

Colwyn El Sch

**School Improvement Plan**

07/01/2014 - 06/30/2019

# School Profile

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## Demographics

### *Colwyn El Sch*

211 Pine Street  
Colwyn, PA 19023  
(610)957-5470

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Janet Braker  
Superintendent: Jane Harbert

## Stakeholder Involvement

Name	Role
Janet Braker	Building Principal : School Improvement Plan
Victoria Hayes	Community Representative
Colleen Day	Elementary School Teacher - Regular Education
Erin DeHoratius	Elementary School Teacher - Regular Education
Kevin Reilly	Elementary School Teacher - Regular Education
Matthew Ross	Elementary School Teacher - Regular Education
Geana Morris	Instructional Coach/Mentor Librarian : School Improvement Plan
Inashia Webb	Parent

# Federal Programs

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## 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**

*No assurances have been identified*

### **Assurance 13**

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

- School web site
- School newsletter
- PTA/PTO website
- District web page
- Board meeting presentations
- District's annual report
- District report card
- Press releases to local media
- 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.
- Special all-school evening event to present improvement plan

- Monthly PTO meetings
- 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.

No

## **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 DCIU provided guidance and assistance at district Administrators' meetings (arranged by the Superintendent).

\*The district provides each school (Administrators and Teachers) with a SFA (Success For All) Educational Coach providing consulting and professional development with the ELA/Reading curriculum/program including data review and instruction techniques.

\*Teachers attended professional developments with district grade partners in the 'Math in Focus' curriculum

\* The school has an on site Instructional Facilitator (Title I)

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
On Site Educational Coach-Title I (Multiple Dates)	11/29/2017	Assessments and Data Analysis
On Site Instructional Facilitator-Title I (Multiple Dates)	8/22/2017	Assessments and Data Analysis
SFA Educational Coach/Consultant (Multiple	3/22/2018	Consulting/Professional Development on ELA/Reading Program

Dates)		
Superintendent/D.C.I.U.☐	4/25/2018	Professional Development for Administrators on the Comprehensive Plan
William Penn School District (Multiple Dates)	5/15/2018	Professional Development on Math in Focus for our 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.

Teachers have scheduled meetings each quarter in 'Component Meetings' to review ELA/Reading and Math data, set goals, and plan for whole group, small group, as well as individual student instruction.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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	\$26102.55

School Intervention Grant	\$71700.00
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Colwyn Elementary's Building Level Academic Score went from 61.5 in 2015-16 to 72.4 in 2016-17.

### Accomplishment #2:

Colwyn Elementary's ELA proficiency increased from 43% in 2015-2016 to 49% in 2016-17.

### Accomplishment #3:

Colwyn Elementary students exceeded the 2016-2017 standard for PA academic growth in ELA & Math.

### Accomplishment #4:

Colwyn Elementary School 4th grade students met the PA standard for academic growth on the 2017 science PSSAs.

### Accomplishment #5:

Colwyn Elementary exceeded the 2016-2017 AMO for closing the gap for historically underperforming students in ELA & science.

### Accomplishment #6:

In 2017, Colwyn Elementary School exceeded the AMO for closing the gap for all students in ELA and science.

### Accomplishment #7:

89% of the fourth grade students are proficient on 2016-17 ELA.

### Accomplishment #8:

The participation rate was met on all tested content areas for 2017.

### Accomplishment #9:

Attendance rate for All Students was 95%.

### Accomplishment #10:

On the 2016-17 ELA PSSA, 65% of students in grades 4-6 scored 8 or above on Text Dependent Analysis questions. (Previously 32%)

## School Concerns

### Concern #1:

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Only 49% of the tested students are proficient in 2016-2017 ELA.

### Concern #2:

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Only 23% of the tested students are proficient in 2016-17 math.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

### Aligned Concerns:

Only 23% of the tested students are proficient in 2016-17 math.

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Only 49% of the tested students are proficient in 2016-2017 ELA.



# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Assessments, Scholastic Reading Inventory, Curriculum Assessment, formal fluency assessments, CDT

Specific Targets: Academic growth will show a 5% improvement of PSSA scores in all categories

**Strategies:**

*School Based Data Team/Instructional Based Data Teams*

**Description:**

School Based Data Team/Instructional Based Data Teams

Data Teams use common priority standards, generate common formative assessments, and use common scoring guides to monitor and analyze student performance.

Data Teams are small, grade level, department, course, content, or organizational teams that examine work generated from a common formative assessment in order to drive instruction and professional practice.

Data Teams have scheduled, collaborative, structured meetings that concentrate on the effectiveness of teaching and learning.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

**Implementation Steps:**

*School Based Data Team/Instructional Based Data Teams*

**Description:**

The Leadership Team, Instructional Component Teams and Solutions Committee will meet quarterly to review student academic progress utilizing classroom, curriculum, and quarterly benchmarks.

**Start Date:** 9/4/2018    **End Date:** 6/28/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

### *School Based Data Team/Instructional Based Data Teams Evaluated*

**Description:**

Instructional component teams will meet twice monthly to create quarterly targets aligned with school wide annual goal, develop implementation plan, analyze data, and review/revise plan as necessary.

**Start Date:** 11/12/2018    **End Date:** 6/11/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

### *School Based Data Team/ Instructional Based Data Teams*

**Description:**

The leadership team will meet quarterly to review academic and solutions data to determine that quarterly targets maintain alignment with schoolwide annual goal.

**Start Date:** 11/5/2018    **End Date:** 6/7/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

### *School Based Data Team/Instructional Based Data Teams*

**Description:**

School Based Data Team will meet with curriculum coaches each quarter to analyze academic and solutions data to determine next steps.

**Start Date:** 8/28/2018    **End Date:** 6/12/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

### *Common Formative Assessments*

**Description:**

Common Formative Assessments will be used to determine base-line data which will enable teachers to pinpoint areas for targeted support/enrichment.

Math: Students will be given CDT and/or Moby Max Placement Tests at the beginning of the school year

ELA: Using PSSA released items, students will be given Text Dependent Analysis (TDA) assessments during the 2nd & 3rd quarter of the school year

**Start Date:** 9/4/2018    **End Date:** 6/28/2019

**Program Area(s):**

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

### *School Based Data Team/Instructional Based Data Teams Monitoring*

**Description:**

School Based and Instructional Data Teams will collect, organize, and store data team goal related materials throughout the year and share results at each component and/or Success Network meeting. The contents will include agendas, training materials, processed artifacts, and any additional data team goal relevant materials.

**Start Date:** 8/29/2018    **End Date:** 6/12/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- School Based Data Team/Instructional Based Data Teams

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Colwyn El Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Colwyn El Sch 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 Colwyn El Sch in the William Penn SD for the 2014-2019 school-year.

**Affirmed by Jane Harbert on 6/27/2018**

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2017-2018 Improvement Evaluation

### **Describe the success from the past year.**

I am pleased to say that we were able to increase our Building Level Academic Score (SPP) from 61.5 to 73.4 for the 2016-17 school year.

### **Describe the continuing areas of concern from past the year.**

We need to have a common instrument to measure mathematical competencies. This year, we used CDTs for the first time and may need the next year to learn how best to analyze and utilize them to shape our instructional practices to benefit students to attain mastery of the content concepts and skills.

### **Describe the initiatives that have been revised.**

This year for science we only had 2 FOSS kits rather than the 3 we had originally planned due to the higher costs of a new vendor who supplies and replenishes the kits.

## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

- \*The 2016 PSSA participation rate for ELA and Math was 99%
- \*The 2016 PSSA participation rate for Science was 100%
- \*The attendance rate for all students was 94%
- \*On the 2016 PSSA, 60% of third grade students were proficient in ELA
- \*On the 2016 PSSA the sixth grade students met the PA standard for academic growth in Math and ELA
- \*In 2016 the school exceeded the AMO for closing the gap for historically underperforming students on Math
- \*In 2016 the school exceeded the AMO for closing the gap for all students in ELA
- \*

### **Describe the continuing areas of concern from the past year.**

- \*On the 2016 PSSA ELA, only 43% of the tested students were proficient
- \*On the 2016 PSSA Math, only 22% of the tested students were proficient
- \*On the 2016 PSSA Science, the fourth grade students did not meet the PA standard for growth
- \*On the 2016 PSSA, the school did not close the achievement gap for historically low performing students on ELA
- \*On the 2016 PSSA ELA, only 32% of students in grades four through sixth scored an '8' or above on Text Dependent Analysis questions
- \*On the 2016 PSSA ELA, 68% of students scored a '4' or below on the Text Dependent Analysis questions

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**Describe the initiatives that have been revised.**

**\*Student Portfolios**

- ~update the current checklist
- ~accumulate additional materials throughout the year
- ~revise the contents as necessary
- ~mid and end of year review will be conducted to determine that the contents reflect student's current academic achievement/needs

**\*School Based Data Team/Instructional Based Data Teams**

- ~The Leadership Team will meet with the staff quarterly to review student academic progress utilizing classroom, curriculum, and quarterly benchmarks
- ~Instructional component teams will meet twice monthly to create quarterly targets aligned with school wide annual goals, develop an implementation plan, analyze data, and review/revise plans as necessary
- ~Solutions committees will meet at least one time per month to develop quarterly targets aligned with school wide goals, create implementation plans, analyze data, and review/revise plans as necessary
- ~The Leadership Team will meet quarterly to review academic and solutions' data to determine that quarterly targets maintain alignment with schoolwide annual goals
- ~School Based Data Team will meet with Curriculum Coaches each quarter to analyze academic solutions data to determine next steps
- ~School Based and Instructional Data Teams will collect, organize, and store data team goal related materials in a binder throughout the year and share results at each component and/or Success Network meeting-The contents will include agendas, training materials, processed artifacts, and any additional data team goal relevant materials

## 2015-2016 Improvement Evaluation

**Describe the success from the past year.**

Using student achievement data from the Success for All Member Center, Scholastic Reading Inventory, and curriculum-based assessments, teachers were able to develop and plan quarterly targets with interventions aligned with the schoolwide student achievement goal. Colwyn continues to be successful in 5th and 6th grade Reading/ELA, showing consistently above average growth for students with a blue designation in PVAAS. 45.9% of Colwyn's third grade students are proficient in reading in 2014-2015. This indicates a 4.9% increase from 2013-2014.

**Describe the continuing areas of concern from the past year.**

A concern from the first two years is the monitoring of progress and transference of portfolio contents to new teachers throughout the school year.



Only 7.1% of Colwyn's fourth grade students scored proficient or above on the Math PSSA in 2014-2015.

**Describe the initiatives that have been revised.**

Based on areas of concern from the first year plan, staff developed a list of benchmark items to be included in the portfolio.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

Colwyn's collaborative leadership system for collecting data has focused the energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. Easy-to-use online data-management tools organize the information necessary to keep the school leaders, teachers, kids, and parents informed. The staff are able

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

The student portfolio process needs to be refined for the 2015-16 school year. Consistency of implementation across teachers/grade levels/components has not been achieved. Time and balance of strategies is always a concern in implementing change.

**Describe the initiatives that have been revised.**

A major shift was made over the 2014-15 school year with the implementation of the Success for All comprehensive schoolwide improvement model.