# LEHIGH PARKWAY EL SCH

1708 Coronado St

Schoolwide Title 1 School Plan | 2021 - 2022

# Steering Committee

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

Lehigh Parkway is a school where a child's love of learning is fully nurtured and each child leaves a better person, who is a positive contributor to society. We are strongly committed to teachers, parents and the community working as a team. We pledge to provide a safe, supportive environment where forward looking ideas are embraced while the best of our traditions are preserved.

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| A motivated, risk taking and dedicated staff which is always looking to improve on their practices. | No |
| K-2 teachers have bought into the Science of Reading and we are looking to get our K-2 students on reading level by 3rd grade. | Yes |
| 18-19 PSSA ELA percentage for Students with disabilities population increased from the previous year to 34.8% | No |
| 19-20 school year 10 out of 34 students scored over a 4.5 on their WIDA test and have exited ESL services. | No |
| 18-19 EL growth and attainment was at 66.7% | No |
| Collaboration with the DaVinci Science Center this year was very beneficial. | No |
| We put a focus on making sure Science was taught daily and embedded in other subject areas as well. | No |
| 18-19 PVAAS DATA ELA - 3 year Average: Sections 1-5 are all blue 100% Academic Growth Score | Yes |
| 18-19 PSSA ELA Proficiency - 58.5% | No |
| 18-19 PSSA - Science 82.3% | No |
| 18-19 92.2% Attendance Rate Black Students increased attendance from the previous year to 96.4% | No |
| 0 fights occurred during the 19-20 School year. | No |
| We had ample Professional Development this past year focusing on guided Math which was implemented in our classrooms. | No |
| We will be getting Dreambox as another resource to support our teachers to gather more data to drive differentiated and targeted instruction based on students strengths and needs.. | No |
| Teachers work well with our school counselor to make sure we are meeting and exceeding the requirements for the college and career measures. | No |
| Leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | Yes |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Yes |
| 20-21 Attendance was 94.78% | Yes |
| District Curriculum vs. Best Practices. We are identifying gaps in our own curriculum and then addressing these gaps in our instruction. | Yes |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| 18-19 PSSA MATH Proficiency - 44.9% | Yes |
| 18-19 PSSA Math percentage for Hispanic population decreased from the previous year to 41.4% | No |
| Hispanic Students attendance stayed around the same from the previous year to 90.1% | No |
| We do not have any intervention teachers or math coaches to support our struggling Math learners. | Yes |
| A better understanding of the utilization and understanding of CDT testing for our teachers. | No |
| Due to Covid, we had multiple lessons planned as well as our Career Day and other activities cancelled. | No |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | No |
| Use multiple professional learning designs to support the learning needs of staff | Yes |
| Doing a lot of research into the Science of Reading and following ASD's strategic framework. If we can get our K-2 students what they need to be on grade level by 3rd grade. Data from previous years shows our 3-5 teachers can get significant growth and achievement from our students. | Yes |
| 18-19 PSSA Math percentage for Students with Disabilities population decreased from the previous year to 21.7% | No |
| Economically Disadvantaged Students 90.8% Regular Attendancefor the 18-19 School year | No |
| Finding creative ways to engage students in Science through distant learning. | No |
| The lack of resources due to working in an Urban School District. | No |
| Covid Pandemic started 3/2020 which put our district in virtual learning to date. | Yes |
| Covid Pandemic started 3/2020 which put our district in virtual learning to date. | No |
| Covid Pandemic started 3/2020 which put our district in virtual learning to date. | No |
| Unaligned district curriculum. Also not having resources that would accompany an aligned curriculum. | Yes |
| District and school based alignment of our curriculum and instructional practices with the Science of Reading. | No |

## Most Notable Observations/Patterns

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| K-2 teachers have bought into the Science of Reading and we are looking to get our K-2 students on reading level by 3rd grade. | Google classroom and book study to share best practices. |
| 18-19 PVAAS DATA ELA - 3 year Average: Sections 1-5 are all blue 100% Academic Growth Score | Prioritizing our 3-5 ELA teachers cross grade conversations. Identifying gaps and strengths of the upcoming cohorts. |
| Leadership capacity and empowering staff in the development and successful implementation of initiatives that better serve students, staff, and the school. | Identifying change agents and having them share their learnings with staff. These strategies and skills which are embedding in evidence based research. |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Empowering staff, students and families to be leaders and create ownership within ourselves. PD and obtaining a better understanding of Restorative practices will guide us in this journey. |
| 20-21 Attendance was 94.78% |  |
| District Curriculum vs. Best Practices. We are identifying gaps in our own curriculum and then addressing these gaps in our instruction. |  |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| 18-19 PSSA MATH Proficiency - 44.9% | The lack of PD, resources and data points to assist with effective instruction and assessment. | Yes | If Staff regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Then we will be able to utilize best instructional practices and proficiency will increase. |
| We do not have any intervention teachers or math coaches to support our struggling Math learners. |  | No |  |
| Use multiple professional learning designs to support the learning needs of staff | Math and K-5 Literacy; LETRS Training; SOR PD's; Book Club | Yes | If we offer effective and differentiated professional development throughout the school year to support our own learning. Teachers will apply their learning and students will show increases in growth and proficiency achievement. As well as offering more learning opportunities outside of the school day to our families and students. |
| Doing a lot of research into the Science of Reading and following ASD's strategic framework. If we can get our K-2 students what they need to be on grade level by 3rd grade. Data from previous years shows our 3-5 teachers can get significant growth and achievement from our students. | The lack of exposure on the Science of Reading research and the importance of K-5 instruction and what that should look like. | Yes | If we provide professional development, data analysis/implementation, support and resources to all K-5 teachers focusing on decoding and language comprehension. Then teachers will implement evidenced based reading instruction to get more K-2 students on a grade level. |
| Covid Pandemic started 3/2020 which put our district in virtual learning to date. |  | No |  |
| Unaligned district curriculum. Also not having resources that would accompany an aligned curriculum. |  | No |  |

# Goal Setting

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| **Priority:** If Staff regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. Then we will be able to utilize best instructional practices and proficiency will increase. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Mathematics | Utilizing data from Dreambox, Pa core standards and GO MATH to drive our instruction to boost our growth and acheviement in the area of mathematics. We will score 47% on the Mathematics PSSA test for the 21-22 school year. 100% of 4th and 5th grade teachers will attend 4 guided math PDs by the end of the 20-21 school year. | Guided Math PD | 1 | 1 | 1 | 1 Total of 4 Guided Math PDs in the 21-22 school year. |

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| **Priority:** If we offer effective and differentiated professional development throughout the school year to support our own learning. Teachers will apply their learning and students will show increases in growth and proficiency achievement. As well as offering more learning opportunities outside of the school day to our families and students. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| English Language Arts | Effective professional learning is content specific and allows for oppurtunites for modeling, reflection and feedback. With a focus on reading by grade 3, all primary teachers, including EL and IEP teachers, will participate in all LETRS professional development. | ELA | 90% of K-3 Teachers participate in Unit 1 LETRS training (depending on District PD schedule) | 90% of K-3 Teachers participate in Unit 2 LETRS training (depending on District PD schedule) | 90% of K-3 Teachers participate in Unit 3 LETRS training (depending on District PD schedule) | 90% of K-3 Teachers participate in Unit 4 LETRS training (depending on District PD schedule) |
| Parent and family engagement | Providing an educational event each quarter for our families and students will boost growth in academic and social emotional learning areas. | Parent/Student Learning Events | 1 | 1 | 1 | 1 |
| Social emotional learning | We will have over 90% of staff trained in our Restorative Practice Trainings by the end of the 21-22 school year. | Restorative Practices | 10% Trained All dependent upon the district scheduling for these trainings. | 30% Trained All dependent upon the district scheduling for these trainings. | 60% Trained All dependent upon the district scheduling for these trainings. | 90% Trained All dependent upon the district scheduling for these trainings. |

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| **Priority:** If we provide professional development, data analysis/implementation, support and resources to all K-5 teachers focusing on decoding and language comprehension. Then teachers will implement evidenced based reading instruction to get more K-2 students on a grade level. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Early Literacy | If we are using evidence based practices with our K-2 students we will get them on grade level by the 21-22 school year. Kindergarten will be on level 5 or 6; 1st grade levels 9-10; 2nd level 12 Other data points will be compiled and analyzed to then provide targeted, differentiated instruction. | Lexia achievement | Target will be created from the baseline data. | From baseline data, targets will be made to meet the end of the year goals. | From baseline data, targets will be made to meet the end of the year goals. | All Students K-2 K: 5-6 1st: 9-10 2nd: 12 |
| English Language Arts | Utilizing our data spreadsheets to identify gaps in student learning will drive our instructional practices. This will boost our STAR Scores quarterly by 3.25%. We should grow 12.5% from our baseline score by the end of the school year. Our ELs and Learning Support students will be looked at as an individual groups to monitor and meet the 12.5% gain. | STAR ELA Growth | Target will be made from the baseline data. | 4% increase from the baseline data. | 4.5% increase from the baseline data. | 4% increase from the baseline data. 12.5% total increase from the baseline score. Same with ELs and IEP Student groups |
| Early Literacy | Administrator will do 6 walkthrough cycles in both Math and ELA for every teacher. | Documented classroom visits ELA and Math | 2 - Math 2 - ELA | 1 Math 1 ELA | 2 Math 2 ELA | 1 Math 1 ELA |

# Action Plan

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| **Action Plan for:** Align Classroom Observations with professional development. | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * ELA * Lexia achievement * STAR ELA Growth * Documented classroom visits ELA and Math * Guided Math PD | | Getting more students on grade level. Observing explicit and systematic instruction in the classrooms. | | Individual student Data Sheets; Quarterly Data meetings Observations and Walkthroughs. | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Over the summer and throughout this school year we will study the components of the Science of Reading. K-3 Staff will have LETRS training throughout the school year. From this PD teachers will start to implement best practices in their classrooms. Teachers will provide explicit instruction surrounding phonics, phonemic awareness, vocabulary, phonological awareness, letters, letter sounds, sound to print correlation and orthographic mapping. | 08/31/2021 | 06/21/2022 | Matthew Pile - Principal; Reading Specialist; LETRS Trainers | LETRS Materials; | Yes |
| Summer Book Club focusing on the text; Unlocking Literacy Effective Decoding & Spelling Instruction by Marica K.Henry 12 Staff members attended regularly. This book will give us a better understanding of our English Language and how its evolved. As well as some resources and examples of what we can utilize in the classroom. | 06/30/2021 | 08/25/2021 | Matthew Pile - Principal Nicole Monaco - K Teacher Rebecca Brodwolf - 2nd Grade Teacher | Books and notes | Yes |
| 4th and 5th Grade teachers will attend 4 Guided Math PDs throughout the 21-22 school year. | 08/30/2021 | 06/21/2022 | Matthew Pile - Prinicpal Director of STEM | Guided Math Resources | Yes |

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| **Action Plan for:** Engage instructional teams in developing standard aligned units of instruction | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * ELA * Lexia achievement * STAR ELA Growth * Documented classroom visits ELA and Math * Guided Math PD | | Kinder students will gain more foundational skills by an aligned scope and sequence to give them a better chance to be on grade level by 1st grade. | | Individual student Data Sheets; Quarterly Data meetings | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| In Kindergarten we will be utilizing Flyleaf materials to meet the needs of our emergent readers. Focus will be on delivering foundational skills and close reading skills to our Kindergarten students. | 09/07/2021 | 06/21/2022 | Matthew Pile - Principal; Nicole Monaco and Lynn McDevitt - Kindergarten Teachers | Flyleaf Materials | No |
| Every K-2 classroom will be utilizing Heggerty daily. This program focuses on Phonemic Awareness. Then when looking at data and identifying students who need more practice with PA skills. Tier 2 intervention will be 95% | 09/07/2021 | 06/21/2022 | Matthew Pile K-2 Teachers | Heggerty and 95% | No |

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| **Action Plan for:** Engage instructional teams in assessing and monitoring student mastery | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * ELA * Lexia achievement * STAR ELA Growth | | Data will drive our instructional practices which will in turn boost growth and achievement in both areas of Math and ELA. | | Quarterly data meetings; Data analysis | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| We compiled individual student data sheets which are differentiated for each grade level. We will have quarterly data meetings with each teacher to analyze data. This will drive our instructional practices throughout the school year. | 08/07/2021 | 06/21/2022 | Matthew Pile - Principal Reading Specialist | Google Drive | No |
| We will offer extended learning opportunities for students and families in both the primary and intermediate grades. Goal is to have one a quarter, so a total of 4. | 09/07/2021 | 06/21/2022 | Matthew Pile - Principal | Data, Content specific materials, snacks and etc. | Yes |

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| **Action Plan for:** Restorative Practices | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
|  | | Have 90% or more of the staff trained by the end of the school year. | | District PDs | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| To get 90% of Lehigh Parkway Staff Trained in our Restorative Practice Trainings. | 08/30/2021 | 06/07/2022 | Matthew Pile - Principal Bonnie Baratta - School Counselor District PD | RP materials | Yes |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Align Classroom Observations with professional development. | * Over the summer and throughout this school year we will study the components of the Science of Reading. K-3 Staff will have LETRS training throughout the school year. From this PD teachers will start to implement best practices in their classrooms. Teachers will provide explicit instruction surrounding phonics, phonemic awareness, vocabulary, phonological awareness, letters, letter sounds, sound to print correlation and orthographic mapping. * Summer Book Club focusing on the text; Unlocking Literacy Effective Decoding & Spelling Instruction by Marica K.Henry 12 Staff members attended regularly. This book will give us a better understanding of our English Language and how its evolved. As well as some resources and examples of what we can utilize in the classroom. * 4th and 5th Grade teachers will attend 4 Guided Math PDs throughout the 21-22 school year. |
| Engage instructional teams in assessing and monitoring student mastery | * We will offer extended learning opportunities for students and families in both the primary and intermediate grades. Goal is to have one a quarter, so a total of 4. |
| Restorative Practices | * To get 90% of Lehigh Parkway Staff Trained in our Restorative Practice Trainings. |

# Professional Development Activities

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| LETRS Training | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | All K-3 Teachers | | LETRS Training focuses on phonics, phonemic awareness, vocabulary, phonological awareness, letters, letter sounds, sound to print correlation and orthographic mapping. | Implementation in the classroom | | Matthew Pile - Principal | 08/30/2021 | | 06/21/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Professional Learning Community (PLC) | | Quarterly | | |  | | | Language and Literacy Acquisition for All Students | |