

THOMAS WHARTON EL SCH

705 N Mary St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Growing empowered, collaborative global citizens who can think critically to solve problems.

STEERING COMMITTEE

Name	Position	Building/Group
Melanie O. Martinez	Building Principal	Wharton ES
Sandra Hanna	Teacher	Wharton ES
Nora Sampaio	Teacher	Wharton ES
Krisitn Niketic	Teacher	Wharton ES
Katie Conway	Teacher	Wharton ES
Gail Murray	Teacher	Wharton ES
Melissa Miller	Teacher	Wharton ES
Nick Koehler	Teacher	Wharton ES
Karen Sandt	Paraprofessional	Wharton ES
Angie Koser	Instructional Coach	Wharton ES
Janet Borghi	ELD Teacher	Wharton ES

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
If teachers have a larger structured block of time to collaborate and plan with PLC based, then they will be able to create rigorous, differentiated, standards aligned instruction and assessments.	Professional learning
	Professional learning
	Career Standards Benchmark
When teachers continuously monitor student growth in Math through formative assessments, ongoing assignments, and progress monitor, then students will meet/exceed the standard for PA Academic Growth.	Mathematics
	Professional learning
	Career Standards Benchmark

ACTION PLAN AND STEPS

Evidence-based Strategy	
Engage instructional teams in development of standards-aligned units of instruction-(Center on Innovations in Learning rating-Strong)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PLC collaboration on standards aligned instruction/assessment	By June 30, 2021, 100% of teachers will demonstrate proficiency and/or growth measured by Element 44 (Attention to Established Content Standards), and Element 60 (Promoting Positive Interactions with Colleagues) as documented in iObservation.
PLC collaboration	By June 30, 2021, 100% of teachers will meet in grade level instructional teams to monitor student growth and create rigorous tasks and formative assessments for implementation as

Goal Nickname**Measurable Goal Statement (Smart Goal)**

measured by Element 2 (Tracking student progress), Element 44 (Attention to established content standards) and Element 55 (Promoting positive interactions with colleagues) and documented in iObservation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Units of instruction include standards-based objectives and criteria for mastery.

2020-08-17 -
2021-06-07

Principal/Math
Coordinator/Instructional
Coaches/Grade Level
PLCs

District Resources

Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Units of instruction include specific learning activities aligned to objectives based on data

2020-08-17 -
2021-06-07

Principal/Math
Coordinator/Instructional
Coach

District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
from pre-test.			
Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	2020-08-17 - 2021-06-07	Principal/Math Coordinator/Instructional Coach/Grade Level PLCs	District Resources

Anticipated Outcome

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Monitoring/Evaluation

Grade level Units of Study/Assessments; PLC Notes; Math CDT growth

Evidence-based Strategy

Engage Instructional Teams in assessing and monitoring student mastery (Center on Innovations in Learning rating-Strong)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PLC collaboration on standards aligned instruction/assessment	By June 30, 2021, 100% of teachers will demonstrate proficiency and/or growth measured by Element 44 (Attention to Established Content Standards), and Element 60 (Promoting Positive Interactions with Colleagues) as documented in iObservation.
Math CDT growth	By June 30, 2021, students will demonstrate a 25% increase in growth in all Math reporting categories, as measured by CDT.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	2020-08-17 - 2021-06-30	Principal/Math Coordinator/Exceptional Student Specialist/Instructional Coach	District Resources
Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	2020-08-24 - 2021-06-07	Grade level teachers	District Resources
Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers individualize instruction based on pre-	2020-08-24 - 2021-06-07	Instructional Coach/Exceptional Student Specialist/Grade Level Teachers/ELD/LS	District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
test results to provide support for some students and enhanced learning opportunities for others.			
All teachers reteach based on post-test results	2020-10-02 - 2021-06-04	Instructional Coach/Exceptional Student Specialist/Grade Level Teachers/ELD/LS	District Resources
Grade level PLCs analyze student pre-test results for trends, areas to address within instructional units	2020-10-02 - 2021-06-07	Principal/Instructional Coach/Exceptional Student Specialist/Grade Level Teachers/ELD/LS	District Resources

Anticipated Outcome

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Monitoring/Evaluation

Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results

Evidence-based Strategy

Marzano Teacher evaluation Model (ESSA rating- Strong)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PD task/target alignment	By June 30, 2021, 100% of teachers will participate in Professional Development specific to rigorous tasks, alignment of learning targets and taxonomy levels as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Provide Professional development on Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives)	2020-08-17 - 2021-06-07	Principal; Instructional Coach	District Resources
Utilizing PLCs, teachers develop lessons that are strongly connected to the identified elements, with a focus on learning targets/task alignment	2020-08-24 - 2021-06-04	Instructional Coach;Grade level PLCs; LS/ELD staff	District Resources
Highlight staff who are demonstrating exemplary practice with identified elements, sharing best practice and successful strategies.	2020-09-09 - 2021-05-12	Principal; Instructional Coach	District Resources
Horizontal and vertical team collaboration, with a focus on	2020-09-09 - 2021-06-07	Principal/Instructional Coach/Exceptional Student Specialist/Grade	District Resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
identified elements- including analysis of student work to ensure increased levels of rigor K5-5th		Level Teachers/ELD/LS	

Anticipated Outcome

Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficiency levels will increase and this will translate to improved growth as measured by the CDT and PSSA.

Monitoring/Evaluation

Professional Development Agenda, Sign in and Materials; I-Observation Reports; PLC Notes; LSI Trend Tracker Reports; CDT/PSSA data

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Proficient or Advanced on the Science PSSA- All Student Group Meets Interim Goal/Improvement Target

All Student Group Meets the Standard Demonstrating Growth for ELA PSSA (PVAAS)

Career Standards Benchmark-All Student Group Exceeds Performance Standard

Economically Disadvantaged- Student group Meets/Exceeds Statewide Goal for ELA PSSA; Increase in Performance from the Previous Year.

English Language Learners- English Language Growth and Attainment-All Student Group Meets Interim Goal/Improvement Target

5th Grade School Value Added 3 Year Average for ELA (PVAAS)- Significant evidence that the school exceeded the standard for PA Academic Growth

5th Grade School Value Added 3 Year Average for Math (PVAAS)-Moderate evidence that the school exceeded the standard for PA Academic Growth

4th Grade School Value Added 3 Year Average for Science (PVAAS)-Evidence that the school met the standard for PA Academic Growth

N/A

Challenges

All Student Group Did Not Meet Interim Goal/Improvement Target for the ELA PSSA

All Student Group Did Not Meet Interim Goal/Improvement Target for the Math PSSA

N/A

Students with Disabilities- Did not meet Statewide Goal/Interim Target on the ELA PSSA; Decrease in Performance from Previous Year

English Language Learners- Did not meet Statewide Goal/Interim Target on the ELA PSSA

Students with Disabilities- Did not meet Statewide Goal/Interim Target on the Math PSSA; Decrease in Performance from Previous Year

English Language Learners- Did not meet Statewide Goal/Interim Target on the Math PSSA

4th Grade School Value Added 3 Year Average for ELA (PVAAS)-Significant evidence that the school did not meet the standard for PA Academic Growth

4th Grade School Value Added 3 Year Average for Math (PVAAS)-Significant evidence that the school did not meet the standard for PA Academic Growth

N/A

Challenges

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

Identify and address individual student learning needs

Most Notable Observations/Patterns

Failure to close the achievement gap for ELL and students with disabilities in both ELA and Math; Failure to impact student mastery of math standards in all tested grade levels; Pattern of lack of growth noted for 4th grade student in both ELA and Math.

Challenges	Discussion Point	Priority for Planning
All Student Group Did Not Meet Interim Goal/Improvement Target for the Math PSSA		
Students with Disabilities- Did not meet Statewide Goal/Interim Target on the ELA PSSA; Decrease in Performance from Previous Year		
English Language Learners- Did not meet Statewide Goal/Interim Target on the ELA PSSA		
4th Grade School Value Added 3 Year Average for ELA (PVAAS)-Significant evidence that the school did not meet the standard for PA Academic Growth		
4th Grade School Value Added 3 Year Average for Math (PVAAS)-Significant evidence that the school did not meet the standard for PA Academic Growth		
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	The current building schedule does not support vertical and horizontal collaboration time.	✓
Identify and address individual student learning needs	Lack resources to successfully build student interventions based on current assessments and programs.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Engage instructional teams in development of standards-aligned units of instruction-(Center on Innovations in Learning rating-Strong)

Action Steps	Anticipated Start/Completion Date
Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Units of instruction include standards-based objectives and criteria for mastery.	08/17/2020 - 06/07/2021
Monitoring/Evaluation	Anticipated Output
Grade level Units of Study/Assessments; PLC Notes; Math CDT growth	Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.
Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps**Anticipated Start/Completion Date**

Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. Units of instruction include specific learning activities aligned to objectives based on data from pre-test.

08/17/2020 - 06/07/2021

Monitoring/Evaluation**Anticipated Output**

Grade level Units of Study/Assessments; PLC Notes; Math CDT growth

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Steps**Anticipated Start/Completion Date**

Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.

08/17/2020 - 06/07/2021

Monitoring/Evaluation**Anticipated Output**

Grade level Units of Study/Assessments; PLC Notes; Math CDT growth

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Plan: Engage Instructional Teams in assessing and monitoring student mastery (Center on Innovations in Learning rating-Strong)

Action Steps	Anticipated Start/Completion Date
Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.	08/17/2020 - 06/30/2021
Monitoring/Evaluation	Anticipated Output
Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results	Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.
Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps	Anticipated Start/Completion Date
Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	08/24/2020 - 06/07/2021
Monitoring/Evaluation	Anticipated Output
Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results	Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.
Material/Resources/Supports Needed	PD Step
District Resources	no

Action Steps**Anticipated Start/Completion Date**

Unit pre-test and post-test results are reviewed by the Instructional Team. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

08/24/2020 - 06/07/2021

Monitoring/Evaluation**Anticipated Output**

Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Steps**Anticipated Start/Completion Date**

All teachers reteach based on post-test results

10/02/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Steps**Anticipated Start/Completion Date**

Grade level PLCs analyze student pre-test results for trends, areas to address within instructional units

10/02/2020 - 06/07/2021

Monitoring/Evaluation**Anticipated Output**

Pre-Post test summary of student performance; PLC Notes; Math CDT/PSSA results

Teachers in grade level teams will apply professional learning specific to math instruction. As a result, student proficiency levels will increase and this will translate to improved growth on the Math CDT and Math PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Plan: Marzano Teacher evaluation Model (ESSA rating- Strong)

Action Steps	Anticipated Start/Completion Date
Provide Professional development on Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives)	08/17/2020 - 06/07/2021
Monitoring/Evaluation	Anticipated Output
Professional Development Agenda, Sign in and Materials; I-Observation Reports; PLC Notes; LSI Trend Tracker Reports; CDT/PSSA data	Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficiency levels will increase and this will translate to improved growth as measured by the CDT and PSSA.
Material/Resources/Supports Needed	PD Step
District Resources	yes

Action Steps**Anticipated Start/Completion Date**

Utilizing PLCs, teachers develop lessons that are strongly connected to the identified elements, with a focus on learning targets/task alignment

08/24/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development Agenda, Sign in and Materials; I-Observation Reports; PLC Notes; LSI Trend Tracker Reports; CDT/PSSA data

Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficiency levels will increase and this will translate to improved growth as measured by the CDT and PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

no

Action Steps**Anticipated Start/Completion Date**

Highlight staff who are demonstrating exemplary practice with identified elements, sharing best practice and successful strategies.

09/09/2020 - 05/12/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development Agenda, Sign in and Materials; I-Observation Reports; PLC Notes; LSI Trend Tracker Reports; CDT/PSSA data

Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficiency levels will increase and this will translate to improved growth as measured by the CDT and PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

yes

Action Steps**Anticipated Start/Completion Date**

Horizontal and vertical team collaboration, with a focus on identified elements- including analysis of student work to ensure increased levels of rigor K5-5th

09/09/2020 - 06/07/2021

Monitoring/Evaluation**Anticipated Output**

Professional Development Agenda, Sign in and Materials; I-Observation Reports; PLC Notes; LSI Trend Tracker Reports; CDT/PSSA data

Teachers in grade level teams will apply professional learning specific to Learning Targets, Rigorous Tasks and Taxonomy Alignment. As a result, student proficiency levels will increase and this will translate to improved growth as measured by the CDT and PSSA.

Material/Resources/Supports Needed**PD Step**

District Resources

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 100% of teachers will participate in Professional Development specific to rigorous tasks, alignment of learning targets and taxonomy levels as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation. (PD task/target alignment)	Marzano Teacher evaluation Model (ESSA rating-Strong)	Provide Professional development on Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives)	08/17/2020 - 06/07/2021
By June 30, 2021, 100% of teachers will participate in Professional Development specific to rigorous tasks, alignment of learning targets and taxonomy levels as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation. (PD task/target alignment)	Marzano Teacher evaluation Model (ESSA rating-Strong)	Highlight staff who are demonstrating exemplary practice with identified elements, sharing best practice and successful strategies.	09/09/2020 - 05/12/2021
By June 30, 2021, 100% of teachers will participate in Professional Development specific to rigorous tasks, alignment of learning targets and taxonomy levels as measured by Element 1 (Providing rigorous learning targets), Element 60 (Participating in school initiatives) and documented in iObservation. (PD task/target alignment)	Marzano Teacher evaluation Model (ESSA rating-Strong)	Horizontal and vertical team collaboration, with a focus on identified elements- including analysis of student work to ensure increased levels of rigor K5-5th	09/09/2020 - 06/07/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Target/Task Alignment Professional Development Series	All LEA staff	Strengthening lesson planning and deliver? through the use of Learning Targets, Rigorous Tasks, and Taxonomy Alignment.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Professional Development Agenda, Sign in and Materials; I- Observation Reports	08/17/2020 - 06/07/2021	Principal; Instructional Coach; Exceptional Student Specialist

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
	01/01/0001 - 01/01/0001	

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings: