

W B Evans Magnet Sch

**School Level Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *W B Evans Magnet Sch*

900 Baily Rd  
 Yeadon, PA 19050  
 (610)623-5975

Federal Accountability Designation: none  
 Title I Status: Yes  
 Schoolwide Status: Yes  
 Principal: Dujuana Ambrose  
 Superintendent: Jane Harbert

## Stakeholder Involvement

Name	Role
Dujuana Ambrose	Building Principal : Schoolwide Plan
Rich Ashby	Community Representative : Schoolwide Plan
Lisa Bates	Elementary School Teacher - Regular Education : Schoolwide Plan
Patti Maiale	Elementary School Teacher - Special Education
Marie Thompson	Instructional Site Based Facilitator
Jeff Byrem	Intermediate Unit Staff Member
Rafi Cave	Parent : Schoolwide Plan

# 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

*No strategies have been identified*

## 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.

*This narrative is empty.*

Provider	Meeting Date	Type of Assistance
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### 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 meet several times per quarter in Component Meetings to review reading and/or math data, set goals, and plan for whole group, small group and/or 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>	Not answered
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	No
Lunch/Study Periods	Yes
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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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:

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98.07% of all students participated in the math PSSA.

97.58% of all students participated in the ELA PSSA

98.21% of all fourth graders participated in the Science PSSA

### Accomplishment #2:

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3rd and 4th graders exceeded the state and district average in percentage of proficient or advanced students in the ELA PSSA.

3rd grade: Evans 68.1% ; District 38.2%; State 60.9%

4th grade: Evans 62.3%; District 34.8%; State 58.7%

### Accomplishment #3:

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The attendance rate was 96.75%.

### Accomplishment #4:

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70.37% of 4th graders were proficient or advanced on PSSA Science.

## School Concerns

### Concern #1:

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30.30% of student were proficient or advanced in math PSSA.

### Concern #2:

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55.33% of students were proficient or advanced on PSSA ELA

### Concern #3:

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SPP score 64.4% a drop from our previous score of 73%

### Concern #4:

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There is no consistent pattern of positive growth in Reading or math as indicated from the amount of red or yellow on PVAAS Launchpad.

**Concern #5:**

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Less than 25% of any grade are projected to fall into the 70%-100% probability range of reaching proficiency in math.

3rd grade - 22%

4th grade - 20%

5th grade - 10%

6th grade - 18%

**Concern #6:**

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A large percentage of students 3rd - 6th grade fall into the 0-40% probability range of reaching proficiency at each assessed Math PSSA grade level.

Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th -7th 71%

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

30.30% of student were proficient or advanced in math PSSA.

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55.33% of students were proficient or advanced on PSSA ELA

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Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th -7th 71%

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

30.30% of student were proficient or advanced in math PSSA.

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55.33% of students were proficient or advanced on PSSA ELA

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Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th - 7th 71%

**Systemic Challenge #3** (*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:**

30.30% of student were proficient or advanced in math PSSA.

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55.33% of students were proficient or advanced on PSSA ELA

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Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th -7th 71%

**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:**

30.30% of student were proficient or advanced in math PSSA.

---

55.33% of students were proficient or advanced on PSSA ELA

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Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th -7th 71%

**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:**

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55.33% of students were proficient or advanced on PSSA ELA

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Math : 3rd - 4th 57%; 4th - 5th 62%; 5th - 6th 76%; 6th - 7th 71%

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**Systemic Challenge #6** (*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:**

30.30% of student were proficient or advanced in math PSSA.

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55.33% of students were proficient or advanced on PSSA ELA

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SPP score 64.4% a drop from our previous score of 73%

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# School Level Plan

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## 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: Success For All Foundation reading data collected from the Kinder Assessment, Roots Assessment and the Scholastic Reading Inventory

Specific Targets: Increased scores by individual students and school wide target, at or above grade level reading, met. Students will show at least two stages of growth per quarter in Kinder and Roots. Wings Students will grow at least 25 points each quarter.

Type: Interim

Data Source: CDT's for Math

Specific Targets: Performance - growth per quarter

Type: Interim

Data Source: Walk-through and Observation Data

Specific Targets: Quantitative and Qualitative evidence on the use of effective instructional strategies.

Type: Annual

Data Source: PVAAS, SPP, and Emetric Data

Specific Targets: Performance data that reflects growth and/or improvement

### Strategies:

#### *Implementation of standards aligned instructional resources for reading*

##### Description:

All teachers will implement the Success for All reading program. This program address the five areas of reading: phonemic awareness, phonics -word recognition, fluency, comprehension and vocabulary.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

#### *Data Analysis Procedures, Data-Informed Instruction*

**Description:**

Data will be reviewed weekly to adjust instructional practices.

**SAS Alignment:** Assessment, Instruction

### *Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

Teachers will examine classroom data with their peers and have energetic high-level discussions in their teams to improve reading comprehension, while support personnel use data to determine interventions and alignment of all school resources to help the school meet the reading target.

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

### *Tutoring*

**Description:**

When students do not meet reading targets they will be assigned to a tutoring group. At the end of each quarter tutoring groups will be reorganized according to needs of students.

30% of first grade students, 20% of second grade students and 10% of third grade students will be tutored in reading during the school day 5 days a week.

4th -6th grade students will receive reading tutoring after school for 3 hours per week.

**SAS Alignment:** None selected

### *25 Quick Formative Assessments for a Differentiated Classroom*

**Description:**

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or

checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

### *Clipboards: A Tool for Informal Assessment*

**Description:**

Tch Teaching Channel (Source: <https://www.teachingchannel.org/videos/informal-assessment-strategies>)  
Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

### ***Implementation Steps:***

#### *Tutoring*

**Description:**

Identified students will meet with tutors during school day or afterschool depending on grade.

We will know that tutoring has been implemented by reviewing tutoring attendance documents(roll sheets and tutor notes) each quarter. We will also review reading data and monitoring student growth.

**Start Date:** 6/18/2012    **End Date:** 5/31/2018

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction
- Using Student Achievement Data to Support Instructional Decision Making

#### *Data Informed Instruction*

**Description:**

Curriculum based assessments, formative and summative standardized assessments (AIMSweb, SRI, and SMI data,) will be reviewed at least 4 times per school year to monitor student progress. After the data review plans to support struggling students will be instituted.

**Start Date:** 9/1/2017    **End Date:** 6/8/2018

**Program Area(s):**

**Supported Strategies:**

- Implementation of standards aligned instructional resources for reading
- Data Analysis Procedures, Data-Informed Instruction

### *Collaboration Meetings*

**Description:**

\*Every other week our teaching staff will meet in PLC's to discuss reading data, review trends in the data and create next steps that will allow us to address the concerns. Review instructional practices and how to adjust to address the needs of the students.

\*Preview upcoming materials, lessons and assessments to ensure that the instruction is aligned to standards/outcomes.

We will know that Collaboration Meetings have been implemented by reviewing the meeting agenda, minutes and sign in sheets. In addition we will have student grouping information to track student placement each quarter. The quarterly goals will be established and reviewed each quarter to monitor our progress.

**Start Date:** 9/3/2017    **End Date:** 6/8/2018

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

**Supported Strategies:**

- Implementation of standards aligned instructional resources for reading
- Data Analysis Procedures, Data-Informed Instruction
- Using Student Achievement Data to Support Instructional Decision Making

### *Assessments*



**Description:**

Administer the Scholastic Reading Inventory(SRI) assessment, review the data and program for the upcoming quarter. When necessary adjust the instructional groupings.

6-12 times per quarter students will take curriculum based assessments. The data will be used to track student progress and adjust instruction.

To monitor the implementation of this step we will have SRI data, Curriculum Based Assessment data , and regrouping information which will be reviewed multiple times per year.

**Start Date:** 9/1/2017    **End Date:** 6/8/2018

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

**Supported Strategies:**

- Implementation of standards aligned instructional resources for reading
- Data Analysis Procedures, Data-Informed Instruction
- Using Student Achievement Data to Support Instructional Decision Making

*Identification of students for tutoring***Description:**

Student reading data will be examined to determine what reading skills students need to acquire to improve their reading and proficiency levels. After reviewing the data students who demonstrate a need for additional help in reading will receive targeted support that is aligned to classroom instructional objectives.

**Start Date:** 10/2/2017    **End Date:** 6/8/2018

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction
- Using Student Achievement Data to Support Instructional Decision Making

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Office Referrals

Specific Targets: Review Office Referrals and ensure identified students have a decrease in incidents.

**Strategies:**

*Positive Behavioral Interventions and Supports*

**Description:** ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

*Anti-Drugs/Anti-Violence Programs*

**Description:**

"Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students.

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Violence\\_091406.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Violence_091406.pdf)

. Too Good for Drugs and Violence is designed to promote high school students' prosocial skills, positive character traits, and violence- and drug-free norms.

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Drugs\\_Violence\\_091406.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Drugs_Violence_091406.pdf). WWC has identified Anti-Drug and Anti-Violence programs for which there

is evidence of a positive effect on drug use and violence. (Sources:

<http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

**SAS Alignment:** Safe and Supportive Schools

*SAS: Safe and Supportive Schools***Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following: (Source:

<http://www.pdesas.org/SafeSupportiveSchools/Overview?setCode=pde-safe>)

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:****School Wide Solutions***Description:**

Five, school-wide solutions teams(committees) will be identified and meet regularly to discuss student achievement and factors that impact achievement. A Schoolwide Solutions coordinator will support and empower the chairs of the Schoolwide Solutions Teams. The teams will meet regularly to review schoolwide data, identify students who need support to meet achievement goals, set goals, monitor progress, and adjust plans as needed. Each team will have an opportunity each quarter to share their successes, concerns and set new targets based on data.

**Start Date:** 5/23/2017    **End Date:** 6/29/2018

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

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for W B Evans Magnet Sch.*