

Union City El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Union City El Sch

91 Miles Street
 Union City, PA 16438
 (814)438-7611

Federal Accountability Designation: none
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Adam Shrout
 Superintendent: Matthew Bennett

Stakeholder Involvement

Name	Role
Matthew Bennett	Administrator : Schoolwide Plan
Stacey Mulson	Administrator : Schoolwide Plan
Joan Quickle	Administrator : Schoolwide Plan
Adam Shrout	Administrator : Schoolwide Plan
Melissa Tomcho	Administrator : Schoolwide Plan
Steve Gilbert	Board Member : Schoolwide Plan
Dave Robinson	Board Member : Schoolwide Plan
Adam Shrout	Building Principal : Schoolwide Plan
Bill Mangel	Business Representative : Schoolwide Plan
Chris Prenatt	Business Representative : Schoolwide Plan
Abbe Biebel	Community Representative : Schoolwide Plan
Lynora Rumm	Community Representative : Schoolwide Plan
Bonni Williams	Community Representative : Schoolwide Plan
Natalie Wilmoth	Community Representative : Schoolwide Plan
Joseph Anthony	Ed Specialist - School Counselor : Schoolwide Plan
Kimberlie Dawson	Ed Specialist - School Counselor : Schoolwide Plan
Edward McMahan	Ed Specialist - School Counselor : Schoolwide Plan
Amy Webber	Ed Specialist - School Psychologist : Schoolwide Plan
Jennifer Drayer	Elementary School Teacher - Regular Education : Schoolwide Plan

Robin Smith	Elementary School Teacher - Regular Education : Schoolwide Plan
Blaine Walp	Elementary School Teacher - Regular Education : Schoolwide Plan
Marlene Kuzma	Elementary School Teacher - Special Education : Schoolwide Plan
Susanne Conti	High School Teacher - Regular Education : Schoolwide Plan
Michael Zarger	High School Teacher - Regular Education : Schoolwide Plan
Denise Benedict	High School Teacher - Special Education : Schoolwide Plan
Tim Brown	Instructional Technology Director/Specialist : Schoolwide Plan
Cathy Dobrzynski	Middle School Teacher - Regular Education : Schoolwide Plan
Kim DeSimone	Middle School Teacher - Special Education : Schoolwide Plan
Stephanie States	Middle School Teacher - Special Education : Schoolwide Plan
Krista Byler	Parent : Schoolwide Plan
Brian Niggel	Parent : Schoolwide Plan
Pauline Pituch	Parent : Schoolwide Plan
Chris Prenatt	Parent : Schoolwide Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Union City Area School District provides guidance, technical assistance and support to the Union City Elementary School. The assistance is organized by the Superintendent, Building Principal and the Federal Programs Coordinator and is driven by student achievement data and stakeholder input. Academic needs are determined by a comprehensive review of various data points including the 4-Sights, PVAAS, DIBELS, SRIs, 6+1 Traits, Classroom Diagnostic Tools, PALS, and others. The current Schoolwide plan was evaluated and revised with the input of parents and administrators through meetings. High quality assistance, provided by the Superintendent, Building Principal and Federal Programs Coordinator is based on data review and involves stakeholders.

August 15, 2018 - Schoolwide Plan Stakeholder Meeting

August 23, 2018 - Building level data review

August 27, 2018 - Building level data study

September 4, 2018 - DIBELS refresher training for faculty administering DIBELS

September 4, 2018 - SRI administered grade 4

September 5, 2018 - SRI administered grade 5

September 6, 2018 - CDTs administered grade 4

September 7, 2018 - CDTs administered grade 5

September 7, 2018 - DIBELS refresher training for faculty administering DIBELS
 September 10-13, 2018 - DIBELS administered Grades K-3
 September 17-18, 2018 - 4-Sight Testing Grades 3-5
 September 20, 2018 - PALS administered Grade K4
 September 24, 2018 - Data analysis - Grades K, 1, 2
 September 25, 2018 - Data analysis - Grades 3, 4, 5
 September 26, 2018 - Title Parent Meeting
 October 1, 2018 - Professional development after school 2 hours
 October 8, 2018 - Elementary In-service
 November 8, 2018 - Parent Teacher Conferences
 November 9, 2018 - Parent Teacher Conferences
 November 14, 2018 - SIRS review Grades K, 1, 2
 November 15, 2017 - K-2 SIRS Meeting
 December 19-20 - CDT administration Grades 3-5
 January 7-9, 2019 and January 11, 2019 - 4-Sight administered K-3
 January 22, 2019 - Data Analysis Grades K, 1, and 2
 January 23-24, 2019 - CDT administration Grades
 January 11, 2018 - Grade 3 Data Review
 January 22, 2018 - Grades 1 and 2 Data Analysis
 January 23-24, 2019 - CDT administration Grades 4, 5
 January 25, 2019 - PALS administration Grade K4
 January 29, 2019 - Data analysis Grades 3-5
 February 5-6, 2019 - SRI administration Grades 4, 5
 March 4, 2019 - After School 2 hour professional development
 March 13-14, 2019 - 4-Sight administration Grades 3-5
 May 2, 2019 - PALS administration Grade K4
 May 6 - 10, 2019 - DIBELS administration Grades K-3
 May 14-15, 2019 - CDT administration
 May 16-17, 2019 - SRI administration Grades 4-5

Provider	Meeting Date	Type of Assistance
Union City Area School District	8/15/2018	Schoolwide Plan Development Parent Meeting

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

PSSA English Language Arts - Evidence the Historically Underperforming Subgroup outperformed the PA Average Growth.

Accomplishment #2:

PSSA Mathematics - Significant evidence the Historically Underperforming Subgroup exceeded the state performance in PA academic growth.

Accomplishment #3:

PSSA Science - Evidence the PSSA whole group and Historically Underperforming Subgroups outperformed the state average in PA Academic Growth in Science.

Accomplishment #4:

PSSA Mathematics - Significant evidence that the school exceeded the standard for PA Academic Growth

Accomplishment #5:

Promotion rate was 100% according to the 2016-2017 PA School Performance Profile.

Accomplishment #6:

Attendance Rate - Union City Elementary School's attendance rate was 95.17 percent according to the 2016-2017 PA School Performance Profile data.

School Concerns

Concern #1:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

Concern #2:

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Concern #3:

Union City Elementary did not meet the requirements for closing the achievement gap in science.

Concern #4:

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Union City Elementary did not meet the requirements for closing the achievement gap in science.

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

Systemic Challenge #2 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Union City Elementary did not meet the requirements for closing the achievement gap in science.

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Union City Elementary did not meet the requirements for closing the achievement gap in science.

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

Systemic Challenge #4 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Union City Elementary did not meet the requirements for closing the achievement gap in science.

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

Systemic Challenge #5 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

The Grade 3 ELA score on the PSSA increased from 58.00 in 2015-2016 to 68.6 in 2016-2017, which is above the state average, but still needs to improve.

The ELA percent proficient or advanced on the PSSA examinations increased from 56.97 in 2015-2016 to 62.5 in 2016-2017, and is close to the state average, but needs to improve.

Union City Elementary did not meet the requirements for closing the achievement gap in science.

The Historically Underperforming Students did not meet the expectation of closing the achievement gap in science.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Educator Effectiveness evaluations, documented walk-through observations, summative assessments correlated to standards, formative assessments in use

Specific Targets: Student achievement will increase

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Effective Instructional Strategies Consistently Implemented

Description:

Educators will consistently implement effective instructional strategies including increased use of formative assessments. This will be accomplished through the use of multiple research-based strategies including the work by Marzano, Bloom, Daggett, Gardner, et.al. Marzano's *A Handbook for Classroom Instruction that Works* identifies nine research based strategies which strongly affect student achievement: Identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and the use of cues, questions, and advanced organizers. Additional strategies/best practices to be used will include Bloom's questioning techniques to address all areas of the knowledge taxonomy and Gardner's multiple intelligences research. Daggett's work with rigor, relevance, and relationships is currently utilized in the District and will continue to be used. Specifically, that work includes the union of Bloom's knowledge taxonomy and Daggett's application to achieve learning in each of four quadrants: Quadrant A which is acquisition and includes simple recall and basic understanding, Quadrant C that is assimilation and embraces higher levels of knowledge often specific to the content, Quadrant B which is application and includes applying knowledge across disciplines and application of knowledge to real-world predictable situations, and Quadrant D which is adaptation and includes application to real-world unpredictable situations. The District-wide emphasis on writing utilizing Ruth Cullen's 6+1 Writing Traits will continue.

SAS Alignment: Assessment, Instruction, Materials & Resources

Data Walkthroughs

Description:

The principal will conduct weekly walkthroughs to classrooms, enter observation in the District teacher effectiveness software, PA-E-TEP, and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Effective Instructional Strategies

Description:

The District is continuing to implement a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty. Instructional methods learned will assist teachers in improving their instruction of diverse learners in inclusive settings. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Effective Instructional Strategies Consistently Implemented

Common Assessment within Grade/Subject

Description:

The Elementary will continue to work as grade-level teams to build common assessments for all teachers. The common assessments will ensure that all students are learning grade level appropriate information and will result in improved language and literacy acquisition. Data from the common assessments will be analyzed and changes made as necessary. The evidence will be the common assessments and any changes made to the common assessments.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Data Walkthroughs

Description:

The building and central administration team will conduct walk through observations throughout the school year. The goal is for each administrator to

conduct five walk through observations weekly. The purpose of this goal is to observe instructional strategies implemented, classroom management, instructional delivery, and preparation. The collected data will be recorded and analyzed to determine teacher strengths and areas of potential improvement. If an area of potential improvement is needed for several teachers, professional development will be offered.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Walkthroughs

Professional Development Formative Assessments

Description:

An identified building level area need is the use of formative assessments to inform instruction. Professional development will continue to be provided for all staff and administration in the school. The professional development will include types of formative assessments, methods to implement the formative assessments daily, and instruction to utilize the formative assessments to inform instruction. Formative assessments will help guide educators to most effectively meet the needs of diverse learners in a classroom setting and will improve literacy and language acquisition for all students. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Increased Quality Instructional Time
- Effective Instructional Strategies Consistently Implemented

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Curricula

Specific Targets: Student achievement will increase.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Standards Aligned Curricula Framework

Description:

The Elementary's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will continue to be refined as detailed by the State. The other core areas, such as Social Studies and Science, are taught but are not formally incorporated by specific standard in all content areas. Both of these content areas are currently being examined, with the plan to develop the curricula aligned to the PA Standards completed in this planning cycle. The evidence that this is accomplished will be the aligned curricula.

Start Date: 7/1/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

ELA and Mathematics PA Core Standards Curriculum Mapping

Description:

Union City Elementary School will utilize the resources found on the Standards Aligned System (SAS) to address the goal of having our ELA and mathematics curricula aligned to PA Core Standards. The SAS curriculum maps are detailed, aligned, and provide excellent blueprints, particularly in the form of the Vertical Viewer.

Start Date: 8/29/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS data, DIBELS and 6+1 Writing Traits beginning of year and end of year assessments.

Specific Targets: The specific target is that performance on the ELA parts of the PSSA will increase. PVAAS data will indicate growth in ELA areas, including the historically under-performing subgroup. Both DIBELS and 6+1 Writing Traits student scores will increase from the beginning of the year baseline data to the end of the year data collection.

Strategies:*Data Walkthroughs***Description:**

The principal will conduct weekly walkthroughs to classrooms, enter observation in the District teacher effectiveness software, PA-ETEP, and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing***Description:**

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:*Effective Instructional Strategies***Description:**

The District is continuing to implement a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty. Instructional methods learned will assist teachers in improving their instruction of diverse learners in inclusive settings. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Data Walkthroughs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data Analysis Meetings

Description:

The principal will lead the data analysis meetings, assist in assigning goals, and monitor progress of the implementation of these goals through walk-through evaluations, formal evaluations, and analysis of data results.

Start Date: 8/1/2018 **End Date:** 6/1/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</p> <p>Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</p>	<p>Strategy #1: Effective Instructional Strategies Consistently Implemented</p>
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Start	End	Title	Description
7/1/2018	6/30/2021	Effective Instructional Strategies	<p>The District is continuing to implement a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students.</p> <p>Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty.</p> <p>Instructional methods learned will assist teachers in improving their instruction of diverse learners in inclusive settings. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrator	2.0	20	30	Scholastic Achievement Partners, EdWeb, District Administration, IU5	School entity, IU, for profit company	No

Knowledge

Educators will continue to develop additional research-based effective instruction strategies. Faculty will continue to improve their knowledge base for meeting diverse student needs in inclusive settings.

Supportive Research

The professional development will only include strategies that are research-based and shown to improve language and literacy acquisition for all students. In particular, phoemic awareness will be enhanced in the primary grades, effective instructional techniques will be emphasized throughout the building.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Live Webinar

Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching** **Strategy #1: Common Assessment within Grade/Subject**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2021	Common Assessment within Grade/Subject	The Elementary will continue to work as grade-level teams to build common assessments for all teachers. The common assessments will ensure that all students are learning grade level appropriate information and will result in improved language and literacy acquisition. Data from the common assessments will be analyzed and changes made as necessary. The evidence will be the common assessments and any changes made to the common assessments.	Building Administrator	2.0	12	7	School Entity	School Entity	Yes

Knowledge Educators will work as grade level teams to develop common assessments for students. Adaptations/modifications will be made as necessary.

Supportive Research Common assessments are identified by What Works Clearinghouse as having a positive impact upon student achievement.

Designed to Accomplish
 For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
		Supt / Ast Supts / CEO / Ex		
		Other educational specialists		

Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom student assessment data

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the	Strategy #1: Increased Quality Instructional Time
		Strategy #2: Effective Instructional Strategies Consistently Implemented

Pennsylvania Framework for Teaching

Start	End	Title	Description					
7/1/2018	6/30/2021	Professional Development Formative Assessments	<p>An identified building level area need is the use of formative assessments to inform instruction. Professional development will continue to be provided for all staff and administration in the school. The professional development will include types of formative assessments, methods to implement the formative assessments daily, and instruction to utilize the formative assessments to inform instruction. Formative assessments will help guide educators to most effectively meet the needs of diverse learners in a classroom setting and will improve literacy and language acquisition for all students. Evidence will include lesson plans, walk through and formal observations, student samples, and increased student achievement. The professional development will occur through consultants, professional learning communities, differentiated supervision projects, and administrator led in-services.</p>					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Administrators	2.0	6	30	Scholastic Achievement Partners, District administration, EdWeb	School entity, for profit company	No

Knowledge

Educators will gain knowledge about various formative assessments and the effective use of formative assessments to inform/drive instruction.

Supportive Research

All professional development will be conducted to increase teachers' ability to use research-based strategies to improve student literacy.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
		Supt / Ast Supts / CEO / Ex		
		School counselors		
		Paraprofessional		
		New Staff		
		Other educational specialists		

Follow-up Activities	Team development and	Evaluation Methods	Classroom observation focusing on
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sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Classroom student assessment data

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** **Strategy #1: Curriculum Mapping**

Start	End	Title	Description
7/1/2018	6/30/2022	Standards Aligned Curricula Framework	The Elementary's English Language Arts, Mathematics, and Career and Work Standards curricula are aligned with the PA Standards and will continue to be refined as detailed by the State. The other core areas, such as Social Studies and Science, are taught but are not formally incorporated by specific standard in all content areas. Both of these content areas are currently being examined, with the plan to develop the curricula aligned to the PA Standards completed in this planning cycle. The evidence that this is accomplished will be the aligned curricula.
Person Responsible	SH	S	EP
Provider	Type	App.	

Director of Curriculum	2.0	27	7	School Entity	School Entity	Yes
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Knowledge

Social Studies and Science curricula will be mapped and all faculty will utilize the aligned curricula.

Supportive Research

According to the PDE recognized strategy, there is no empirical evidence that there is a direct correlation between curricula alignment and student achievement. It does, however, serve as a method to ensure all educators are informed of the required state standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	Dir		
	School counselors		
	New Staff		
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		
	Analysis of student work, with administrator and/or peers		Curriculum alignment documents
Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods	
	Lesson modeling with mentoring		
	Joint planning period activities		

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</p> <p>Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school</p>	<p>Strategy #1: Data Walkthroughs</p> <p>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p>
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community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Start	End	Title	Description					
7/1/2018	6/30/2021	Effective Instructional Strategies	<p>The District is continuing to implement a multi-year Literacy Initiative designed to improve language and literacy acquisition for all students. Professional development will be specifically targeted and will include participation by all faculty and administration in the District. Instructional methods learned in the professional development will be implemented methodically by faculty. Instructional methods learned will assist teachers in improving their instruction of diverse learners in inclusive settings. The evidence that the instructional methods have been implemented include administrator walk through and formal observations, differentiated supervision projects, lesson plans and increased student achievement.</p>					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Administrator	2.0	20	30	Scholastic Achievement Partners, EdWeb, District Administration, IU5	School entity, IU, for profit company	No

Knowledge

Educators will continue to develop additional research-based effective instruction strategies. Faculty will continue to improve their knowledge base for meeting diverse student needs in inclusive settings.

Supportive Research

The professional development will only include strategies that are research-based and shown to improve language and literacy acquisition for all students. In particular, phoemic awareness will be enhanced in the primary grades, effective instructional techniques will be emphasized throughout the building.

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
 LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Live Webinar
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1)
	specialists	School counselors Paraprofessional New Staff Other educational specialists		Elementary - Intermediate (grades 2-5)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>
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LEA Goals Addressed:	<p>Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p>
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Start	End	Title	Description
8/1/2018	6/1/2019	Data Analysis Meetings	The principal will lead the data analysis meetings, assist in assigning goals, and monitor progress of the implementation of these goals through walk-through evaluations, formal evaluations, and analysis of data results.

Person Responsible	SH	S	EP	Provider	Type	App.
Federal Programs Director	1.5	10	5	School District	School Entity	No

Knowledge Teachers will increase their knowledge of effective use of data.

Supportive Research Only best practices for data analysis will be utilized.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA
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Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Union City El Sch in the Union City Area SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Union City El Sch in the Union City Area SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director