Central El Sch

Schoolwide Title 1 School Plan | 2024 - 2025

Steering Committee

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Vision for Learning

Vision for Learning

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Based off of the 2022-2023 PA Future Ready Index: All students groups met the standard for growth in Science with a growth score of 74.	True
There was a decrease in the number of students who were chronically absent from the 2022-2023 school year to the 2023-2024 school year from 46% of students chronically absent to 35.8%.	True
Students were able to end the year in Lexia with 16% working in grade level content and 60% above grade level content.	False
Based off of the 2022-2023 PA Future Ready index: All student groups meet the standard demonstrating growth in ELA, with a growth score of 79.	True
Based off of the 2022-2023 School Year, PA Future Ready indicated all student groups exceeded the standard for demonstrating growth with a score of 100.	True
Central exceeding the district proficiency goal of 26.2% in STAR Reading and hit 26.4% proficient or advanced. We also exceeded the growth Reading SGP target of 62.9% and hit 67.9%.	False
Central exceeded the district Math proficiency goal of 21.5% and hit 27.4% on STAR in grades 1st through 5th and exceeded the growth SGP goal of 68% with 68.7%.	True
Teachers worked during small group instruction to deliver Lexia lessons and Heggerty lessons daily.	False
Classroom teachers and related arts teachers also helped deliver lessons or give students an opportunity to complete lessons on-line.	False
Our Math Intervention Specialist focused on 5th grade and saw intervention groups daily for an additional math lesson tailored to their needs, using our STAR data.	False
Counselors ensuring all students, even if absent, had an opportunity to participate in the lessons.	False
We changed our counselor's schedules to accommodate the needs for the career standards and found ways to incorporate career standards in "regular education" lessons.	False
We continue to teach hands-on, engaging lessons. Teachers have been introduced to the STEELS standards and what 3D teaching will look like.	False
DaVinci Science Center provides enrichment opportunities for our students.	False
The staff currently feels that as a building, we are building capacity in others and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school . The Reading and Math Interventional specialists met with each grade level team monthly to help them plan and strengthen their instructional practices.	False
66.7% of students exceeded the district growth metric of 65% SGP on the STAR early literacy assessment.	False
The staff currently feels that as a building, we collectively shape the vision for continuous improvements in teaching and	False

learning.	
27.4% of ESL students were proficient or advanced on the last STAR benchmark (144 out of 525 students).	True
The staff currently feels that as a building, we successfully partner with local businesses and agencies to meet the needs of our students.	False
All school supplies are provided at the start of the year. Breakfast is in the classrooms so that all students who want food, can have it. We work with local businesses and agencies to ensure our students have access to downtown entertainment and opportunities at no charge. We have access to emergency food supplies, bus tickets, shoes, clothing and other items when families are in need, we can provide them to them.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Increase Literacy Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 14.3%.	True
Increase Math Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in Math with a proficiency score 0f 16.5%.	True
Increase Science Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.6%.	True
Improve English Language Growth and Attainment: 2022-2023 PA Future Ready Index: All students did not meet interim English language growth and attainment and scored 43.5% with a state goal of 70.3%	False
Increase Reading Outcomes: Need for targeted, individualized learning plans for struggling students, specifically with phonemic and phonological awareness skills through the use of Heggerty. Also a need for the Heggerty extension in grades 3rd, 4th and 5th.	False
Increase Reading Outcomes: Need for additional 3rd grade students to be reading on grade level by 3rd grade. Scores showed a decreasing trend in the number of students proficient in reading, with two additional students dropping from proficient to basic in STAR. 3rd grade has historically been the lowest performing PSSA grade level, with only 12.5% proficient and 1% advanced.	False
Teachers need to all shift their mindset on the targeted standards and how to teach them "on" grade level to all levels of students.	False
There is a lot of reading and text on the test, making it difficult for our ESL and LS students to be successful.	False
Next year, we will expand the Math Intervention Specialist schedule to have an increased focus on 4th grade.	False
We have one guidance counselor for 715 students and 32 classrooms.	False
Newcomer students and charter report back to our Future Ready. We are ensuring that all of our students hit their career readiness goals but somehow other students are not. This is also true of virtual students.	False
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.	True

Secure foundational math skills in primary grades and intermediate grades are pushing to more complex concepts.	False
Our overall testing population was 11.8% black, 10.9% Hispanic, 12.1% economically disadvantaged, 4.3% English language learners and 6.1% learning support.	False
Improve School Climate and Culture: As a building, we need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically which includes continuing our work with restorative practices and mindfullness. This would include finding funding to support the 21st Century program-the funding has stopped for the upcoming school year.	True
We have a need for additional supports with on-grade level material for both the ESL and LS populations.	False
Our chronic absenteeism rate has dropped from 46% to 39% chronically absent.	True
As a building, we need to increase our ability to identify the individual needs of students which will be identified using data protocols and meetings.	False
As a building, we need to work to provide frequent, timely, and systematic feedback and support on instructional practices which can be done with the implementation of instructional rounds.	False
Improve Reading and Math Outcomes: As a building, we need to identify professional development needs through a variety of data and find ways to train staff on meeting the needs of individual students through personalized learning and strong instruction practices with the new curriculum.	False
Demographic Breakdown: ELA overall 11.8%: 11.8% Black, 10.9% Hispanic, 12.1% Economically Disadvantaged, 4.3% English Language Learners and 6.1% Learning Support. Math overall 7.2%: 5.9% Black, 7.2% Hispanic, 7.7% Economically Disadvantaged, 5.8% English Language Learners and 2.1% Learning Support.	False
Our LS population continues to struggle greatly with Math proficiency across the grade levels, with only 2.84% proficient on the Math PSSAs.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

During the upcoming school year, our focus will be strengthening math instruction. To do this, we will work on professional development of teachers in delivering meaningful and engaging lessons on grade level. Standards will be presented, taught and mastered on grade level with the addition of some remediation. The focus will also include a closer look at increasing student numeracy and fact fluency with the guidance of the book: "High Yield Routines".

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Increase Literacy Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in ELA with a proficiency score of 14.3%.	Continue with LETRS training in grades K-3. Design and implement high-impact learning experiences to drive academic excellence by strengthening tier I instruction.	True
Increase Math Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in Math with a proficiency score 0f 16.5%.	Design and implement high-impact learning experiences to drive academic excellence through strengthening tier I instruction.	True
Increase Science Outcomes: Based off of the 2022-2023 PA Future Ready Index: Students were below basic in Science with a proficiency score of 44.6%.	Implementation of instructional round, monitoring student progress through data protocols and meetings and supporting teachers with implementation of new high quality tier 1 instruction with fidelity.	False
Improve School Climate and Culture: As a building, we need to promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically which includes continuing our work with restorative practices and mindfullness. This would include finding funding to support the 21st Century program-the funding has stopped for the upcoming school year.		False
Improve English Language Growth and Attainment: Need to increase language acquisition in our ESL students by monitoring LAS links scores and increasing exposure to academic based content daily.	LAS Links Growth target: 70.23%	False
Our chronic absenteeism rate has dropped from 46% to 39% chronically absent.	Cultivate conditions where all students feel safe, valued, empowered and loved. Implement attendance ambassador program this year. Foster collaborative partnerships with students, families and the community.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
27.4% of ESL students were proficient or advanced on the last STAR benchmark (144 out of 525 students).	Our ESL students need to be afforded additional opportunities to master the English language which include writing, speaking and reading opportunities.
Based off of the 2022-2023 PA Future Ready Index: All students groups met the standard for growth in Science with a growth score of 74.	Through curriculum integration and a focus of STREAM, we will increase student understanding and mastery of Next Gen standards.
There was a decrease in the number of students who were chronically absent from the 2022-2023 school year to the 2023-2024 school year from 46% of	The Math specialist had success with the 5th graders this year, we will find a way to replicate what she does with 3rd and 4th grade.

students chronically absent to 35.8%.	
Based off of the 2022-2023 School Year, PA Future Ready indicated all student groups exceeded the standard for demonstrating growth with a score of 100.	The Reading Intervention Specialist had success with targeted groups across all grade levels this year. We will need to find a way to increase the capacity of our paraprofessionals to assist her.
Based off of the 2022-2023 PA Future Ready index: All student groups meet the standard demonstrating growth in ELA, with a growth score of 79.	Our emphasis will be on 3rg grade to ensure they increase literacy proficiency in grade 3.
Central exceeded the district Math proficiency goal of 21.5% and hit 27.4% on STAR in grades 1st through 5th and exceeded the growth SGP goal of 68% with 68.7%.	We will continue to focus on numeracy skills through daily micro-lessons in Kindergarten through 5th grade.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If we design and implement high-impact learning experiences to drive academic excellence and provide daily phonemic and phonological awareness instruction, at least 85% of our kindergarten students will be at or above benchmark by the end of the year on the DIBELS assessment.
	If we design and implement high-impact learning experiences to drive academic excellence and provide rigorous Tier I instruction to all students in math, with a focus on fact fluency and numeracy skills, then our Math scores will increase by 12% for the 2024-2025 school year.
	If we cultivate conditions where all students feel safe, valued, empowered and loved and offer equitable access to food, clothing, school supplies, after-school activities and build strong relationships with the adults at Central, then our students will want to come to school and attend regularly and our chronic absenteeism will decrease to 30%.

Goal Setting

Priority: If we cultivate conditions where all students feel safe, valued, empowered and loved and offer equitable access to food, clothing, school supplies, after-school activities and build strong relationships with the adults at Central, then our students will want to come to school and attend regularly and our chronic absenteeism will decrease to 30%.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Improve Attendance Outcomes: If we provide access to necessary basic needs then student will attend school regularly and we will see a decrease in chronic absenteeism rate from 39% to 20%.			
Measurable Goal Nickname (35 Character Max)			
decrease chronic absenteeism			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
chronic absenteeism baseline	chronic absenteeism -6%	chronic absenteeism -6%	chronic absenteeism -6%

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Improve Attendance Outcomes: If we regularly engage with chronically absent students and connect them to trusted adults in the building and after-school activities, then we will reduce the number of chronically absent students by 19%.			
Measurable Goal Nickname (35 Character Max)			
Attendance Ambassador Program			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
September, October and November Attendance Ambassador incentives and check-ins.	December, January and February Attendance Ambassador incentives and check-ins.	March and April Attendance Ambassador incentives and check-ins.	May and June Attendance Ambassador incentives and check-ins.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
Improve School Climate and Culture: If we increase family engagement and attendance at events, committees or the Parent Advisory Council, then we will see an increase in student connectedness and attendance in our students and an increase to a 3.4 as measured by the school climate survey in March.			
Measurable Goal Nickname (35 Character Max)			
Parent Advisory Council			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**

2 meetings during the first quarter	1 meeting during the second quarter	2 meetings during the third quater	1 meeting during the 4th quarter

Priority: If we design and implement high-impact learning experiences to drive academic excellence and provide rigorous Tier I instruction to all students in math, with a focus on fact fluency and numeracy skills, then our Math scores will increase by 12% for the 2024-2025 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Increase Math proficiency: If we increase tier I instruction during Math, then we will see an increase in Math proficiency in grade 3 to 41.49% in 4th grade.			
Measurable Goal Nickname (35 Character Max)			
Increase Math proficiency STAR			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
to be determined at baseline	to be determined at baseline	to be determined at baseline	41.49% in 4th grade

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
If we provide a focus on daily numeracy skills through the use of number sense activities daily, then we will see an increase in student proficiency on the STAR Math assessment from 1st through 5th grade.			
Measurable Goal Nickname (35 Character Max)			
Increase Math proficiency: numeracy			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
to be determined at baseline	to be determined at baseline	to be determined at baseline	41.49% in 4th grade

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
If we provide a daily intervention to struggling students in 4th grade Math, then we will see an increase in SGP for 4th grade students to at least 65% Or they will maintain proficiency.			
Measurable Goal Nickname (35 Character Max)			
SGP STAR Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
SGP baseline STAR Math	SGP STAR Math= 50 or higher	SGP STAR Math =60 or higher	SGP STAR Math=65 or higher

Priority: If we design and implement high-impact learning experiences to drive academic excellence and provide daily phonemic and phonological awareness instruction, at least 85% of our kindergarten students will be at or above benchmark by the end of the year on the DIBELS assessment.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Increase Reading proficiency: If we increase tier I instruction during Reading, then we will see an increase in Reading proficiency in grade 3 to 51.37%.			
Measurable Goal Nickname (35 Character Max)			
Reading by grade 3			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
To be determined at baseline	To be determined at baseline	To be determined at baseline	51.37%

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
If we progress monitor kindergarten students in DIBELS throughout the year, then we will see an increase our DIBELS score to 85% of kindergarten students will demonstrate mastery in foundational literacy skill.			
Measurable Goal Nickname (35 Character Max)			
DIBELS			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
to be determined at baseline	to be determined at baseline	to be determined at baseline	85%

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
If we provide extended learning opportunities and enrichment to increase student outcomes then we will see an increase in students proficient in reading by grade 3 to 51.37%			
Measurable Goal Nickname (35 Character Max)			
Enrichment in Reading			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Offer at least one enrichment program with a reading focus and include identified, struggling students in the program.	Offer at least one enrichment program with a reading focus and include identified, struggling students in the program.	Offer at least one enrichment program with a reading focus and include identified, struggling students in the program.	Offer at least one enrichment program with a reading focus and include identified, struggling students in the program.

Action Plan

Measurable Goals

decrease chronic absenteeism	Attendance Ambassador Program
Parent Advisory Council	Increase Math proficiency STAR
Increase Math proficiency: numeracy	SGP STAR Math
Reading by grade 3	DIBELS
Enrichment in Reading	

Action Plan For: Tier I instruction

Measurable Goals:

- If we provide extended learning opportunities and enrichment to increase student outcomes then we will see an increase in students proficient in reading by grade 3 to 51.37%
- If we progress monitor kindergarten students in DIBELS throughout the year, then we will see an increase our DIBELS score to 85% of kindergarten students will demonstrate mastery in foundational literacy skill.
- Increase Reading proficiency: If we increase tier I instruction during Reading, then we will see an increase in Reading proficiency in grade 3 to 51.37%.
- Increase Math proficiency: If we increase tier I instruction during Math, then we will see an increase in Math proficiency in grade 3 to 41.49% in 4th grade.
- If we provide a focus on daily numeracy skills through the use of number sense activities daily, then we will see an increase in student proficiency on the STAR Math assessment from 1st through 5th grade.
- If we provide a daily intervention to struggling students in 4th grade Math, then we will see an increase in SGP for 4th grade students to at least 65% Or they will maintain proficiency.

Action Step		**Anticipated Start/Completion Date**	
Design and implement, high-impact learning experiences to drive academic excellence: All teachers will deliver on-grade level Tier I instruction to students in both Reading and Math, insuring all common core standards are mastered throughout the year.		2024-08-26	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rebecca Bodnar/Principal Jaime Cavouto/Math Specialist Kendall Madeja/ Reading Specialist	training in envision math program and additional training in teaching to mastery	Yes	
Action Step		**Anticipated Start/Completion Date**	
Monthly team data review in addition to individual data meetings once a quarter.		2024-10-01	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rebecca Bodnar/Principal Jaime Cavouto/Math Specialist Kendall Madeja/ Reading Specialist	prep time	No	

Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement including supervisors of instruction, reading specialists, interventional specialists, math specialists, social workers and teachers.		2024-07-18	2025-06-20
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rebecca Bodnar/Principal	none at this time	No	
Action Step		**Anticipated Start/Completion Date**	
Provide extended learning opportunities and enrichment to increase student outcomes.		2024-09-30	2025-05-26
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ernesto Lopez/ Assistant Principal	enrichment materials for extended learning opportunities	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in over student proficiency and growth as measured by STAR proficiency and the SGP.	Monthly data review of STAR data.

Action Plan For: Decrease chronic absenteeism

Measurable Goals:

- Improve Attendance Outcomes: If we provide access to necessary basic needs then student will attend school regularly and we will see a decrease in chronic absenteeism rate from 39% to 20%.
- Improve Attendance Outcomes: If we regularly engage with chronically absent students and connect them to trusted adults in the building and after-school activities, then we will reduce the number of chronically absent students by 19%.
- Improve School Climate and Culture: If we increase family engagement and attendance at events, committees or the Parent Advisory Council, then we will see an increase in student connectedness and attendance in our students and an increase to a 3.4 as measured by the school climate survey in March.

Action Step		Anticipated Start/Completion Date	
Cultivate conditions where all students feel safe, valued, empowered, and loved through our Attendance Ambassador Program.		2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rebecca Bodnar/Principal	one community group or organization per month to be the Attendance Ambassador	No	
Action Step		**Anticipated Start/Completion**	

		Date	
Partner with families, students and the community to promote, apply and access strategies and resources to support physical, social and mental wellness. We will identify specific families to reach out to during our weekly attendance meetings		2024-09-09	2025-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ernesto Lopez/AP	zoom meetings weekly	No	
Action Step		**Anticipated Start/Completion Date**	
Empower families: strengthen partnerships by increasing family participation in district and school activities by implementing targeted outreach programs, enhancing communicatiom channels, and providing diverse engagement opportunities that cater to the needs and interests of all families through our Parent Advisory Council meetings.		2024-09-02	2025-06-13
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Rebecca Bodnar/Principal	training by the UW for our parents	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Central will decrease its chronic absenteeism rate to 20% or less for the upcoming school year.	Weekly attendance team meetings and weekly reports to all staff with attendance percentages.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Tier I instruction	Design and implement, high-impact learning experiences to drive academic excellence: All teachers will deliver on-grade level Tier I instruction to students in both Reading and Math, insuring all common core standards are mastered throughout the year.
Decrease chronic absenteeism	Empower families: strengthen partnerships by increasing family participation in district and school activities by implementing targeted outreach programs, enhancing communicatiom channels, and providing diverse engagement opportunities that cater to the needs and interests of all families through our Parent Advisory Council meetings.

Train parents and staff for the parent advisory council

Action Step		
• Empower families: strengthen partnerships by increasing family participation in district and school activities by implementing targeted outreach programs, enhancing communicatiom channels, and providing diverse engagement opportunities that cater to the needs and interests of all families through our Parent Advisory Council meetings.		
Audience		
All board members of the Parent Advisory Council and participating staff members		
Topics to be Included		
How to run a parent advisory council, voting, posting for meetings, topics to be discussed this year.		
Evidence of Learning		
Fully functioning Parent Advisory Council meetings at least six times this year with minute recaps after each meeting.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Rebecca Bodnar/Principal	2024-09-02	2025-06-13

Learning Format

Type of Activities	Frequency
Conference	Twice
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	