

Union City Elementary School

Schoolwide Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Union City Elementary School

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

Federal Accountability Designation: none
 Title I Status: Not Provided
 Schoolwide Status: Yes
 Principal: Adam Shrout
 Superintendent: Matthew Bennett

Stakeholder Involvement

Name	Role
Matthew Bennett	Administrator : Schoolwide Plan
Amy Coleman	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
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
Marlene Kuzma	Elementary School Teacher - Special Education : Schoolwide Plan
Susanne Conti	High School Teacher - Regular Education : Schoolwide Plan
Tim Brown	Instructional Technology Director/Specialist : 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
Stacey Mulson	Special Education Director/Specialist : Schoolwide Plan

Federal Programs

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 PVAAS, DIBELS Math and Reading, IXL, Classroom Diagnostic Tools, PELI, and others. The current Schoolwide plan was evaluated and revised with the input of teachers 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 19, 2019 - Schoolwide Plan Stakeholder Meeting

August 20, 2019 - Schoolwide Plan Stakeholder Meeting and Building level data review

August 26, 2019 - Building level data study

August 26 and July 16, 2019 - DIBELS training for faculty administering DIBELS

August 27 - 29, 2019 - DIBELS Math and Reading administered grades 4 and 5

September 3-6, 2019 - DIBELS Math and Reading grades K-3 and PELI grade K4

September 9-13, 2019 - CDTs administered grade 4 and 5

September 24-27, 2019 - Data analysis - Grades K - 5

September 24, 2018 - Title Parent Meeting

By end of September - IXL diagnostic assessment given

October 10-11 2019 - Parent Teacher Conferences

January 6-17, 2020 - DIBELS Math and Reading administered K-5

January 13-17, 2020 - = PELI grade K4

January 20-24, 2020 - Data Analysis Grades K - 5

February 24-28, 2020 - CDT grades 3-5

May 4-6, 2020 - PELI administration Grade K4

May 11-22, 2020 - DIBELS administration Grades K-5

May 18-29, 2020 - IXL grades 3-5

Provider	Meeting Date	Type of Assistance
Union City Area School District	8/19/2019	Schoolwide Plan Development Stakeholder Meeting
Union City Area School District	8/20/2019	Schoolwide Plan Development Stakeholder 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 Mathematics - Evidence that All student group was above the statewide average for interim goal for 2030 achievement

Accomplishment #2:

PSSA English Language Arts - Evidence the group Students with Disabilities increased their performance on state assessment measures according to the PA Future Ready Index.

Accomplishment #3:

PSSA Science - Significant Evidence the PSSA whole group outperformed the state average in PA Academic Growth in Science.

Accomplishment #4:

Attendance Rate - Union City Elementary School's attendance rate was 90.5 according to the PA Future Ready Index, which is above the statewide average.

School Concerns

Concern #1:

The PSSA Reading/ELA scores are not showing consistent growth from year to year.

Concern #2:

The scores for PSSA Math decline from third grade to fifth grade within cohorts of students.

Concern #3:

Student attendance, while above the statewide average and met the interim goal for improvement, is at 90.5% for all students and 88.4% for students who are economically disadvantaged. It is below our statewide goal of 94.1%.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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 PSSA Reading/ELA scores are not showing consistent growth from year to year.

The scores for PSSA Math decline from third grade to fifth grade within cohorts of students.

Systemic Challenge #2 (*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 PSSA Reading/ELA scores are not showing consistent growth from year to year.

The scores for PSSA Math decline from third grade to fifth grade within cohorts of students.

Student attendance, while above the statewide average and met the interim goal for improvement, is at 90.5% for all students and 88.4% for students who are economically disadvantaged. It is below our statewide goal of 94.1%.

Systemic Challenge #3 (*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 PSSA Reading/ELA scores are not showing consistent growth from year to year.

The scores for PSSA Math decline from third grade to fifth grade within cohorts of students.

Student attendance, while above the statewide average and met the interim goal for improvement, is at 90.5% for all students and 88.4% for students who are economically disadvantaged. It is below our statewide goal of 94.1%.

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 PSSA Reading/ELA scores are not showing consistent growth from year to year.

The scores for PSSA Math decline from third grade to fifth grade within cohorts of students.

Student attendance, while above the statewide average and met the interim goal for improvement, is at 90.5% for all students and 88.4% for students who are economically disadvantaged. It is below our statewide goal of 94.1%.

School Level Plan

Action Plans

Goal #1: 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: Curriculum maps

Specific Targets: Student achievement will increase when measured by DIBELS, CDT and PSSA

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 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 curriculum maps

Start Date: 7/1/2019 **End Date:** 6/30/2020

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. Staff will utilize a simple format and then it will be linked to our district website.

Start Date: 9/4/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #2: 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: Annual

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

Specific Targets: Student achievement and growth will increase as measured through DIBELS, CDT and PSSA

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.

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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, 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. Professional learning on differentiated instruction and increasing student engagement will also be a focus. Teachers will be given these resources throughout the year in multiple ways, handouts, discussion, websites, peer demonstration and observation.

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-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

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: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Effective Instructional Strategies Consistently Implemented

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: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Walkthroughs

Goal #3: 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

Indicators of Effectiveness:

Type: Annual

Data Source: Data from DIBELS Math and Reading, as well as IXL will be used

Specific Targets: Evidence will be collected on each grade level, class, and student for achievement and growth in reading and math for DIBELS, as well as for reading, math and science for IXL.

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:

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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:

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: 8/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

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

Data Walkthroughs

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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: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Walkthroughs

Goal #4: 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-E'EP, 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:

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SAS Alignment: Assessment, Instruction

Implementation Steps:

Effective Instructional Strategies

Description:

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Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

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

Data Analysis Meetings

Description:

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Start Date: 8/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Union City Elementary School.

Assurance of Quality and Accountability

The Title I status for Union City Elementary School is unknown.