

**ARTHUR STREET EL SCH**

424 East 9th St

Schoolwide Title 1 School Plan | 2021 - 2022

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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## Vision for Learning

The vision at Arthut Street Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

## Summary Of Strengths and Challenges

### Strengths

Strength	Consideration In Plan
Over 50% of students were proficient or advanced on the 3rd grade PSSA	No
Students are progressing across levels on the WIDA test.	No
N/A for this grade level	No
Reading Comprehension	Yes
Letter Sounds	Yes
Students follow the career profiles for K-2	No
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Yes
Over 52% of students were proficient or advanced on the 3rd grade PSSA	No

### Challenges

Challenge	Consideration In Plan
Phonological Awareness	Yes
Decodable Words	Yes
No real data exists for K-2 schools	No
Our strength is also our weakness where 50% of students were Basic or Below Basic in Math	No

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Our strength is alswo our weakness where 50% of studnets were Basic or Below Basic in Reading	No
No sub group data exists for K-2	No
N/A for this grade level	No

### Most Notable Observations/Patterns

Our schools are Prek-2. This forma does not lend itself to a K-2 building. We need better assessment instruments to determin where are students need help

## Analyzing Strengths and Challenges

### Strengths

Strength	Discussion Points
Reading Comprehension	Our Reading Comp is highr than our phonics skills. This is a plus, showing the students are not merely word collars. we need to continue enhancing comprehension
Letter Sounds	Letter sounds being a strength is an anomily as our students have a weekness in PA and decodable words.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	We need to continue to work in teams to address the deficit areas.

### Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Phonological Awareness	PA is a critical skill in Grade K-2. More emphasis on basic phonics need to be the focus in reading	Yes	Phonological awareness is a more sophisticated skill than letter sounds. However, the data shows that the inverse is true. Example: Letter sounds are a prerequisite skill need to encode and decode words.
Decodable Words	Decoding words is a critical skill in Grade K-2. More emphasis on basic phonics need to be the focus in reading	Yes	Letter sounds are a prerequisite skill need to encode and decode words.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	K-2 has a limited range of assessment measures that are quantifiable. We need to use a wider array of assessment instruments	Yes	Thought must be given to developing better and more quantifiable assessment measures in K-2

## Goal Setting

**Priority:** Phonological awareness is a more sophisticated skill than letter sounds. However, the data shows that the inverse is true. Example: Letter sounds are a prerequisite skill need to encode and decode words.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Early Literacy	Imagine Learning- We plan to decrease the number of students in the Action Areas by 40% in Letter Sounds.	Action Areas	Decrease the number of students in the Action Areas by 10% in Letter Sounds.	Decrease the number of students in the Action Areas by 20% in Letter Sounds.	Decrease the number of students in the Action Areas by 30% in Letter Sounds.	Decrease the number of students in the Action Areas by 40% in Letter Sounds.

**Priority:** Letter sounds are a prerequisite skill need to encode and decode words.

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Early Literacy	Imagine Learning- We plan to decrease the amount of students in the Action Areas by 40% in Letter Sounds	Action Areas LS	Decrease the number of students in the Action Areas by 10% in Letter Sounds.	Decrease the number of students in the Action Areas by 20% in Letter Sounds.	Decrease the number of students in the Action Areas by 30% in Letter Sounds.	Decrease the number of students in the Action Areas by 40% in Letter Sounds.

**Priority:** Thought must be given to developing better and more quantifiable assessment measures in K-2

<b>Outcome Category</b>	<b>Measurable Goal Statement</b>	<b>Measurable Goal Nickname</b>	<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Mathematics	80% of students will progress to proficiency on Star Math Learning assessments by the end of the 21-22 school year.	Star Math	20% of students will progress to proficiency on Star Math Learning assessments by the end of the 21-22 school year.	40% of students will progress to proficiency on Star Math Learning assessments by the end of the 21-22 school year.	60% of students will progress to proficiency on Star Math Learning assessments by the end of the 21-22 school year.	80% of students will progress to proficiency on Star Math Learning assessments by the end of the 21-22 school year.

## Action Plan

Action Plan for: Phonics and PA instruction					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> <li>Action Areas</li> <li>Action Areas LS</li> </ul>		Students will gain a deep insight into decoding words making them more fluent readers through phonics instruction		RAZ Kids, Imagine Learning, Kid Writing	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use resources at <a href="http://www.hasdk12.org/Page/17113">http://www.hasdk12.org/Page/17113</a>	09/13/2021	11/26/2021	Jeanne Conahan	Use of federal funds for parent engagement, technology/licensing, assessments, instructional programs, teachers'/substitutes' salaries and benefits, and professional development	Yes

## Professional Development Action Steps

Evidence-based Strategy	Action Steps
Phonics and PA instruction	<ul style="list-style-type: none"><li data-bbox="457 224 1161 253">• Use resources at <a href="http://www.hasdk12.org/Page/17113">http://www.hasdk12.org/Page/17113</a></li></ul>

## Professional Development Activities

Online Professional Development						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	All K-2 teachers	Scope and sequence of PA and Phonics Skills, Comprehension-building	Increased useage and movement of students on RAZ Kids and Imagine Learning	Jeanne Conahan	09/13/2021	06/01/2022
Learning Formats						
Type of Activities	Frequency		Danielson Framework Component Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly				Language and Literacy Acquisition for All Students	

**Online PD**

<b>Action Step</b>	<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>	<b>Lead Person/Position</b>	<b>Anticipated Timeline Start Date</b>	<b>Anticipated Timeline Completion Date</b>
	All K-2 Teachers	Scope and sequence of PA and Phonics Skills, Comprehension-building	Increased useage and movement of students on RAZ Kids and Imagine Learning	Jeanne Conahan	09/13/2021	06/01/2022

**Learning Formats**

<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Action research	Weekly		Language and Literacy Acquisition for All Students

## Visión para el aprendizaje

La visión de arthur Street Elementary School es preparar y motivar a nuestros estudiantes para un mundo que cambia rápidamente inculcándoles habilidades de pensamiento crítico, una perspectiva global y un respeto por los valores fundamentales de honestidad, lealtad, perseverancia y compasión.

### Prioridades establecidas

- La conciencia fonológica es una habilidad más sofisticada que los sonidos de las letras. Sin embargo, los datos muestran que lo inverso es cierto. Ejemplo: Los sonidos de letras son una habilidad previa que se necesita para codificar y decodificar palabras.
- Los sonidos de las letras son una habilidad previa necesaria para codificar y decodificar palabras.
- Se debe pensar en el desarrollo de medidas de evaluación mejores y más cuantificables en K-2

### Objetivos medibles

**Imagine Learning- Planeamos disminuir el número de estudiantes en las Áreas de Acción en un 40% en Sonidos de Letras.**

- Fonética e instrucción de PA

**Imagine Learning- Planeamos disminuir la cantidad de estudiantes en las Áreas de Acción en un 40% en Sonidos de Letras**

- Fonética e instrucción de PA

**El 80% de los estudiantes progresarán a la competencia en las evaluaciones de Star Math Learning al final del año escolar 21-22.**