

**Parkway Manor Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Parkway Manor Elementary		121395103
<b>Address 1</b>		
768 Parkway Rd		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Allentown	PA	18104
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mark Madson		madsonm@parklandsd.net
<b>Principal Name</b>		
Scott Bartman		
<b>Principal Email</b>		
bartmans@parklandsd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6103515850		26500
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Adrienne Kashner		kashnera@parklandsd.net

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Scott Bartman	Building Principal	Parkway Manor	bartmans@parklandsd.net
Tara Kleckner	Regular Education Teacher	Parkway Manor	klecknert@parklandsd.net
Nicole Mandry	Reading Specialist	Parkway Manor	mandryn@parklandsd.net
Angela Little	RTII/Gifted Specialist	Parkway Manor	litlea@parklandsd.net
Jamie McDonnell	School Counselor	Parkway Manor	mcdonnellj@parklandsd.net
Jennifer Knouss	Teacher	Parkway Manor	knoussj@parklandsd.net
Janiel Spisak	Parent	Parkway Manor	spisakj@parklandsd.net
Adrienne Kashner	Administrator	Parkland School District	kashnera@parklandsd.net
Mia Belletieri	Community Member	Parkway Manor	belletierem@parklandsd.net

## Vision for Learning

### **Vision for Learning**

Student success is a key component of Parkland's vision of educating the whole child through the Arts, Academics and Athletics. In this day and age, the driving factor of a successful school is how well it performs on PSSA tests and the growth data we receive from PVAAS, although we in the educational realm understand there are certainly other measures to gauge success that don't show up on a standardized test score or in student success summary reports. The key to success is to help each child learn to grow socially, emotionally, and academically throughout the school year.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>True 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
School-wide percentage of students scoring Proficient or Advanced in English Language Arts is above the Statewide Average (75.8%>54.5%).	
School-wide percentage of students scoring Proficient or Advanced in Math is above the Statewide Average (78.5%>38.3%).	
Provided interventions for all students in Tier 2 and Tier 3 for ELA.	
School-wide percentage of students scoring Proficient or Advanced in Science is above the Statewide Average (92%>58.9%).	

### Challenges

Indicator	Comments/Notable Observations
Academic Growth Score for English Language Arts is below the Statewide Average Growth Score (73%<75.4%).	
Academic Growth Score for Math is below the Statewide Average Growth Score (72%<74.9%).	
The percentage of students in grades 3-5 scoring Advanced on the PSSA ELA was below 40%	
No screener is given in the area of math to identify specific areas of need.	

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> On the Math PSSA, the Economically Disadvantaged subgroup increased proficiency from 50.8% to 56.3%. <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b>
<b>Indicator</b> The White subgroup showed growth in Science achievement from the previous year. <b>ESSA Student Subgroups</b> White	<b>Comments/Notable Observations</b>
<b>Indicator</b>	<b>Comments/Notable</b>

<p>The Students with Disabilities subgroup's percentage of students who are Proficient or Advanced in Math increased from 27.8% to 52.9%.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Observations</b></p>
<p><b>Indicator</b> The Students with Disabilities subgroup's percentage of students who are Proficient or Advanced in English Language Arts increased from 33.3% to 43.1%.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b></p>

**Challenges**

<p><b>Indicator</b> The Hispanic subgroup's proficiency in English Language Arts declined from 58.8% to 51.3%.</p> <p><b>ESSA Student Subgroups</b> Hispanic</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Economically Disadvantaged subgroup's academic growth in Math declined from 91.0 to 69.0.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> The Asian subgroup's growth met the Growth Standard, but declined from the previous year.</p> <p><b>ESSA Student Subgroups</b> Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b></p>

**Summary**

**Strengths**

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

<p>Increased proficiency of Economically Disadvantaged in Math from 50.8% to 56.3%.</p>
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**Challenges**

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

<p>No screener is given in the area of math to identify specific areas of need.</p>
<p>The Economically Disadvantaged subgroup's academic growth in Math declined from 91.0 to 69.0..</p>



## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tools: ELA	Beginning, Middle, & End of Year Assessments: 2023-2024
PSSA ELA, Data	2022-2023
Acadience Data	2023-2024,

### English Language Arts Summary

#### Strengths

Professional Development - Really Great Reading (K-2) and continued support with Acadience from K-5.
ELA Intervention/Enrichment period daily for 40 minutes.
Tiered interventions, including use of Title 1 assistants to support Tier 2 and Tier 3 interventions
Collaboration (common planning time, grade level meetings, learning walks, Core Team meetings)

#### Challenges

Differentiated Instruction
Lack of substitutes requiring administration to assign intervention teachers to implement vacant classroom lessons, which then interrupts implementation of interventions (sporadic).
Additional professional development needed for writing, text dependent analysis, retell component of Acadience.
Inconsistent reteach and reassessment of skills and concepts not mastered.

### Mathematics

Data	Comments/Notable Observations
Math In Focus Chapter Test Analysis	Throughout the year
Math In Focus Growth Measure Benchmark Assessment	K- Grade 2 Beginning, Middle & End of Year, Grades 3-5 as recommended
Classroom Diagnostic Tools: Math	Beginning, Middle, & End of Year Assessments: 2023-2024
PSSA Math Data	2022-2023

### Mathematics Summary

#### Strengths

Data analysis from CDT and curriculum based assessments to guide instruction
Collaboration time with team for analysis and planning of standards based lessons
Daily Math intervention and enrichment period.
Instructional Math Coach and Title 1 support for teacher support and small group math intervention

### Challenges

Lacking a research based math intervention for students in our Tier system
Alignment of math program lacks some areas of standard alignment to the state
Schedule constraints limit the amount of time available for the Math intervention period.
Inconsistent reteach and reassessment of skills and concepts not mastered.

### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
4th Grade PSSAs	2022-2023

### Science, Technology, and Engineering Education Summary

#### Strengths

Science program that is aligned to NGSS
Dedicated content time within our daily schedule

#### Challenges

Implementation of new STEEL Science Standards.
Content time often limited or eliminated during schedule changes.
Science PSSA updated to increase rigor.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Xello Career Readiness Program	By 5th grade students will have 6 artifacts housed within the individual Xello platform.

### Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

### Arts and Humanities

**True** Arts and Humanities Omit

### Environment and Ecology

**True** Environment and Ecology Omit

### Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

### Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

### Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA curriculum includes career readiness standards.
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School counselor and Media Specialist collaborate to provide students with exposure to career opportunities throughout the year.
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### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students who enroll mid year and don't come with evidence, requiring the new school to quickly obtain those pieces of evidence to meet the requirement.
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There is a not a dedicated time scheduled in the day for this to occur.

## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**False** This student group is not a focus in this plan.

Data	Comments/Notable Observations
Proficiency on PSSA ELA increased to 43.1%, but are not yet meeting the statewide goal.	
Proficiency on PSSA Math increased to 52.9%, but are not yet meeting the statewide goal.	

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**False** This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	Exceeded the statewide average in PSSA ELA and PSSA Math.
Asian	Proficiency on PSSA ELA and PSSA Math is above the statewide average.
Hispanic	Proficiency on PSSA Math increased and met or exceeded the Interim Target.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

White students exceeded the statewide average in PSSA ELA and PSSA Math.
Asian students exceeded the statewide average in PSSA ELA and PSSA Math.
Hispanic students increased their proficiency in math and met or exceeded the Interim Target.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Economically Disadvantaged students Proficiency on PSSA Math is below the statewide average.
Economically Disadvantaged students Proficiency on PSSA ELA is below the statewide average.
Students with disabilities Proficiency on PSSA Math is below the statewide average.
Students with disabilities Proficiency on PSSA ELA is below the statewide average.

## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Exemplary
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior.
Collectively shape the vision for continuous improvement of teaching and learning.
Monitor and evaluate the impact of professional learning on staff practices and student learning.

## 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
Increased proficiency of Economically Disadvantaged in Math from 50.8% to 56.3%.	False
Professional Development - Really Great Reading (K-2) and continued support with Acadience from K-5.	False
ELA Intervention/Enrichment period daily for 40 minutes.	False
Tiered interventions, including use of Title 1 assistants to support Tier 2 and Tier 3 interventions	True
Collaboration (common planning time, grade level meetings, learning walks, Core Team meetings)	False
Data analysis from CDT and curriculum based assessments to guide instruction	True
Science program that is aligned to NGSS	False
Dedicated content time within our daily schedule	False
ELA curriculum includes career readiness standards.	False
School counselor and Media Specialist collaborate to provide students with exposure to career opportunities throughout the year.	False
White students exceeded the statewide average in PSSA ELA and PSSA Math.	False
Collaboration time with team for analysis and planning of standards based lessons	False
Daily Math intervention and enrichment period.	True
Instructional Math Coach and Title 1 support for teacher support and small group math intervention	True
Asian students exceeded the statewide average in PSSA ELA and PSSA Math.	False
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices.	False
Hispanic students increased their proficiency in math and met or exceeded the Interim Target.	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
No screener is given in the area of math to identify specific areas of need.	True

The Economically Disadvantaged subgroup's academic growth in Math declined from 91.0 to 69.0..	False
Differentiated Instruction	True
Lack of substitutes requiring administration to assign intervention teachers to implement vacant classroom lessons, which then interrupts implementation of interventions (sporadic).	False
Implementation of new STEEL Science Standards.	False
Lacking a research based math intervention for students in our Tier system	True
Students who enroll mid year and don't come with evidence, requiring the new school to quickly obtain those pieces of evidence to meet the requirement.	False
Additional professional development needed for writing, text dependent analysis, retell component of Acadience.	False
Content time often limited or eliminated during schedule changes.	False
Inconsistent reteach and reassessment of skills and concepts not mastered.	False
Alignment of math program lacks some areas of standard alignment to the state	False
Schedule constraints limit the amount of time available for the Math intervention period.	False
Collectively shape the vision for continuous improvement of teaching and learning.	False
Monitor and evaluate the impact of professional learning on staff practices and student learning.	False
There is a not a dedicated time scheduled in the day for this to occur.	False
Implement a multi-tiered system of supports for academics and behavior.	False
Students with disabilities Proficiency on PSSA ELA is below the statewide average.	False
Inconsistent reteach and reassessment of skills and concepts not mastered.	True
Science PSSA updated to increase rigor.	False
Economically Disadvantaged students Proficiency on PSSA Math is below the statewide average.	False
Economically Disadvantaged students Proficiency on PSSA ELA is below the statewide average.	False
Students with disabilities Proficiency on PSSA Math is below the statewide average.	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.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
No screener is given in the area of math to identify specific areas of need.		False
Lacking a research based math intervention for students in our Tier system		False
Differentiated Instruction	Teachers need additional professional development and materials.	True
Inconsistent reteach and reassessment of skills and concepts not mastered.	Teachers need additional professional development and materials.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Tiered interventions, including use of Title 1 assistants to support Tier 2 and Tier 3 interventions	
Data analysis from CDT and curriculum based assessments to guide instruction	Strategically analyze and implement learning experiences around collected data.
Daily Math intervention and enrichment period.	Aides can be used to further differentiate instruction and support small groups.
Instructional Math Coach and Title 1 support for teacher support and small group math intervention	New support for teachers in their implementation on the new Math program. Additional resource for small group intervention.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Teachers will be provided additional professional development on what differentiated instruction is and how to use resources and data to effectively differentiate.
	Teachers will be provided additional professional development on how to analyze data to determine areas needed for reteaching and resources for reassessing.

## Goal Setting

Priority: Teachers will be provided additional professional development on what differentiated instruction is and how to use resources and data to effectively differentiate.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
In the 2024-2025 school year, 100% of teachers will provide monthly evidence of differentiated instruction through exit tickets and reteaching and reassessing plans.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Differentiation PD			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Review of differentiation procedures for SPARK and Math SPARK.	Review of monthly exit tickets.	Review of benchmark assessments and reteaching/reassessing plans.	Exit survey on differentiation and reteaching/reassessing.

Priority: Teachers will be provided additional professional development on how to analyze data to determine areas needed for reteaching and resources for reassessing.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
In 2024-2025 school year, 100% of teachers will participate in monthly data analysis meetings.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Data Digs			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Review of K-2 BOY Math in Focus Growth Measure and grades 3-5 BOY Math CDT.	Review of Math in Focus chapter assessment performance.	Review of K-2 MOY Math in Focus Growth Measure and grades 3-5 BOY Math CDT.	Review of K-2 EOY Growth Measure and 3-5 PSSA Mathematics scores.

## Action Plan

### Measurable Goals

Differentiation PD	Data Digs
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### Action Plan For: Review the data and practices to prioritize improvement

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>In the 2024-2025 school year, 100% of teachers will provide monthly evidence of differentiated instruction through exit tickets and reteaching and reassessing plans.</li> <li>In 2024-2025 school year, 100% of teachers will participate in monthly data analysis meetings.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Review prior year's data as a CORE team.		2024-08-27	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal and CORE team	Assessment data and previous intervention data	Yes	
Action Step		Anticipated Start/Completion Date	
Provide BOY data to classroom teachers for review and conduct a Data Dig		2024-09-03	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, CORE team, and classroom teachers	BOY benchmark data and 2023-2024 PSSA data	Yes	
Action Step		Anticipated Start/Completion Date	
Provide instructional support & instruction for students in math based on demonstrated need.		2024-09-30	2025-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Data Instruction Specialist, Principal, CORE team, Title aides	Federal funding will be utilized to provide additional push in/pull out support through Title aide services for small group reteaching of both ELA and Math. Additional math/ELA resources/intervention components will be purchased with title funds as needed to support student growth. Parkway Manor receives \$126616 to spend on building needs with a majority of that total going to hiring Title aides who support	Yes	

	the ELA and Math intervention programming.		
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<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Students will show growth in the area of mathematics	Assessment results throughout the year: standardized assessments, benchmark assessments, and formative assessments.

## Expenditure Tables

### School Improvement Set Aside Grant

**True** School does not receive School Improvement Set Aside Grant.

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"><li>Review the data and practices to prioritize improvement</li></ul>	Title 1 assistant salaries	126616
Total Expenditures			126616

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Review the data and practices to prioritize improvement	Review prior year's data as a CORE team.
Review the data and practices to prioritize improvement	Provide BOY data to classroom teachers for review and conduct a Data Dig
Review the data and practices to prioritize improvement	Provide instructional support & instruction for students in math based on demonstrated need.

### Data Dig 2024-2025

Action Step		
<ul style="list-style-type: none"> <li>Review prior year's data as a CORE team.</li> <li>Provide BOY data to classroom teachers for review and conduct a Data Dig</li> </ul>		
Audience		
Principal, Reading Specialist, Data and Instruction Specialist, School Counselor, School Psychologist		
Topics to be Included		
Identify areas of strength and need in mathematics.		
Evidence of Learning		
Analysis and review of ongoing math data for all students.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Scott Bartman, Principal	2024-09-03	2025-06-06

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	bi-weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> <li>3d: Using Assessment in Instruction</li> <li>1d: Demonstrating Knowledge of Resources</li> <li>4a: Reflecting on Teaching</li> </ul>	
This Step Meets the Requirements of State Required Trainings	



## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Scott Bartman	2024-12-09
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Adrienne Kashner	2024-12-09