proficient or advanced on STAR: ELA, Spring 2021. |  |
| Of the students with IEPs in grades 3-5, 20% were proficient or advanced in STAR: math, spring 2021 |  |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| 8% of grade 4 LEP students were proficient or advanced on STAR: math, spring 2021. |  | No |  |
| Overall, 13% of students in grades 3-5 are proficient or advanced on STAR: math, spring 2021. |  | Yes | If we provide resources and effective professional learning supports aligned to the standards based math instruction, then teachers will implement effective math instruction using a variety of aligned resources and students will meet their growth targets. |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | SWPBP needs to be updated and implemented with fidelity and consistency. Supports also need to include restorative practices. | Yes | If we implement Restorative Practices and Restorative Circles with fidelity, then teacher will implement circles in their classroom and students will feel welcomed and respected. |
| Implement a multi-tiered system of supports for academics and behavior |  | No |  |
| 0% of students in Grade 4 with IEPs were proficient or advanced on STAR: ELA, Spring 2021. |  | No |  |
| 11% of Grade 3 students were proficient or advanced on STAR: math, spring 2021. |  | No |  |
| 13% of grade 4 students with IEPs were proficient or advanced on STAR: math, spring 2021. |  | No |  |
| Overall, 27% of students in grades 3-5 are proficient or advanced on STAR: ELA, spring 2021. |  | Yes | If we provide resources and effective professional learning supports aligned to the standards based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources and students will meet their growth targets. |

# Goal Setting

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| **Priority:** If we provide resources and effective professional learning supports aligned to the standards based math instruction, then teachers will implement effective math instruction using a variety of aligned resources and students will meet their growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | By the end of the SY 21-22, overall ELA proficiency for the all student group, English Learner Student group, and the IEP student group at Jefferson will improve by 12% as measured by the STAR ELA assessment | Academic Growth: ELA | September- baseline data for "all students" and each subgroup. | baseline plus 4% | baseline plus 8%. | baseline plus 12% |
| Professional learning | 100% of teachers will participate in eight Professional Development opportunities, district-wide and school specific, in ELA instruction. | Professional Learning: ELA | 2 sessions | 4 sessions | 6 sessions | 8 sessions |

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| **Priority:** If we implement Restorative Practices and Restorative Circles with fidelity, then teacher will implement circles in their classroom and students will feel welcomed and respected. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| School climate and culture | All staff at Jefferson Elementary School will implement with fidelity Restorative Practices and Restorative Circles. Students will participate in Restorative Circles with a goal of decreasing level 3 infractions by 10% compared to the 2019-2020 school year. | Restorative Practices | Less than 24 level 3 infractions | Less than 48 level 3 infractions | Less than 72 level 3 infractions | Less than 97 level 3 infractions |
| School climate and culture | All staff at Jefferson Elementary School will implement a School-wide Positive Behavior Plan. Students will follow the SWPBP with a goal of decreasing level 3 infractions by 10% compared to the 2019-2020 school year. | student goal | Less than 24 level 3 infractions | Less than 48 level 3 infractions | Less than 72 level 3 infractions | Less than 97 level 3 infractions |

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| **Priority:** If we provide resources and effective professional learning supports aligned to the standards based ELA instruction, then teachers will implement effective ELA instruction using a variety of aligned resources and students will meet their growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | By the end of the SY 21-22, overall Math proficiency for the all student group, English Learner Student group, and the IEP student group at Jefferson will improve by 12% as measured by the STAR Math assessment | Academic Growth: Math | September- baseline data for "all students" and each subgroup. | December- baseline + 4% | February- baseline + 8% | June- baseline + 12% |
| Professional learning | 100% of teachers will participate in eight Professional Development opportunities, district-wide and school specific, in math instruction. | Professional Learning: Math | 2 sessions | 4 sessions | 6 sessions | 8 sessions |

# Action Plan

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| **Action Plan for:** Restorative Practice | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Restorative Practices | | All staff at Jefferson Elementary School will implement with fidelity Restorative Practices and Restorative Circles. Students will participate in Restorative Circles and a SWPBS plan will be implemented building-wide. Effective implementation of all will decrease level 3 infractions by 10% as compared to the 2019-2020 school year. | | Quarterly infraction reports will be reviewed and analyzed. | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| All staff at Jefferson Elementary School will implement with fidelity Restorative Practices and Restorative Circles. Students will participate in Restorative Circles. | 09/07/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal; Tiffany Polek, Director of Student and Community Services | IIRP resources | No |
| Rebuild the SWPBS plan and implement it building-wide. | 08/04/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Current SWPBS plan, committee, posters, and resources | No |
| Remaining 10% of staff who have not attended Restorative Practices professional learning sessions will participate in them. | 08/31/2021 | 06/17/2022 | Daria Custer, Principal; Stacey Gilmartin, District Climate Coordinator | IIRP professional development sessions and resources | Yes |
| Provide PD opportunities for staff that will focus on mental health, i.e. social emotional learning, mindfulness, self-care. | 10/04/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | various resources, including but not limited to, professional literature and expert presenters | Yes |

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| **Action Plan for:** Effective PD is content forcused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportinities for feedback and reflection and is of sustained duration. | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Professional Learning: Math | | 39% of students will be advanced or proficient on the math PSSAs. | | STAR: math benchmark assessments | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Walkthroughs by administrators will focus on math, both whole group and guided, small group instruction. | 09/07/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | District and building walkthrough forms. | No |
| Collaborative planning to align math instruction with math standards | 08/31/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Go Math resources, Dreambox online program, supplemental math resources, identified planning time | No |
| Provide opportunity for 8 professional learning opportunities specific to math, district and building-wide, including Dreambox. | 08/31/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | TBD, Dreambox online program, Dreambox support staff | Yes |

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| **Action Plan for:** Effective PD is content forcused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportinities for feedback and reflection and is of sustained duration. | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Professional Learning: ELA | | Jefferson Elementary School students will increase to 48% of students advanced or proficient on the ELA PSSAs. Specifically, students with IEPs will increase to 22% advanced and proficient and LEP students will increase to 35% advanced and proficient. | | STAR: ELA benchmark assessments | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Professional development for administrators and K-3rd grade teachers in LETRS. | 08/16/2021 | 06/17/2022 | Daria Custer, Principal; Jennifer Bryant, Executive Director of Elementary Education | LETRS professional development training and resources. Additional resources to support teaching foundational skills. | Yes |
| Monthly progress monitoring/data review with special education teachers and ESOL teachers. | 10/11/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal; Sara Gillette, Special Education Facilitator | STAR reports | No |
| Collaborative planning opportunities among grade level colleagues with special education teachers and/or ESOL teachers. | 08/31/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Journeys resources, LEXIA online program, supplemental reading/ELA resources TBD. | No |
| Provide opportunity for 8 professional learning opportunities specific to ELA, district and building-wide, including Lexia online program. | 08/31/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal; Esther Servais, Reading Specialist | TBD, Lexia online program, Lexia support/training staff | Yes |

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| **Action Plan for:** Deliver sound instruction in a variety of modes. | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Academic Growth: Math * Academic Growth: ELA | | Jefferson Elementary School students will increase to 48% of students advanced or proficient on the ELA PSSAs. Specifically, students with IEPs will increase to 22% advanced and proficient and LEP students will increase to 35% advanced and proficient. 39% of all students will be advanced or proficient on the math PSSAs. | | STAR benchmark assessments | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Provide parent and family engagement activities to support parents in providing academic support in the home. | 10/04/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Literacy and math resources TBD to support literacy and math. | No |
| Lexia will be utilized as part of literacy instruction and data collection. | 09/07/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Lexia online program | No |
| Dreambox will be utilized as part of math instruction and data collection. | 09/07/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Dreambox online program | No |
| Continue guided, small group instruction in Reading/ELA and math. | 09/07/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal; Teaching/Instructional Staff | Go Math resources, Dreambox online program, Journeys resources, Lexia online program; supplemental resources specific to reading and/or math. | No |
| Extended learning opportunities in Reading/ELA and math for students, led by Jefferson staff. | 10/11/2021 | 06/17/2022 | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | Dreambox online program, Lexia online program, supplemental materials TBD specific to reading and math foundational skills, independent reading books | No |
| Purchase supplemental Reading/ELA and math materials and resources to be used for targeted instruction and to support close the learning gap. | 08/16/2021 | 06/17/2022 | Daria Custer, Principal | Reading/ELA and math supplemental materials TBD, independent reading books TBD | No |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Restorative Practice | * Remaining 10% of staff who have not attended Restorative Practices professional learning sessions will participate in them. * Provide PD opportunities for staff that will focus on mental health, i.e. social emotional learning, mindfulness, self-care. |
| Effective PD is content forcused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportinities for feedback and reflection and is of sustained duration. | * Provide opportunity for 8 professional learning opportunities specific to math, district and building-wide, including Dreambox. |
| Effective PD is content forcused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/expert support, offers opportinities for feedback and reflection and is of sustained duration. | * Professional development for administrators and K-3rd grade teachers in LETRS. * Provide opportunity for 8 professional learning opportunities specific to ELA, district and building-wide, including Lexia online program. |

# Professional Development Activities

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| Restorative Practice & Mental Health | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Jefferson Elementary School Staff | | Restorative Practice, Social Emotional Learning, Self-care, mindfulness | Attendance Sheets, Exit Ticket. implementation of Restorative Practice Strategies | | Daria Custer, Principal | 08/31/2021 | | 06/17/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Workshop(s) | | TBD | | |  | | |  | |
| Book study | |  | | |  | | |  | |

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| Academic Growth: ELA | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Jefferson Elementary School staff | | LETRS, Lexia, Additional ideas specific to ELA instruction. | Attendance in PD sessions, Exit Tickets, Walkthoughs specific to ELA/small group, targeted instruction. | | Daria Custer, Principal; Vashanna Fraser, Assistant Principal; Esther Servais, Reading Specialist | 08/31/2021 | | 06/17/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | quarterly | | |  | | |  | |
| Workshop(s) | |  | | |  | | |  | |

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| Academic Growth: Math | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Jefferson Elementary School Staff | | Dreambox online program, small group instruction, STAR data analysis | Attendance, Exit Ticket, Walkthroughs | | Daria Custer, Principal; Vashanna Fraser, Assistant Principal | 08/31/2021 | | 06/17/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Inservice day | | quarterly | | |  | | |  | |
| Workshop(s) | |  | | |  | | |  | |