

## **UNION CITY EL SCH**

91 Miles Street

Schoolwide Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

Welcome to the Union City Area School District, home of the Bears. The vision for the Union City Area School District is to be a highly competitive educational institution that is the heart of our community. Our students are prepared by a highly skilled, caring administration and staff to become successful in a global society. We utilize outstanding community support, comprehensive educational programs, excellent curriculum, dual enrollment, post secondary opportunities and a variety of extra-curricular activities. We prepare our graduates to confidently enter the next phase of their lives.

## STEERING COMMITTEE

| <b>Name</b>     | <b>Position</b>                             | <b>Building/Group</b>           |
|-----------------|---|---------------------------------|
| Matthew Bennett | Superintendent                              | Union City Area School District |
| Amy Coleman     | Director of Curriculum and Special Programs | Union City Area School District |
| Adam Shrout     | Elementary Principal                        | Union City Area School District |
| Melissa Tomcho  | MHS Principal                               | Union City Area School District |
| Amy Webber      | School Psychologist                         | Union City Area School District |

## ESTABLISHED PRIORITIES

| Priority Statement  | Outcome Category  |
|---|---|
| Training will be provided for teachers in the highest impact strategies in math instruction, using Marzano and Hattie's strategies. | Essential Practices 1: Focus on Continuous Improvement of Instruction |
| Math curriculum materials will be evaluated for alignment with the PA Common Core in K-5 and Eligible Anchors in grades 3-5.        | Mathematics<br>Mathematics  |

## ACTION PLAN AND STEPS

| Evidence-based Strategy |
|-------------------------|
| Professional Learning   |

| Measurable Goals                |   |
|---------------------------------|---|
| Goal Nickname                   | Measurable Goal Statement (Smart Goal)  |
| Math curriculum alignment check | Math curriculum materials will be evaluated for alignment to the PA Common Core and Eligible Content Anchors by the end of the 20-21 school year.   |
| math curriculum needs           | Areas of need for aligned curriculum materials will be written by grade level for each standard area by the end of the 20-21 school year.           |
| 3 team strategies               | Teachers will have professional development in high impact strategies for math instruction and choose 3 as a grade level to implement consistently. |

| Action Step   | Anticipated Start/Completion | Lead Person/Position                                    | Materials/Resources/Supports Needed |
|---|------------------------------|---|-------------------------------------|
| The local intermediate unit will be brought in to instruct on Marzano's High Yield Instructional Strategies | 2020-10-01 - 2021-06-30      | Amy Coleman/Director of Curriculum and Special Programs | Marzano information                 |

| Action Step                            | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|--|------------------------------|----------------------|-------------------------------------|
| and how they relate to math instructor |                              |                      |                                     |

**Anticipated Outcome**  
 Teachers will have 3 strategies that as a grade level they have decided to implement in class.

**Monitoring/Evaluation**  
 Teachers will submit to the Director of Curriculum their charts

**Evidence-based Strategy**  
 Curriculum

**Measurable Goals**

| Goal Nickname                   | Measurable Goal Statement (Smart Goal)  |
|---------------------------------|---|
| Math curriculum alignment check | Math curriculum materials will be evaluated for alignment to the PA Common Core and Eligible Content Anchors by the end of the 20-21 school year. |
| math curriculum needs           | Areas of need for aligned curriculum materials will be written by grade level for each standard area by the end of the 20-21 school year.         |

| Action Step   | Anticipated Start/Completion | Lead Person/Position  | Materials/Resources/Supports Needed          |
|---|------------------------------|-----------------------|--|
| Teachers will work as grade level teams to go through all math curriculum and check for alignment to PA Common Core standards and Eligible Content (grades 3-5) | -                            | Adam Shrout/Principal | Math Curriculum Resources Charts/spreadsheet |

**Anticipated Outcome**

**Monitoring/Evaluation**



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals   | Action Plan Name             | Professional Development Step  | Anticipated Timeline                   |
|--|------------------------------|--|--|
| <p>Math curriculum materials will be evaluated for alignment to the PA Common Core and Eligible Content Anchors by the end of the 20-21 school year. (Math curriculum alignment check)</p> <p>Areas of need for aligned curriculum materials will be written by grade level for each standard area by the end of the 20-21 school year. (math curriculum needs )</p> <p>Teachers will have professional development in high impact strategies for math instruction and choose 3 as a grade level to implement consistently. (3 team strategies )</p> | <p>Professional Learning</p> | <p>The local intermediate unit will be brought in to instruct on Marzano's High Yield Instructional Strategies and how they relate to math instruction</p> | <p>10/01/2020<br/>-<br/>06/30/2021</p> |

# APPROVALS & SIGNATURES

## Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

Matthew W.  
Bennett

2020-08-28

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School Improvement  
Facilitator Signature

Amy Coleman

2020-08-28

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Building Principal Signature

Adam L. Shrout

2020-08-28

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

State Assessment Measure - Academic Growth Expectations in English Language Arts / Literatures: All student groups exceeds the standard for demonstrating growth for English Language Arts

College and Career Measures - Percent Career Standards Benchmark All Student Group Exceeds Performance Standard

On the DIBELS Next assessment for first grade the percentage of students on benchmark was 75%.

On the PSSA the fourth grade English Language Arts scores showed a 2.5 growth index, which is dark blue.

On the PSSA, Fourth grade math showed .87 growth, green

The 3 year average for math in fourth grade is showing significant evidence that the school exceeded the standard for PA Academic Growth.

There is significant evidence that the school exceeded the standard for PA Academic Growth in 2019 in science.

The 3 year average for school value added growth shows moderate evidence that the group exceeded the standard for PA Academic Growth.

We implemented Career Lunches in the fifth grade with local professionals.

Teachers use projects to complete the

### Challenges

Growth by Subject Area in grade 5 math for Economically Disadvantaged

Growth by Subject Area in grade 5 for the Lowest Performing 33% of students

On the PSSA, fifth grade math showed -4.82 growth, red.

There is significant evidence that the fifth grade math did not meet the standard for PA Academic Growth.

If we improve our math instruction in fifth grade for all students, then PSSA scores in Math in fifth grade will improve.

If we improve our math instruction in fifth grade for all students, then academic growth in math in fifth grade will improve.

The All student group did not meet the interim goal/improvement target

Not all teachers are aware of the I Can statements and how to implement CCR cross-curricularly

Ensuring that everyone is using and implementing the CCR standards and curriculum

Accessibility to resources outside of school is a struggle for some of our families due to living in a rural/remote area.

Accessibility of internet and other technology resources

### Strengths

CCR standards in each grade.

We have a very homogeneous population in our district, so students all have the same opportunities in school.

We provide mental health, SAP, services to students who are in need.

We have teacher input for professional development and differentiate for needs

We have high expectations for our teachers, students and professional staff

### Challenges

We need to broaden our understanding and implementation of tier 1 or building wide use of positive pro-active, pro-social procedures and expectations for students

We need to broaden our reach of services and strategies for families in fostering learning

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### Most Notable Observations/Patterns

During the past year we have had the COVID 19 Pandemic and are still operating under restrictions as outlined in our health and safety plan. Our number one priority is the health and safety of everyone in our school and a quality education for our students.

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### Challenges

#### Discussion Point

#### Priority for Planning

Growth by Subject Area in grade 5 math for Economically Disadvantaged



On the PSSA, fifth grade math showed -4.82 growth, red.

There is significant evidence that the fifth grade math did not meet the standard for PA Academic Growth.

If we improve our math instruction in fifth grade for all students, then academic growth in math in fifth grade will improve.



# ADDENDUM B: ACTION PLAN

## Action Plan: Professional Learning

| Action Steps  | Anticipated Start/Completion Date |
|---|-----------------------------------|
| The local intermediate unit will be brought in to instruct on Marzano's High Yield Instructional Strategies and how they relate to math instruction | 10/01/2020 - 06/30/2021           |

| Monitoring/Evaluation   | Anticipated Output   |
|---|--|
| Teachers will submit to the Director of Curriculum their charts | Teachers will have 3 strategies that as a grade level they have decided to implement in class. |

| Material/Resources/Supports Needed | PD Step |
|------------------------------------|---------|
| Marzano information                | yes     |

## Action Plan: Curriculum

| Action Steps  | Anticipated Start/Completion Date |
|---|-----------------------------------|
| Teachers will work as grade level teams to go through all math curriculum and check for alignment to PA Common Core standards and Eligible Content (grades 3-5) | 01/01/0001 - 01/01/0001           |

| Monitoring/Evaluation | Anticipated Output |
|-----------------------|--------------------|
|-----------------------|--------------------|

| Material/Resources/Supports Needed           | PD Step |
|--|---------|
| Math Curriculum Resources Charts/spreadsheet | no      |



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals   | Action Plan Name             | Professional Development Step  | Anticipated Timeline                   |
|--|------------------------------|--|--|
| <p>Math curriculum materials will be evaluated for alignment to the PA Common Core and Eligible Content Anchors by the end of the 20-21 school year. (Math curriculum alignment check)</p> <p>Areas of need for aligned curriculum materials will be written by grade level for each standard area by the end of the 20-21 school year. (math curriculum needs )</p> <p>Teachers will have professional development in high impact strategies for math instruction and choose 3 as a grade level to implement consistently. (3 team strategies )</p> | <p>Professional Learning</p> | <p>The local intermediate unit will be brought in to instruct on Marzano's High Yield Instructional Strategies and how they relate to math instruction</p> | <p>10/01/2020<br/>-<br/>06/30/2021</p> |



# PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step             | Audience     | Topics of Prof. Dev                                    |
|---|--------------|--|
| Marzano and Hattie; High Yield Strategies | Teachers K-5 | Robert Marzano and John Hattie's High Yield Strategies |

| Evidence of Learning  | Anticipated Timeframe   | Lead Person/Position  |
|---|-------------------------|---|
| Teachers will select 3 strategies to continue to learn about and utilize in their classrooms throughout the year; They will demonstrate to the building principal their use of the strategies | 10/01/2020 - 06/30/2021 | Amy Coleman / Director of Curriculum and Special Programs<br>Adam Shrouf/Building Principal |

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step  | Topics of Message  | Mode                   | Audience                       | Anticipated Timeline          |
|---|--|------------------------|--------------------------------|-------------------------------|
| Global message; statement on district website; letter sent home | Informing families about the plan and strategies and steps of implementing | Phone; website; letter | Families and community members | Will begin approximately 10/1 |

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