

**Kratzer Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Kratzer Elementary School		121395103
<b>Address 1</b>		
2200 Huckleberry Road		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Allentown	Pennsylvania	18104
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Mark Madson		madsonm@parklandsd.org
<b>Principal Name</b>		
Karen Aulisio		
<b>Principal Email</b>		
aulisiok@parklandsd.net		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
6103515821		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Adrienne Kashner		kashnera@parklandsd.org

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Karen Auliso	Principal	Kratzer Elementary School	aulisiok@parklandsd.net
Adrienne Kashner	Title I Coordinator	Parkland School District	kashnera@parklandsd.net
Nicole Gelfo	Reading Specialist	Kratzer Elementary School	gelfon@parklandsd.net
Christine Bankos	School Counselor	Kratzer Elementary School	bankosc@parklandsd.net
Joan Krem	RTII/Gifted Teacher	Kratzer Elementary School	kremj@parklandsd.net
Deanna Goodman	School Psychologist	Kratzer Elementary School	goodmand1@parklandsd.net
Nicole Jones	Kindergarten Teacher	Kratzer Elementary School	jonesn@parklandsd.net
Stephanie Berger	Title I Assistant	Kratzer Elementary School	bergers@parklandsd.net
Amanda Lawler	Parent	Kratzer Elementary School	lawlera@parklandsd.net
Sergeant Jason Grozier	Community Member	Community Liaison Officer	jvg@swtpd.org

## Vision for Learning

### **Vision for Learning**

Student success is a key component of Parkland's vision of educating the whole child through the Academics, Arts, 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 education realm understand there are certainly other measures to gauge success that are not reflected in a standardized test score or in student success summary reports. The key to success is to help our students 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
Provided interventions for all students in Tier 2 and Tier 3	Curriculum and Instruction
74% overall on ELA PSSA Proficient or Advanced for Grades 3-5.	PSSA
91% overall on Science PSSA Proficient or Advanced	PSSA
Achievement percentage in ELA, Math, and Science was 100% in all Grades 3-5.	PSSA

### Challenges

Indicator	Comments/Notable Observations
Math PSSA Proficient or Advanced was 68%. This was below the state average and goal.	PSSA
Grade 3 Math PSSA Achievement went down from previous year to 61% Proficient and Advanced	

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

### Strengths

<b>Indicator</b> The Hispanic group showed growth in ELA by 10% from last year. <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b>
<b>Indicator</b> 64% of Hispanic students scored Proficient or Advanced on ELA, which is 9% higher than the previous year. <b>ESSA Student Subgroups</b> Hispanic	<b>Comments/Notable Observations</b>

### Challenges

<b>Indicator</b> Hispanic Students percentages fell by 11% Proficient and Advanced in Math <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
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Hispanic	
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>
<b>Indicator</b> <b>ESSA Student Subgroups</b>	<b>Comments/Notable Observations</b>

## 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.

Achievement growth percentage in ELA, Math, and Science was 100% in all grades, except for Grade 3 Math
Provided interventions for all students in Tier 2 and Tier 3

### 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.

Math PSSA Proficient or Advanced was 68%.
Hispanic population dropped in Achievement percentage by 11% in Math

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
PSSA	2023-2024 school year
CDT	Beginning and middle of the year 2023-2024

### English Language Arts Summary

#### Strengths

Intervention/Enrichment period daily for 45 minutes
Collaboration (common planning time, grade level meetings and core team meetings)
Acheivement growth in ELA for all Grades 3-5.

#### Challenges

Hispanic students dropped in achievement in Math by 11%.
Lack of substitutes requiring administration to assign intervention teachers to implement vacant classroom lessons, which then stops implementation of interventions (sporadic)

### Mathematics

Data	Comments/Notable Observations
PSSA Math	2023-2024 school year
CDT	Beginning and middle of the year 2023-2024

### Mathematics Summary

#### Strengths

I/E time in all grades with a math focus has assisted in providing support for students
There was percentage growth in PSSA Math for Grades 3 and 5. Grade 4 remained the same as the prior year.
Grades 3-5 CDT Math scores from BOY to EOY indicate improvement overall.

#### Challenges

CDT: Grades 3-5 overall growth from BOY to EOY was below 70%
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### Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	2023-2024 school year

# Science, Technology, and Engineering Education Summary

## Strengths

91% of students in Grade 4 scored proficient or advanced on the Science PSSA.

## Challenges

Continue to increase our students that score Proficient to score Advanced on the Science PSSA

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index	Students complete activities in Xello program.

### 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.

100% of students in Grades K-5 met the career standards benchmark.

### 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.

Continue to implement the program with fidelity.



## Equity Considerations

### English Learners

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

Data	Comments/Notable Observations
PSSA	ELL's are labeled IS in my scoring component.

### Students with Disabilities

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

Data	Comments/Notable Observations
PSSA	In ELA, Students with Disabilities had 33.9% proficiency. In Math, Students with Disabilities had 30.6% proficiency.

### Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PSSA	ED students had 62.9% proficiency in ELA. ED students had 59% proficiency in Math.

### Student Groups by Race/Ethnicity

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

## 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.

ED students scored 62.9% in ELA.
In Math, from BOY to EOY showed growth in overall score.
Hispanic students scored 62.9% in ELA.

### 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.

In ELA, 62.9% of economically disadvantaged students scored proficient or advanced in grades 3-5, compared to 73.6% of the total population.
CDT: In Math, students in grades 3-5 scored below 70% on the EOY test.
Students with Disabilities scored 33.9% proficiency in ELA, compared to 73.6% overall in ELA.
Students with Disabilities scored 30.6% proficiency in Math, compared to 68.2% overall in Math.

## 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	Operational
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	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
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 systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Effective implementation of tiered academic intervention
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

### 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?

Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.
Improve our outreach for families in need

## 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
Achievement growth percentage in ELA, Math, and Science was 100% in all grades, except for Grade 3 Math	False
Provided interventions for all students in Tier 2 and Tier 3	False
Intervention/Enrichment period daily for 45 minutes	False
Collaboration (common planning time, grade level meetings and core team meetings)	True
I/E time in all grades with a math focus has assisted in providing support for students	False
91% of students in Grade 4 scored proficient or advanced on the Science PSSA.	False
Acheivement growth in ELA for all Grades 3-5.	False
There was percentage growth in PSSA Math for Grades 3 and 5. Grade 4 remained the same as the prior year.	False
ED students scored 62.9% in ELA.	True
In Math, from BOY to EOY showed growth in overall score.	False
100% of students in Grades K-5 met the career standards benchmark.	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True
Grades 3-5 CDT Math scores from BOY to EOY indicate improvement overall.	False
Effective implementation of tiered academic intervention	True
Hispanic students scored 62.9% in ELA.	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
Math PSSA Proficient or Advanced was 68%.	True
Hispanic population dropped in Achievement percentage by 11% in Math	False
CDT: Grades 3-5 overall growth from BOY to EOY was below 70%	False
Hispanic students dropped in achievement in Math by 11%.	False
Continue to implement the program with fidelity.	False

Continue to increase our students that score Proficient to score Advanced on the Science PSSA	False
In ELA, 62.9% of economically disadvantaged students scored proficient or advanced in grades 3-5, compared to 73.6% of the total population.	False
CDT: In Math, students in grades 3-5 scored below 70% on the EOY test.	True
Monitor the impact of professional learning and its impact on student achievement to help guide future opportunities.	False
Improve our outreach for families in need	False
Students with Disabilities scored 33.9% proficiency in ELA, compared to 73.6% overall in ELA.	False
Lack of substitutes requiring administration to assign intervention teachers to implement vacant classroom lessons, which then stops implementation of interventions (sporadic)	False
Students with Disabilities scored 30.6% proficiency in Math, compared to 68.2% overall in Math.	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.

Math PSSA proficiency levels were 68% and in addition CDT math scores were below 70% on the end of year test.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Math PSSA Proficient or Advanced was 68%.		True
CDT: In Math, students in grades 3-5 scored below 70% on the EOY test.	Math Instructional Coach instructs small groups of students struggling in Math.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Collaboration (common planning time, grade level meetings and core team meetings)	We have a systematic approach to managing our organization.
ED students scored 62.9% in ELA.	
Effective implementation of tiered academic intervention	We have a systematic approach to managing our organization.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Through discussions and meetings, core team members and staff can work collaboratively to increase student success.

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	For the 2023-2024 school year, a daily Math I/E block has been added to our schedule. This helps teachers address gaps in small groups.
	We have a Data & Instruction Specialist on our staff full time whose focus is Math Instruction and overall data.

## Goal Setting

Priority: For the 2023-2024 school year, a daily Math I/E block has been added to our schedule. This helps teachers address gaps in small groups.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
Teachers will implement Math I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level meetings.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Fidelity and Data Driven Decision Making			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Teachers will receive Math PD, particularly in Math Fluency.	Teachers will analyze unit assessment data and plan for small group focused instruction.	Teachers will analyze unit assessment data and plan for small group focused instruction.	Teachers will analyze EOY assessment data and take note of gaps that are still evident.

Priority: We have a Data & Instruction Specialist on our staff full time whose focus is Math Instruction and overall data.

<b>Outcome Category</b>			
Essential Practices 4: Foster Quality Professional Learning			
<b>Measurable Goal Statement (Smart Goal)</b>			
Students in grades 3-5 will increase performance from BOY CDT assessments to MOY CDT assessments in mathematics.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Math Professional Development			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
CDT BOY Math scores will be analyzed to put students into Tier groups.	Progress monitor students in tiered interventions and make adjustments as needed.	CDT MOY Math scores will increase from BOY.	Analyze scores and place tiers for the following school year.

## Action Plan

### Measurable Goals

Fidelity and Data Driven Decision Making	Math Professional Development
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### Action Plan For: Data Driven Instructional Planning

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>Teachers will implement Math I/E block with fidelity and data-driven decision making. They will take part in check-ins during grade level meetings.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Data & Instruction Specialist will provide PD to teachers in Grades 3-5 in Math Fluency		2024-09-10	2025-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joan Krem, Data & Instruction Specialist	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/interventions components will be purchased with Title funds as needed to support student growth.	Yes	
Action Step		Anticipated Start/Completion Date	
Math I/E support will be provided for data driven, targeted instruction of needs and student growth.		2024-09-10	2025-05-20
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Joan Krem, Data & Instruction Specialist	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/interventions components will be purchased with Title funds as needed to support student growth.	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teachers will begin to plan intentional small group lesson plans based on Math Fluency.	Core Team will plan PD sessions for grade level meetings (monthly) to support teacher planning and instruction. Grouping matrix' will outline student groups, skill instruction, and formative assessment pieces.



## 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>Data Driven Instructional Planning</li></ul>	Title I Assistant Salaries	193359
Total Expenditures			193359

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Driven Instructional Planning	Data & Instruction Specialist will provide PD to teachers in Grades 3-5 in Math Fluency
Data Driven Instructional Planning	Math I/E support will be provided for data driven, targeted instruction of needs and student growth.

### Math Fluency

Action Step		
<ul style="list-style-type: none"> <li>Data &amp; Instruction Specialist will provide PD to teachers in Grades 3-5 in Math Fluency</li> </ul>		
Audience		
Teachers in Grades K-5		
Topics to be Included		
Math Fluency		
Evidence of Learning		
Student growth		
Lead Person/Position	Anticipated Start	Anticipated Completion
Joan Krem	2024-09-10	2025-05-20

### Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	2 times a month
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

## Approvals & Signatures

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
Karen Aulisio	2025-01-21
<b>School Improvement Facilitator Signature</b>	<b>Date</b>