

East Lansdowne El Sch
School Improvement Plan
07/01/2014 - 06/30/2019

School Profile

Demographics

East Lansdowne El Sch

401 Emerson Ave
 East Lansdowne, PA 19050
 (610)626-2415

Federal Accountability Designation: Focus
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Phyllis Cubit
 Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Timothy McKay	Administrator
Phyllis Cubit	Building Principal : School Improvement Plan
Susan Chan-Peter	Community Representative : School Improvement Plan
Stella Spies	Ed Specialist - Other : School Improvement Plan
Nancy Benson	Elementary School Teacher - Regular Education
Lindsey Selim	Elementary School Teacher - Regular Education
Renay Litz	Elementary School Teacher - Special Education : School Improvement Plan
Andrew Coonradt	Intermediate Unit Staff Member
Lisa Richardson	Parent : School Improvement Plan

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**

No assurances have been identified

Assurance 13

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

- School web site
- District web page
- Board meeting presentations
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee 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 assessments of the school's needs through fact finding and actions facilitating change. Guidance was given to analyze data from state assessments and helping us identify and address students' needs. Our facilitator and the Success for All Foundation also met with us monthly to analyze reading data and identify our students' needs and best practices. This process resulted in identification of instructional strategies and methods of instruction to improve the school's area of concern.

DCIU also provided guidance on using a behavioral program to provide a proactive approach to establishing the behavioral supports needed for all students to achieve social, emotional and academic success.

Introduced a new math curriculum - Math in Focus- teachers received professional development on the implementation of the program through the textbook and program provider.

Provider	Meeting Date	Type of Assistance
Lauren Poutasse	4/18/2017	School Improvement Planning
Math in Focus	12/13/2016	Introduction on implementing new Math curriculum
Rachel Johnstone - support @ Moby Max	2/22/2017	Introduction to use of Moby Max program
Stephanie Abbott - Edmentum	3/2/2017	Introduction to use of Study Island and Reading Eggs programs
Stephanie Abbott- Edmentum Customer support	12/1/2016	Introduction to use of Reading Eggs program
Stephanie Szczepkowski	5/16/2016	PBIS - Behavioral Support
Stephanie Szczepkowski	5/17/2016	PBIS- Behavioral Support Implementation

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.

Instructional Component meetings were held twice a month to review student progress. Data meetings are conducted quarterly and decisions were made using a goal instructional focused process to address student learning concerns and to set goals for progress. These goals were monitored by teachers and academic growth data was housed in a required data binder by each staff member. Growth data is also available in the Member Center required by Success For All program. Intervention meetings were held with the Guidance Counselor, Psychologist, Special Education teacher, Principal and classroom teacher weekly to determine needs of children and appropriate interventions and progress.

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	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
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	\$49575.43
School Improvement Grant	\$71700.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

All grade levels (4-6) met or exceeded the PA Academic Growth in Reading and Math.

Accomplishment #2:

The percentage of students proficient and advanced in ELA rose from 38.8% to 43.8% and in Math from 14.0% to 19.4% from 2016-2017

Accomplishment #3:

Participation rate in Reading and Math was 99%.

Accomplishment #4:

East Lansdowne Elementary attendance rate was 98%.

Accomplishment #5:

The promotion rate for students at East Lansdowne Elementary was 100%.

School Concerns

Concern #1:

Students proficient or advanced in ELA was 43.8%.

Concern #2:

The percentage of students proficient and advanced in Math was 19.4%.

Concern #3:

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

Concern #4:

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

Concern #5:

Percentage of students proficient and advanced for Science has decreased from 64.7% to 35.7% from 2016-2017

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:

The percentage of students proficient and advanced in Math was 19.4%.

Students proficient or advanced in ELA was 43.8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

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

Aligned Concerns:

The percentage of students proficient and advanced in Math was 19.4%.

Students proficient or advanced in ELA was 43.8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

Systemic Challenge #3 (*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:

The percentage of students proficient and advanced in Math was 19.4%.

Students proficient or advanced in ELA was 43.8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

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.

Aligned Concerns:

The percentage of students proficient and advanced in Math was 19.4%.

Students proficient or advanced in ELA was 43.8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

Systemic Challenge #5 (*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.

Aligned Concerns:

Students proficient or advanced in ELA was 43.8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for historically underperforming students in Reading.

Systemic Challenge #6 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

School Level Plan

Action Plans

Goal #1: 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

Indicators of Effectiveness:

Type: Interim

Data Source: Scholastic Math Inventory

Specific Targets: students scores will increase by 10% by the third quarter of the year

Type: Interim

Data Source: Scholastic Reading Inventory

Specific Targets: Students will raise their reading level by one grade level by the fourth quarter

Type: Annual

Data Source: PSSA

Specific Targets: Student scores will raise by 10%

Type: Interim

Data Source: Roots Assessment

Specific Targets: Students' reading levels will be raised by two stages per quarter

Strategies:

Data-Informed Instruction

Description:

ELES will collaborate to analyze assesment data in reading and math. Focus will be on increasing academic performance. Monitor progress throughout the week using classroom data sheets and SFA data, SMI data, Aimsweb and teacher assesments.

SAS Alignment: Standards, Instruction, Assessment

Instructional Facilitator/Coach

Description:

The purpose of Instructional Facilitator/Coach is to support teachers use of data analysis, evidence-based best practices, evidence-based literacy strategies and interventions during instruction to have a positive impact upon student achievement.

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

Teacher Evaluations

Description:

Teachers will be evaluated using the Danielson Framework model. Student data will be used to determine if the instruction is leading to student progress and success.

Informal observations will be done weekly to determine use of consistent instructional practices and student progress.

Formal observations will be done as scheduled.

SAS Alignment: Instruction

Implementation Steps:

Mathematics Data Review

Description:

East Lansdowne staff will meet with the principal, facilitator and colleagues to determine instructional needs, interventions and enrichment for supporting student achievement.

Meetings occur monthly. (weekly among grade partners)

Indicator that it is being implemented is through forms showing where improvement is needed and interventions being used.

Teachers will receive the information through meeting with principal and facilitator.

Start Date: 10/1/2014 **End Date:** 6/15/2019

Program Area(s): Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Identify Student needs

Description:

Analyze assessments (SRI, SMI, Roots testing, Aimsweb, PSSA) to determine academic needs and strenghts of students.

Indicator of implementation: Data binders for each child

Teachers will meet in August with Principal and Facilitator as well as quarterly to analyze the assesment data

Start Date: 8/18/2014 **End Date:** 6/16/2019

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Teacher evaluation - communication

Description:

In August of 2014 principal will meet with teachers to review teacher evaluations using the Danielson Framework.

Start Date: 8/20/2014 **End Date:** 8/20/2019

Program Area(s): Professional Education

Supported Strategies:

- Teacher Evaluations

*Teacher evaluation - Implementation***Description:**

For all formal observations, the teacher will receive notice of date of pre-observation meeting, domains will be given to teacher to complete domains 1,2 and 4. Teacher and principal will meet to discuss upcoming lesson and domains. Principal will observe lesson and provide evidence to teacher who will then complete the self-assessment, teacher and principal will meet to discuss lesson and agreements on self-assessment form. Teacher and principal will plan next steps to improve instructional practice. Principal will follow up with a walk-through and further evidence.

Tenured teachers will receive one formal and non-tenured teachers will receive two formal observations during a one year period.

Start Date: 10/6/2014 **End Date:** 6/16/2019

Program Area(s): Professional Education

Supported Strategies:

- Teacher Evaluations

*Reading Data Review***Description:**

Teachers will meet monthly with facilitator to review reading data using the SRI, and roots assesment scores, as well as classroom data that is included in the member center of Sucess for All. After reviewing data teachers and facilitator will determine next steps to raise student scores and provide instruction to lead students to next level of lexile for reading.

Indicator: meeting notes, next steps form, data

Teachers will receive schedule and information about meetings from facilitator

Start Date: 9/15/2014 **End Date:** 6/16/2019

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for East Lansdowne El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for East Lansdowne 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 East Lansdowne El Sch 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.

All grade levels met or exceeded the standard for PA Growth in Math and ELA for 2017 and over a three year period. Grade 6 had moderate to significant evidence that the students exceeded the standard for PA Academic for a three year period.

Describe the continuing areas of concern from past the year.

Students at Proficient and Advanced on the ELA PSSA is at 43.8%
Students at Proficient and Advanced on the Math PSSA is at 19.4%.

Describe the initiatives that have been revised.

All Grades met or exceeded standards for PA Academic Growth in 2017 in both ELA and Math, due to this indicator the school will continue to use Study Island, Reading Eggs and Moby Max. The special education teacher will continue to co-teach and special education students will continue to use the programs to help lower the gap between the special education group and the whole school group. Our data has determined that these interventions have helped the students score increase. All these programs are leveled and the students progress is followed throughout the year. The special education teacher will also do pull-out classes for those that need further instruction and to help children with any academic weaknesses. These programs help us target specific content closely aligned to common core eligible content. This year we will also add First in Math to help children with number sense, this program is also leveled and will show students progress throughout the year. Our CDT data is used to target weaknesses and to prepare lessons for our intervention block that occurs three times a week. We will also target TDA since we have notice that that is one of our students weaknesses, students are scoring 1/3 to 1/2 of the total points possible on the PSSA. East Lansdowne has added a grammar program and will concentrate on TDA writings every sixth day of reading instruction. We are also using the CDT for science testing to determine the needs of our students for science instruction since currently our PVAAS data shows significant evidence that the school did not meet the standard for PA Academic Growth.

2016-2017 Improvement Evaluation

Describe the success from the past year.

All grade levels met or exceeded the standard for PA Growth in Math and ELA for 2016 and over a three year period. Grade 6 had significant evidence that the students exceeded the standard for PA Academic growth for a three year period.

Describe the continuing areas of concern from the past year.

- Students at Proficient and Advanced on the ELA PSSA is at 39%
- Students at Proficient and Advanced on the Math PSSA is at 14%

Describe the initiatives that have been revised.

All Grades met or exceeded standard for PA Academic Growth in 2016 in both ELA and Math, due to this indicator the school will continue to use Study Island and Reading Eggs. Moby Max has been added due to the large gap between all students and IEP students. The special education teacher will co-teach in classes with lower level math students. She will also have pull-out time for those students who continue to need further support. The CDT was not implemented this year, but is expected to be implemented next year because this will help us target specific content closely aligned to common core eligible content. Progress towards meeting PA standards will be monitored through, Study Island, Reading Eggs, benchmark tests and Moby Max. Data here at East Lansdowne has shown that students who are on Reading Eggs 40 or more times have raised their reading level significantly. Reading Eggs uses a placement test to provide on level student lessons. This data is used for determining further needs of children. Moby Max and Study Island is also used in this way. Math program was changed from Everyday Math to Math in Focus to provide the students with lessons more aligned with the common core standards.

2015-2016 Improvement Evaluation

Describe the success from the past year.

In reading all grade levels met or exceeded the Pa Academic growth standard for 2015 and over a three year period. The value added data for math showed growth in a three year period for grades 4 and 6.

Describe the continuing areas of concern from the past year.

- Students at Proficient and Advanced on the PSSA ELA is at 38.9%
- Students at Proficient and Advanced on the PSSA in Math is at 12.6%
- SMI data was not teacher friendly or reliable
- Grade 4 & 5 did not meet standard in Math

Describe the initiatives that have been revised.

The value added data showed that grade 5 did not meet the standard for PA academic growth in 2015 or over a three year period. Due to this indicator the school has added study island to the list of interventions and have included the special education teacher as a co-teacher for the classes that have the lower level math students. For 2015-16 school year our mathematics program has been changed from Everyday Math to Math in Focus since that program is more aligned to the common core standards and provides progress reports for students. East Lansdowne no longer uses Aimsweb testing, our resources are being used more wisely by using daily data from our SFA program.

SMI data is no longer being used, the district is looking to use the CDT testing in 2016-17 because this will help us target specific content closely aligned to common core eligible content.

Study Island will be used for grades 3-6 to master content outlined in PA Core Standards,

benchmark tests and progress towards meeting PA standards will be monitored. Reading Eggs will be used for grades K-2, this program uses the five essential keys to reading success, uses scientific research and provides progress reports to inform teachers.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

East Lansdowne targeted the subgroup of advanced students. The value added data indicated students were not making growth and in some case there was evidence of this group decreasing in their achievement. Due to these indicators advanced students were identified for tutoring in math through a software program entitled Accelerated Math. They were also invited to participate in After School Programs in math and science. Struggling students (below grade level) in reading were identified and provided one on one tutoring. The data from SRI and the Roots Assessment indicated significant growth and/or moving students to grade level in reading.

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

The goal below was selected as a priority for East Lansdowne Elementary.

Goal #2: 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

- Systems for "Consistent implementation of effective instructional practices" is in place through Teacher Effectiveness/Evaluation and the Success For All monitoring process. The concern is putting the implementing the systems with consistency.
- One of the identified data collection tools was Scholastic Math Inventory. During the year the vendor advised the district that the program was experiencing technical issues and the information collected/provided were compromised and scores for students may not be valid and/or reliable.
- Students are making academic gains but are not making the required growth to perform at grade level.

Describe the initiatives that have been revised.

For the 2015-16 school year, the implementation of effective instructional practices will be monitored by the Instructional Leader and Instructional School Based Facilitator. Failure to implement will be documented through the SFA Snapshot, principal and teacher evaluations, and lack of student achievement.