

Bell Avenue School
School Improvement Plan
07/01/2014 - 06/30/2019

School Profile

Demographics

Bell Avenue School

1000 Bell Ave
 Yeadon, PA 19050
 (610)284-6100

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Mary Kramer
 Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Mary Kramer	Building Principal : School Improvement Plan
David Martin	Business Representative
Deborah Fletcher	Community Representative
Dionne Galloway	Community Representative
Jennifer Kurko	Elementary School Teacher - Regular Education
Lauren O'Donnell	Elementary School Teacher - Regular Education
Melissa Washburn	Elementary School Teacher - Regular Education
Diane O'Donnell	Elementary School Teacher - Special Education
Erika Wills	Instructional Coach/Mentor Librarian : School Improvement Plan
Dehmie Swen	Parent
Timothy McKay	Student Curriculum Director/Specialist

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.
- **Assurance 5:** The school improvement plan covers a one-year period.
- **Assurance 6:** The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment

- High Levels of Community and Parent Involvement
- **Assurance 7:** Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.
- **Assurance 8:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Assurance 9:** Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.
- **Assurance 10:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of the previous school plan and updated the current plan based on the evaluation.

Yes

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Success For all Program provides professional development and consultation in regards to our reading program, and assists in evaluation of effectiveness. This occurs with teachers and administrators.

A site facilitator is provided through Title 1, and the responsibilities include assessment and data analysis. A math facilitator was also added in 2017-2018.

Administrator will engage in professional development through the DCIU in relationship to the Danielson Model.

The DCIU offered assistance in the creation of the comprehensive plan via email.

There was a large-scale curricular alignment effort coordinated through the school district. Curricular evaluation occurring in 2018.

The Superintendent provided professional development to the administrative team on the Comprehensive Plan.

Professional development was provided to all teachers on different topics throughout the year.

Provider	Meeting Date	Type of Assistance
DCIU	5/23/2017	Administrator will engage in professional development through the DCIU in relationship to the Danielson Model.
DCIU: Dr. Andrew Coonradt	4/26/2018	The DCIU offered assistance in the creation of the comprehensive plan via email.
Dr. Beth Hoffman: Multiple Meeting Dates, Mrs. Erika Wills: Multiple meeting dates throughout 2017-2018	9/6/2016	A site facilitator is provided through Title 1, and the responsibilities include assessment and data analysis.
SFA Consultant, Coordinator and Site Facilitator: Multiple Dates	5/24/2018	The Success For all Program provides professional development and consultation in regards to our reading program, and assists in evaluation of effectiveness. This occurs with teachers and administrators.
Superintendent	4/26/2018	The Superintendent provided professional development to the administrative team on the Comprehensive Plan.
William Penn School District: Multiple Dates	12/5/2016	There was a large-scale curricular alignment effort coordinated through the school district.
William Penn School District: Multiple Dates	12/13/2017	Professional development on Math in Focus was provided through the school district to all Elementary teachers.

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

1. Collaboration scheduled on a weekly, monthly and quarterly basis (grade level, component, staff meetings)
2. Curriculum summits by grade level during 2017-2018.
3. The leadership team meets montly to examine data and determine school-wide responses.
4. Invervention period built into day.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title I Grant	\$49913.81
School Intervention Grant	\$71700.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Bell's School Performance Profile score increased from 47.7 in 2016 to 52.2 in 2017.

Accomplishment #2:

2015-2016 PVAAS scores in ELA were 77% meeting growth expectations.

2016-2017 PVAAS showed in ELA were 84% meeting growth expectations.

Accomplishment #3:

PVAAS scores in ELA increased by 34% from 2014 to 2017

Accomplishment #4:

The whole school demonstrated a growth from 29% proficient or advanced to 40% proficient or advanced from October 2016 to March 2017, as demonstrated by the SRI. The students in grades 2-6 demonstrated an increase in proficiency October 2017 to March 2018 on the SRI.

Accomplishment #5:

Grades 2,3,4 and 6 showed growth in the number of students proficient or advanced from October 2016 to March 2017, as demonstrated by the SRI. Grades 2,3,4, 5 and 6 showed growth in the number of students proficient or advanced from October 2017 to March 2018 as demonstrated by the SRI.

Accomplishment #6:

Grade 4 PVAAS data for 2016 and 2017 and the three-year average for each year demonstrates evidence that the school met the standards for PA Academic growth in ELA.

Accomplishment #7:

Grade 5 PVAAS data for 2016 and the three-year average demonstrates significant evidence that the school exceeded the standards for PA Academic Growth in Math. Grade 5 PVAAS data also demonstrates that there is evidence that the school met the standards for PA Academic Growth in ELA in 2016 and exceeded the standard for PA Academic Growth in ELA in 2017, and the three-year average demonstrates that there is strong evidence that the school exceeded the standard for PA Academic Growth in ELA.

Accomplishment #8:

Grade 6 PVAAS data demonstrates that there is evidence that the school met the standard for PA Academic Growth in Math on a three-year average. PVAAS data also demonstrates strong evidence

that the school exceeded the standard for PA Academic Growth in Math in 2017. PVAAS data also demonstrates moderate evidence that the school exceeded the standard for PA Academic Growth in ELA in 2016 and in the three-year average.

Accomplishment #9:

In 2016-2017, we improved by 22.86% in closing the achievement gap for historically underperforming students in ELA.

School Concerns

Concern #1:

The whole school demonstrated a decline in proficiency from 45% to 39% October 2017 to March 2018 on the GSF.

Concern #2:

While Bell showed an increase in school performance profile school in 2017, the score of 52.2 still demonstrates significant evidence of not making growth overall.

Concern #3:

The percent proficient or advanced on the 2015-2016 PSSA in Mathematics was 11.23%. In 2016-2017, it was 8.23.

Concern #4:

The percent proficient or advanced on the 2015-2016 PSSA in ELA was 30.48%. In 2016-2017, it was 31.46.

Concern #5:

The percent proficient or advanced on the 2015-2016 PSSA in Science was 38.00%. In 2016-2017, it was 40.82.

Concern #6:

On the 2015-2016 and the 2016-2017 PSSA, there were no indicators of closing the achievement gap for all students, and in Math and Science for historically underperforming students.

Concern #7:

Grade 4 PVAAS data for 2016 and 2017 and the three-year average demonstrates significant evidence that the school did not meet the standards for PA Academic growth in Math or Science.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

While Bell showed an increase in school performance profile school in 2017, the score of 52.2 still demonstrates significant evidence of not making growth overall.

The percent proficient or advanced on the 2015-2016 PSSA in Mathematics was 11.23%. In 2016-2017, it was 8.23.

The percent proficient or advanced on the 2015-2016 PSSA in ELA was 30.48%. In 2016-2017, it was 31.46.

The percent proficient or advanced on the 2015-2016 PSSA in Science was 38.00%. In 2016-2017, it was 40.82.

On the 2015-2016 and the 2016-2017 PSSA, there were no indicators of closing the achievement gap for all students, and in Math and Science for historically underperforming students.

Grade 4 PVAAS data for 2016 and 2017 and the three-year average demonstrates significant evidence that the school did not meet the standards for PA Academic growth in Math or Science.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Systemic Challenge #3 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Systemic Challenge #4 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Scholastic Reading Inventory

Reading Roots Assessment

Specific Targets: Forty percent (40) percent of the students in grades 1-6 will be reading at or above grade level by end of first quarter.

Forty three (43) percent of the student in grades 1-6 will be reading at or above grade level by end of first semester.

Forty-five (45) percent of the students in grades 1-6 will be reading at or above grade level by end of fourth quarter.

Type: Interim

Data Source: Classroom Diagnostic Tests (CDTs) Math

Specific Targets: Students will be administered the CDT assessments in October (pre-test) and March (post-test). May of 2018 CDT scores indicated that 13% of the students were green or blue in performance. Utilizing that number as Bell's baseline, our goal will be to increase this percentage from 13% to 18%.

Strategies:

Classroom Diagnostic Tools (CDT)

Description:

Classroom Diagnostic Tools (CDT) are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: [Classroom Diagnostic Tools \(CDT\)](#))

SAS Alignment: Assessment

Implementation Steps:

Data Analysis - Communication

Description:

During the professional development days in August for the next three years of this plan, the Principal will explain the method we will employ to set instructional and learning goals to staff. Additionally they will learn how to use data binders. The staff will use this binder to maintain student performance data, analyze this data to inform their instructional decisions and to set student learning goals throughout each school year. Each staff will develop and maintain a binder, meet quarterly to set goals and maintaining charts showing student growth in their classrooms.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Classroom Diagnostic Tools (CDT)

*Data Analysis - Implementation Quarterly Meetings***Description:**

Teachers will meet at the start of the school year and quarterly during all three school years to review student performance data: PSSA, math assessments and reading quarterly assessments in grades K-6. These data will be collected, housed in data binders and used to strategize to improve student academic performances in each grade. At these meetings staff will analyze data and set instructional and learning targets. The Principal and Instructional Facilitator will conduct review meetings with grade teams to determine student academic progress, and to plan instructional responses. Data binders will be maintained.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Classroom Diagnostic Tools (CDT)

*Data Analysis - Monitoring***Description:**

Data Review

School administration and the instructional facilitator will conduct goal setting meetings with staff. Periodically we will meet with staff to discuss present levels of student achievement in all content areas, and to set learning goals for their overall classroom. Staff will meet with their students and set goals with them, which they will monitor. Student goal setting sheets and classroom achievement graphs will be kept in each individual teacher's data binder.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Classroom Diagnostic Tools (CDT)

*Data Analysis - Evaluation***Description:**

School leadership will meet with grade teams at the end of the school year and at the start of each new school year to determine if there has been improvements in instruction and learning as a results of utilizing the data binders during the three years during implementation of our plan. Data binders will be reviewed and returned to teachers for furture use.

Start Date: 7/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Classroom Diagnostic Tools (CDT)

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Strategy #1: Classroom Diagnostic Tools (CDT)

Start	End	Title	Description		
7/1/2017	6/30/2019	Data Analysis - Communication	During the professional development days in August for the next three years of this plan, the Principal will explain the method we will employ to set instructional and learning goals to staff. Additionally they will learn how to use data binders. The staff will use this binder to maintain student performance data, analyze this data to inform their instructional decisions and to set student learning goals throughout each school year. Each staff will develop and maintain a binder, meet quarterly to set goals and maintaining charts showing student growth in their classrooms.		
		Person Responsible Principal and Instructional Facilitator	SH 2.0 S 3 EP 25 Provider Principal and Instructional Site Facilitator	Type School Entity	App. Yes

Knowledge The staff will learn how to analyze mutiple sources of student performance data to identify root causes, and

design instructional changes aimed toward reaching measurable learning goals for students. They will review baseline data, discuss student performances within a professional learning community, and implement instructional changes. Teachers will also learn how to progress monitor student growth.

Supportive Research

Analyzing student performance data, making instructional changes, collaborating to design measurable learning goals for students, evaluation teacher instructional impact on learning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	School counselors Paraprofessional Related Service Personnel Parents	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bell Avenue School in the William Penn SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Bell Avenue School in the William Penn SD for the 2014-2019 school-year.

Affirmed by Jane Harbert on 6/27/2018

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2017-2018 Improvement Evaluation

Describe the success from the past year.

School Performance Profile score increased from last school year.

Data Binder Meetings were held quarterly and were used for instructional decision-making and targeted intervention.

There was significant evidence that growth was made in 6th grade in both Math and ELA. In 5th grade, there is evidence that students exceeded the standard for growth in ELA. Grade 4 students also met the standards for Growth in ELA.

Parent involvement increased significantly in 2017-2018.

Describe the continuing areas of concern from past the year.

There was a whole-school decline in grade level proficiency during the 2017-2018 school year.

PSSA scores were still low in all three tested area, although growth was shown in many areas.

There was no progress towards closing the Achievement Gap in any group last year.

Describe the initiatives that have been revised.

Data binder meetings were continued into their second year, as teachers collaborated frequently and met with principal and facilitator to discuss data and instructional choices. Teacher were asked to provide more attention to targeted intervention based on data.

2016-2017 Improvement Evaluation

Describe the success from the past year.

- PSSA PVAAS results have demonstrated growth across time in several tested areas in Grades 4,5 and 6.
- PSSA PVAAS score in ELA was 77% meeting growth expectations.
- SRI Data has demonstrated an increase in percentage of students proficient or advanced from 29% in October 2016 to 40% in March 2017.
- Grade-level curriculum summits were held to align instruction and assessment.
- Teachers have continued to collaborate on a consistent basis by grade-level and whole school.
- Teachers have data conversations with colleagues, students and families.
- Instructional facilitator is providing consistent support to teachers.

- Teachers demonstrated a commitment to improving their instructional practice through their active participation in school provided professional development as well as outside professional development.

Describe the continuing areas of concern from the past year.

- School Performance Profile score dropped to 47.1
- 2016 PSSA scores were Math: 11.23, ELA 30.48 and Science 38.00
- While data is maintained by classroom teacher, classroom data binders haven't been consistently utilized.
- The SAS portal was not consistently used to design assessments.
- Teacher goal-setting with students was not monitored by the administrator.

Describe the initiatives that have been revised.

- There will be a focus on gathering and analyzing data in both Math and ELA in a collaborative setting to inform instruction.
- Professional development will include school-wide discussions on data usage and requirements in the classroom setting.
- Goal-setting practices will be discussed and determined as a staff.

2015-2016 Improvement Evaluation

Describe the success from the past year.

- Grade 5 & 6 ELA & Math indicate growth on PVAAS of at least one year
- 100% of staff are utilizing data binders and having data conversations with colleagues and students
- Instructional Facilitator providing support to teachers
- Modifying core programs to meet standards
- 44% of 1st graders made equal to or more than the expected growth in reading during first quarter
- 62% of 1st graders made equal to or more than the expected growth in reading during second quarter

Describe the continuing areas of concern from the past year.

- 4th Grade ELA, Math, Science
- 3rd grade 69% are basic or below basic in ELA

Describe the initiatives that have been revised.

- Success for All data is being used in place of AimsWeb data because the SFA data allows up to use resources more wisely. In addition, the data collected from SFA allows for weekly progress monitoring of students
- In the 2016-2017 school year we will be moving to Classroom Diagnostic Tools for mathematics benchmark testing. The purpose of this change is that CDTs allow teachers to target specific eligible content.
- Continued data driven meetings focused on use of formative assessment to drive instruction

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Successes from the plan included the following:

- The instructional facilitator provided Instructional coaching sessions to teachers
- A variety of professional learning opportunities were presented to the teachers by the principal and instructional facilitator
- Teachers were more focused on improving their instructional practices and using these improve student learning
- Teachers taught students how to set learning goals and monitored this progress
- Teachers collaborated with each other, the principal and instructional facilitator throughout the school year to discuss student performance data and quality instruction - having instructional conversations
- Teachers maintained a data binder and participated in PLCs
- Teachers incorporated more formative assessments and descriptive feedback techniques for students into their daily practices
- Our SPP score increased by 8 points, from 51.3 to 59.2

- Overall, the school's performances in reading and math increased, reading by 2% and math by 5%
- Third grade student performances in reading and math increased, reading by 12% and math by 4 %
- Fifth grade student performances in reading and math increased, reading by 6% and math by 13%
- Sixth grade student performances in math increased by 9%
- All teachers were observe using the Pennsylvania Framework for Teaching in the Educator's Effectiveness Model and rated using the new Teaching Rating Form, Act 82-1
- Curriculum prioritized maps were developed
- Teachers in grades 3-6 exposed students in their classroom to the PDE eligible content and anchors
- Teacher component meetings and grade level PLCs were scheduled monthly and conducted each month

Describe the continuing areas of concern from the first year plan.

The areas of concerns are as follows:

- Fourth grade student performances in reading, math and science decreased, reading by 5%, math by 7% and Science by 17%
- Fifth grade student performances in writing remained the same around 20%
- Professional development on aligning SAS standards into our lesson planning was not completed - therefore the implementation of a standards aligned curriculum framework across all classrooms for all students was not fully excuted

Describe the initiatives that have been revised.

The following initiatives will be revised:

- Professional development on aligning SAS standards into our lesson planning will be emphasized for the coming school year - therefore the implementation of a standards aligned curriculum framework across all classrooms for all students will be fully excuted
- Teachers will design instructional lesson plans with their grade team members incorporating core standards and utilizing all aspects and resources provided on the PDE SAS website. These plans will be housed in their lesson plan binders located on their desks.

