

Park Lane El Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Park Lane El Sch

1300 Park Ln
Darby, PA 19023
(610)534-4880

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Dawnee Watson-Bouie
Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Jane Harbert	Administrator
Dawnee Watson-Bouie	Building Principal : School Improvement Plan
Jessica Geffen	Community Representative
Garrett Martin	Community Representative : School Improvement Plan
Ernestine Boone	Elementary School Teacher - Regular Education
Leah DeLoach	Elementary School Teacher - Regular Education
Amy Giletto	Elementary School Teacher - Regular Education
Nicole Jamieson	Elementary School Teacher - Regular Education
Carol Poplawski	Elementary School Teacher - Regular Education : School Improvement Plan
Kerri Ward	Elementary School Teacher - Regular Education : School Improvement Plan
Maureen Zornick	Elementary School Teacher - Regular Education
Gabrielle Hayner	Elementary School Teacher - Special Education : School Improvement Plan
Laurie Reisen	Elementary School Teacher - Special Education : School Improvement Plan
Bob Gilbert	Instructional Coach/Mentor Librarian : School Improvement Plan
Lauren Poutasse	Intermediate Unit Staff Member

Demetria Hurnton	Parent
Rick Kirkland	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**

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 newsletter
- District web page
- Board meeting presentations
- District's annual report
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- 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.

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.

Based on quarterly data performance of students reading at or above grade level each Grade from K -6th grade is analyzed. Monthly component meetings monitors specific instructional needs. Identified goal and strategy is implemented. Mid-quarter identified strategy is assessed and maintained or modified based on students progress toward goal. Intervention groups are also identified for Tutoring support in Grades 3rd - 6th reading just below instructional reading grade level. Students performing below reading level in Grades 1st - 2nd received in class reading skill support. Kindergarten students are also identified for academic support. Many best practices and response to intervention strategies are considered for whole group, small group, and individualized needs.

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	No
Science	No
Before School	No
After School	No
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	\$64941.37
School Intervention Grant	\$93595.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

All relevant subgroups met the 95% participation goals in Reading and Math

Accomplishment #2:

Grade 4 All Students increased in Reading performance by 3.6%

Accomplishment #3:

Grade 4 ED Students increased in Mathematics performance by 4.2%

Accomplishment #4:

Grade 4 ED Students increased in Reading performance by 4.5%

Accomplishment #5:

Grade 5 IEP Students increased in Reading performance by 17.3%

Accomplishment #6:

Grade 6 ED Students increased in Reading performance by 11.6%

Accomplishment #7:

Grade 6 ED Students increased in Reading performance by 1.6%

Accomplishment #8:

Grade 6 All Students increased in Reading performance by 1.6%

Accomplishment #9:

In Math, 4th Grade students met the standard for PA Academic Growth.

In Reading, 5th Grade students made the standard for PA Academic Growth.

In Writing, 5th Grade students exceeded the standard for PA Academic Growth

In Reading, 6th Grade students exceeded the standard for PA Academic Growth.

School Concerns**Concern #1:**

In Reading, all Students group performed 64.7% below the target.

Concern #2:

In Math, all Students group performed 68.7% below the target.

Concern #3:

We have achievement gaps with our students who are identified as historically underperforming students.

Concern #4:

In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.

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:

In Reading, all Students group performed 64.7% below the target.

In Math, all Students group performed 68.7% below the target.

We have achievement gaps with our students who are identified as historically underperforming students.

In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.

Systemic Challenge #2 (*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:

In Reading, all Students group performed 64.7% below the target.

In Math, all Students group performed 68.7% below the target.

We have achievement gaps with our students who are identified as historically underperforming students.

In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced 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 Reading Inventory - Quarterly per year October, January, April, June; Roots Assessment for 1st Grade only

Specific Targets: 80% of students from Grades 1st to 6th reading at or above grade level

Type: Annual

Data Source: PVAAS/School Performance Profile Data

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim

Data Source: Scholastic Math Inventory - 3x per year October, January, June

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89% in Grades 2nd to 6th.

Type: Interim

Data Source: Beginning - Middle - End of the Year Math Assessments

Specific Targets: 80% or above on End of the Year Assessment

Strategies:

Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Description:

Multiple sources of student performance data using annual and interim data sources for schoolwide data analysis for ongoing formative and summative instructional analysis of differentiation and intervention strategies. Data will be generated from PVAAS for Reading, Mathematics, Science, & Writing. In reading data will be generated from Scholastic Reading Inventory, Aimsweb, Reading Roots and Classroom Assessment Reports/Teacher Cycle Record Forms to target timely and relevant instructional students needs below grade level expectation. In

Mathematics data will be generated from Scholastic Mathematics Inventory, Beginning Middle and End of the Year, Unit Assessments, and Recognizing Student Achievement data will be used to inform instructional practices/strategies/interventions, and to enhance student growth aligned with meeting Common Core Academic expectations. Examples of practices/strategies/interventions are as follows: T-P-S, Cooperative Groups, questioning, hierarchy of reading skill interventions, feedback loop, and building background knowledge.

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

Schoolwide Tutoring

Description:

Students identified as performing below grade level/Hot List will be provided Reading/ Math tutoring. 3rd and 4th Graders performing below grade will be provided 60 minutes of afterschool tutoring using research based Study Island program in Math and Reading. Study Island, will be used to provide leveled skill practice and reinforcement in Reading and Math aligned with the Common Core. The bottom 10% of 1st Grade and 20% of 2nd Grade performing below grade will receive 30 minutes of support using Lexia/Study Island weekly during teacher designated independent reading times based on performance needs.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Instructional Component/Grade Level Meetings: Communication

Description:

At first In-Service date with faculty/staff Leadership Team will communicate schedule and objective of monthly component/grade level meetings.

Start Date: 8/26/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Professional Development: Training

Description:

(4) Professional Development trainings will be scheduled to help all staff to better use of GSF and SRI data sources in Reading, Aimsweb, Moby Max and CDT data sources in Math to assess, monitor, and provide interventions for supporting academic growth.

Start Date: 9/4/2018 **End Date:** 6/14/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Quarterly Data Review -Success Network

Description:

Network Committees will meet quarterly to analyze student data for students performing below grade level in reading/hot list students. This data will inform the process for implementing goals, safety nets, and tutoring actions to engage students in the learning process.

Start Date: 11/5/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Instructional Component, Grade Level Meetings, and Quarterly Data Review-Success Network: Calendar

Description:

A yearly Calendar for instructional, solutions, and leadership team data review will be created. The calendar will indicate as evidence of planning schedules for instructional data analysis review, actions, and interventions - Quarterly Success Network/Quality Review meetings.

Monthly calendar of school wide component meetings for reading/classroom assessment for math will be used by instructional staff to review daily/weekly performance data.

Weekly reminders of calendar meeting schedules will be sent via email from the Principal. Biweekly data review will occur with among principal, facilitator, solution chair, and teachers.

Monthly Teacher Meetings led by our instructional facilitator will be conducted to analyze, set goals, and actions based on daily/weekly student performance data for *reading/mathematics*, which will be used to inform instructional decisions for staff, determine the effectiveness of their professional practice and select appropriate/timely intervention for based on needs of students.

Start Date: 6/13/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Instructional Component/Grade Level Meetings: Implementation

Description:

Monthly Teacher Meetings led by principal, instructional facilitator, solution chair, and component chairs will be conducted to analyze, set goals, and actions based on daily/weekly student performance data for *reading/mathematics* which will be used to inform instructional decisions for staff, determine the effectiveness of their professional practice and select appropriate/timely intervention for based on needs of students.

Start Date: 9/26/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Instructional Component/Grade Level Meetings: Monitor

Description:

Leadership Team on a monthly basis will review meeting agendas and minutes from teams.

Start Date: 10/1/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Instructional Component/Grade Level Meetings: Evaluate

Description:

Quarterly Principal and Leadership Team will review CDT, Scholastic Reading Inventory, Aimsweb, Moby Max and Grade Summary Form.

Start Date: 11/1/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Schoolwide Tutoring - Implementation

Description:

Tutoring will be scheduled Monday - Thursday from October to May.

Start Date: 10/31/2014 **End Date:** 10/15/2019

Program Area(s): Professional Education

Supported Strategies:

- Schoolwide Tutoring

*Schoolwide Tutoring: Communication***Description:**

At the first In-Service in August, all teachers will be informed of tutoring program and calendar for the school year.

In September posting for tutoring positions for the school year.

In October letters will be sent to identified hot list students in Grades 1st - 6th Grades.

In November, orientation will be held for parents about the program and student academic progress.

Start Date: 8/26/2014 **End Date:** 10/15/2019

Program Area(s): Professional Education

Supported Strategies:

- Schoolwide Tutoring

*Schoolwide Tutoring: Monitoring/Evaluation***Description:**

Data review occur using SRI (Quarterly) /CDT (Trimester) data.

Monthly Moby Max, Aimsweb, GSF reports, agendas, and minutes will be reviewed.

Start Date: 11/18/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Schoolwide Tutoring

Goal #2: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS / School Performance Profile Data

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim

Data Source: Scholastic Reading Inventory - Quarterly per year October, January, April, June; Roots Assessment 1st Grade only

Specific Targets: 80% of students from Grades 1st to 6 reading at or above grade level.

Type: Interim

Data Source: Scholastic Math Inventory - 3x per year October, January, June

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim

Data Source: Grade Summary Report - Quarterly per year October, January, April, June

Specific Targets: 80% of students from Grades K to 6 reading at or above grade level.

Type: Interim

Data Source: Beginning - Middle - End of the Year Math Assessments

Specific Targets: 80% or above on End of Year Assessment

Type: Interim

Data Source: Study Island Student Performance Reports - Quarterly per year October, January, April, June

Specific Targets: 80% of students from Grades K-6 reading at or above grade level

Strategies:

Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing

Description:

Multiple sources of student performance data using annual and interim data sources for schoolwide data analysis for ongoing formative and summative instructional analysis of differentiation and intervention strategies. Data will be generated from PVAAS for Reading, Mathematics, Science, & Writing. In reading data will be generated from Scholastic Reading Inventory, Aimsweb, Reading Roots and Classroom Assessment Reports/Teacher Cycle Record Forms to target timely and relevant instructional students needs below grade level expectation. In Mathematics data will be generated from Scholastic Mathematics Inventory, Beginning Middle and End of the Year, Unit Assessments, and Recognizing Student Achievement data will be used to inform instructional practices/strategies/interventions, and to enhance student growth aligned with meeting Common Core Academic expectations. Examples of practices/strategies/interventions are as follows: T-P-S, Cooperative Groups, questioning, hierarchy of reading skill interventions, feedback loop, and building background knowledge.

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

Schoolwide Tutoring

Description:

Students identified as performing below grade level/Hot List will be provided Reading/ Math tutoring. 3rd and 4th Graders performing below grade will be provided 60 minutes of afterschool tutoring using research based Study Island program in Math and Reading. Study Island, will be used to provide leveled skill practice and reinforcement in Reading and Math aligned with the Common Core. The bottom 10% of 1st Grade and 20% of 2nd Grade performing below grade will receive 30 minutes of support using Lexia/Study Island weekly during teacher designated independent reading times based on performance needs.

SAS Alignment: Assessment, Instruction, Materials & Resources

Implementation Steps:

Professional Development: Training

Description:

(4) Professional Development trainings will be scheduled to help all staff to better use of GSF and SRI data sources in Reading, Aimsweb, Moby Max and CDT data sources in Math to assess, monitor, and provide interventions for supporting academic growth.

Start Date: 9/4/2018 **End Date:** 6/14/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Quarterly Data Review -Success Network

Description:

Network Committees will meet quarterly to analyze student data for students performing below grade level in reading/hot list students. This data will inform the process for implementing goals, safety nets, and tutoring actions to engage students in the learning process.

Start Date: 11/5/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Parent Orientation/Events: Calendar

Description:

In October and May, tutors will meet with parents of identified students to share student performance data of hot list students, actions, and support for students at home.

Academic Parent Events will be held related to instructional goals Student of the Month Recognition Assemblies, Science Fair Recognition, Math/Reading Concept Events

Continuing the practice with refinement in communication with parents through Class Dojo, Weekly Edulink Messages, Host Spaghetti Quarterly Goal Dinners

Start Date: 10/1/2014 **End Date:** 6/14/2019

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

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Professional Development: Communication

Description:

At first In-Service with faculty/staff Leadership Team will communicate schedule and objective of monthly component/grade level meetings.

Start Date: 8/26/2014 **End Date:** 8/28/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Professional Development: Implementation

Description:

Professional Development for SMI will occur in August and November during In-service or Article V meetings.

Professional Development for Study Island will occur for tutors in September and December after school hours.

Start Date: 8/26/2014 **End Date:** 12/15/2014

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Professional Development: Monitor

Description:

In August, September, November, and December Attendance Sheets will monitor participation in training. In Surveys will evaluate needs of participates for follow up after training.

Start Date: 8/26/2014 **End Date:** 5/31/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

*Schoolwide Goals to Parent: Communication***Description:**

Weekly Folders, Monthly calendars, Letters (August, January, and June) will be sent home indicating school events for parents to support schoolwide academic events and goals.

Monthly Home & School Meetings will be utilized to inform and discuss with parent supports for meeting school wide academic goals.

Start Date: 8/26/2014 **End Date:** 6/15/2017

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

*Schoolwide Goals to Parent: Implementation***Description:**

Park Lane website will be created and maintained to bridge consistent communication about schoolwide academic goals in reading and math.

Start Date: 1/5/2015 **End Date:** 1/30/2015

Program Area(s): Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Schoolwide Goals to Parent: Monitor/Evaluation

Description:

Parent surveys, sign in sheets, and website hits will be used to monitor and evaluate level of communication in reaching parents.

Start Date: 9/3/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Parent Orientation/Events: Communication

Description:

In August at the first in-service, parent orientation and events will be discussed with all staff.

Start Date: 8/26/2014 **End Date:** 8/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

*Schoolwide Goals: Parent Monitor***Description:**

Parent survey, attendance, and sign-in sheets will be used to monitor communication of schoolwide academic goals and events.

Start Date: 9/30/2014 **End Date:** 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing
- Schoolwide Tutoring

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Park Lane El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Park Lane 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 Park Lane 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.

Based on the 2017 SPP PVAAS Average Growth Index whole school we performed Light Blue in ELA (-1.37) and Green in Math (-0.75), and Science (-0.87). Tested areas reflected from the Indicators of Academic Growth by student groups (African American, Economically Disadvantage, and Special Education) in ELA, Math, Science except Light Blue for AA in ELA (1.01)

Based on 2017 PVAAS ELA report students demonstrated growth as follows:

- Grade 4 Below Basic 5.8 (9) B, Basic 3.1 (39) B, Proficient 0.1 (13) G
- Grade 5 Below Basic 0.7 (16) G, Basic-1.5 (20) G, Proficient -2.4 (12) G
- Grade 6 Below Basic 0.2 (8) G, Basic 1.1 (26) G, Proficient 5.0 (9) B

Based on 2017 PVAAS Math report students demonstrated growth as follows:

- Grade 4 Below Basic 2.1 (32) G, Basic - 0.1 (26) G, 1.3 (5) G
- Grade 6 Below Basic 5.5 (30) B, Basic 0.7 (8) G,

Based on 2017 PVAAS Science report students demonstrated growth as follows:

- Grade 4 Proficient -4.9 (28) G

Based on 2017 PVAAS Data 80% of Teaching Staff performed Green reviewing all 3 tested contents. 100% of Teachers performed Green in ELA

Quarterly SRI data shows progress in the number of students reading at or above grade level as follows: B 49%; Q1 53%; Q2 40%; Q3 49%

2017--2018 Scholastic Reading Inventory 3rd Quarter reflects an increase of students Reading At or Above Grade Level:

- Grade 2 has shown a 5%
- Grade 3 has shown a 9%
- Grade 5 has shown a 14%
- Grade 6 has shown a 2%

By the end of Q3 each Componentt Team celebrated progress toward their target goals Math CDT Data resources have provided intervention data sources according to Grade Level

and reported Category for instructional focus and intervention throughout the school year.

Math Professional Development has been held on 12/2017 and 2/2018 to support teacher instructional growth and impact for building student HOT, reasoning, and engagement.

Parent Involvement events were held to inform parents about the instructional program using current data related to student motivation, progress and academic focus:

- Author's Tea To model for parents and student Reading Fluency using relevant literature.
- PSSA Parent Night
- Dancing Classroom Philly
- Bimonthly Student Recognition Assemblies

Describe the continuing areas of concern from past the year.

Based on School Performance Profile PVAAS AGI via student groups reflect Yellow Grade 4 African American in Science (-1.12)

Schoolwide as small population of students perform at Advance across content areas.

Based on 2017 PVAAS Math report students demonstrated concerns as follows:

- Grade 5 Below Basic -4.4 (31) R; -6.6 (16) R; -8.8 (5)

Based on 2017 PVAAS Science data students demonstrated concerns as follows:

- Grade 4 Basic -22.8 (25) R

Based on 2017 PVAAS data reflect 42% of Teaching Staff performed Yellow & Red in Math. 2017 - 2018 Scholastic Reading Inventory Q3 comparison data to 2016- 2017 reflect 7% drop from 48% to 41%

SRI data of students reading At or Above Grade level dropped 13% from Q2 (53%) to Q3 (40%).

Target Skill data reading scores reflected 70% or Higher as follows: Q1 1/12 Q2 10/12 Q3 4/12

Based on January 2018 CDT Data, Schoolwide Grade 3rd -6th Grades reflect low % of students performing at grade level in all tested content (Number & Operations 4%; Algebraic Concepts 6%; Geometry 0%; Measurement Data & Probability 0%)

- Grade 3 Number & Operations 4%; Algebraic Concepts 18%; Geometry 13%; Measurement Data & Probability 9%
- Grade 4 Number & Operations 17%; Algebraic Concepts 21%; Geometry 4%; Measurement Data & Probability 15%

- Grade 5 Number & Operations 6%; Algebraic Concepts 8%; Geometry 0%; Measurement Data & Probability 4%
- Grade 6 Number & Operations 5%; Algebraic Concepts 8%; Geometry 4%; Measurement Data & Probability 2%

Describe the initiatives that have been revised.

Developing Professional Learning Communities focus has been focused as follows:
Learning Walks focus on Eligible Content in Math & Science August 2018 to June 2019

- Teacher to visit other teachers based on Mathematic/ Science to observe high quality instruction, identify teacher to model lesson,
- Use collaboration, monthly grade level, and professional development meetings discuss to model lessons observed or video taped lessons (i.e. manipulative
- Create and maintain a video taped instructional library by Instructional Coach.
- Coordinate walks schedule, coverage, request system, minimum requirement per school year.

Target Skill Themes September 18, 2018 to June 19, 2019

- Post and announce schoolwide skill every 2 weeks. Teach comprehension skill in other content areas Use Target Skill Data to address student needed skill
- Share SSR skill will class. Use TDA Questions in Scholastic Social Studies, EL in Weekly Readers.
- Create list of Primary Skills, Focus on Double figurative language, student create examples of skill for display, drawing conclusions.
- Lesson plans reflect planning for TS in writing, math , science, and social studies
- Post in classroom, more aggressive implementation
- Use mid quarter data review to monitor & modify instructional need or goal.

Reteach & Enrich Math Block September 2018 to June 2019

- Establish leveled groups at Grade Level Aims web Moby Max, and CDTs data sources.
- Rework schedule for 5th/6th Grades , Cross grouping ,
- Quarterly focused on 4-5 prerequisite skills.

Professional Development August 2018 to April 2019

- Refine Math In Focus program using concrete, visual, and abstract teaching practices based on schoolwide student needs and gaps aligned with common core instruction in Numbers and Operations, Algebraic Content, Geometry, and Measurement Data & Probability.
- Develop a system with routine practice for setting schoolwide goals, intentional focus with coaching and monitoring in Math Instruction based on observed needs of students to support student growth at BB, B, P, and A
- Professional Development with Math Solutions (August/September 2018, November 2018; January/February 2018) focused on implementation of Talk Moves & Higher Order Thinking Strategies for Teaching skills in Number and Operations, Algebraic Content, Geometry, and Measurement Data & Probability .
- Monthly Grade Level Math Meetings in Building Calendar to establish goal/need to foster conversations about Math instruction and student learning (i.e. Manipulative Use, Fact Fluency Math Games, CDT connections to earlier Grade Standards, Make & Take, Problem Solving Strategies)
- Bi-mostly Data Review for identifying Skill Focus and Grade level Goals for supporting student growth.

Parent Involvement September to June 2019

- Daily Class Dojo across grade level &
- Weekly Edulink messages
- Host Spaghetti Dinner Quarterly to share targets and get parents to partner with helping student to meet goal targets.
- Create resource binder for Afterschool Program to support participating students Reading & Math Homework needs.
- Survey parents for ideas for Parental Involvement (i.e. Open Class Visits, Book Buddies, Math Games Night, Reading in the Dark)

2016-2017 Improvement Evaluation

Describe the success from the past year.

Based on 2016 PVAAS data our school as a whole our school performed Green in all three tested areas reflected from the Indicators of Academic Growth in Math with 77, ELA with 75, and Science with 74. Indicators of Closing the Achievement Gap in Science with 73.90.

Based on 2016 PVAAS Math report students demonstrated growth as follows:

- Grade 4 Below Basic 3.8 (37) B and Basic 0.1 (15) G

- Grade 6 Below Basic 1.9 (24) G, Basic 0.1 (14) G, Proficient -0.9 (5) G

Based on 2016 PVAAS ELA report students demonstrated growth as follows:

- Grade 4 Below Basic 11.8 (13)B, Basic 0.4 (28)G, Proficient 0.4 (11) G
- Grade 5 Below Basic 3.9 (17) B
- Grade 6 Below Basic 4.6 (11) B, Basic 0.8 (20) G, Proficient 0.0 (13) G

Based on 2016 PVAAS Science report students demonstrated growth as follows:

- Grade 4 Proficient 25.2 (21) G

2016 PVAAS ELA data summary reflects evidence that 8% of teachers within the school have been identified as light blue where their group of students moderately exceeding the standard for PA Academic Growth. 2016 PVAAS ELA data summary reflects evidence that 92% of teachers have been identified as green where their group of students met the standard for PA Academic Growth.

2016 PVAAS Math data summary reflects evidence that 14% of teachers within the school have been identified as light blue where their group of students moderately exceeded the standard for PA Academic Growth. 2016 PVAAS Math data summary reflects evidence that 43% of teachers have been identified as green where their group of students met the standard for PA Academic Growth.

2016 PVAAS Science data summary reflects evidence that 67% of teachers within the school have been identified as green where their group of students met the standard for PA Academic Growth.

2016 -2017 Scholastic Reading Inventory 1st Quarter to 3rd Quarter data reflects an overall 10% increase in the number of students reading at or above grade level from 39% to 49%.

Parent Orientations were held which informed parents about the instructional program using current data related to students progress and academic focus for:

- Kindercorner to Kinderroots allowing parents more in-depth understanding about the transition of learning from letter sound recognition to decoding of words through the development of oral language
- Consistent Reading practices based on the hierarchy of reading from decoding to fluency to comprehension using related vocabulary skill building
- Safety Nets provide for motivating and supporting students schoolwide, large group and small group during Parent Breakfast
- School Day visitation of students' Reading class
- Math instruction concrete to abstract using manipulatives, visuals, reasoning and problem solving during Math Games Night

Quarterly SRI data shows progress in the number of students reading at or above grade level as follows: Q1 39%; Q2 43%; Q3 49%

The 3 year trend (2013-14 to 2016 -17) of SRI Quarterly Data by the End of the 3rd Quarter shows that our school has made instructional improvements in the number of students reading at or above grade level as follows:

- Grade 2 has shown as 15% increase
- Grade 3 has shown a 15% increase
- Grade 4 has shown a 20% increase
- Grade 6 has shown a 4% increase.

Each quarter each component celebrated incremental progress toward targeted goals. By the end of Q3 Roots component maintained routine instructional practices with targeted skill focus resulting in meeting or exceeding target goals (i.e. 83% of students in Roots met proficiency goals)

Applying skills emphasizing best instructional practices and higher order questioning in order to develop cooperative learning and application of knowledge in the content areas
 Extending tutoring for kindergarten, In class Tutoring in Grades 1 and 2, and
 Implementation of Read 180 program for identified students reading below instructional grade level. Quarterly tutoring implementation and data were shared with all teachers during schoolwide quarterly review meetings.

Describe the continuing areas of concern from the past year.

Based on 2016 PVAAS our school as a whole has continuing areas of concern in meeting Indicators of Academic Achievement/PSSA. Math 12.96% ELA 30.19% Science 41.82%
 Based on 2016 PVAAS Math reports students demonstrated growth as follows:

- Grade 4th Proficient -4.1 (6) P EL
- Grade 5th Below Basic -3.4 (29) P and Basic -6.6 (11) P

Based on 2016 PVAAS ELA reports students demonstrated growth as follows:

- Grade 5th Basic -2.8 (20)P and Proficient -10.9 (9)P

Based on 2016 PVAAS Science reports students demonstrated growth as follows:

- Grade 4th Below Basic -28.2 (11)P and Basic -35.2 (18)P

2016 PVAAS Math data summary reflects that 43% of teachers within the school have been identified as yellow where their group of students moderately did not meet the standard for PA Academic Growth.

2016 PVAAS Science data summary reflects that 33% of teachers within the school have been identified as yellow where their group of students moderately did not meet the standard for PA Academic Growth.

By the end of Q3 Solution Components slightly declined below targeted goal (i.e. Parent Involvement 80% Read & Respond completion rate declined from Q2 74% to Q3 72%) Implementing instructional focus for building our % of K, 1s, and 5th Grade students to reading at or above grade level.

Describe the initiatives that have been revised.

Areas for continued focus are related to instructional practices for supporting student achievement through the continuous development as a **Professional Learning Communities**

Learning Walks

will be held from October to May where teachers will be walker or demonstrator based on established learning goals.

- Teachers will visit multiple or teachers' goals /needs that aims to foster conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning, growth, and achievement.

Target Skill Theme

outside of the reading block and applied during content area instruction. Teacher instruction will reflect planning related to targeted skill in writing, math, science, and social studies as follows:

- Sequencing 9/11 - 9/22
- Fact & Opinion 9/25 - 10/6
- Author's Purpose 10/10 - 10/20
- Characterization 10/23 - 11/3
- Setting 11/6 - 11/17
- Plot 11/27 -12/8
- Text Genre Structure 12/11 - 12/21
- Summarizing 1/2 - 1/12
- Mood 1/16 - 1/26
- Theme 1/29 - 2/9
- Drawing Conclusions 2/26 - 3/9
- Figurative Language 3/12 - 3/23
- TBD 3/12 - 3/23; 4/3-4/13; 4/16 - 4/27
- Point of View 4/30-5/11

- Text Features 5/14 - 5/25
- Literary Techniques 5/29 - 6/8

Reteach & Enrich Mathematics Block

will be held from October to May for 30 minutes Monday to Thursday at the focused grade level.

- Teacher instruction will focus on 4-5 prerequisite skills for that grade level.
- Students will be grouped quarterly using EOY grade level assessment (at the same time as SRI testing in Reading).
- Resources to be used Reteach/ Enrich from MIF, Moby Max, Math Manipulatives, Superteacher/Pintrest.

Parent Involvement

to share instructional goals, targets, and progress during 30-minute presentation with the support of our community partner ECS Out of School Program.

- Provide information to and forum for sharing/discussing school goals, instructional actives, and celebrations during monthly family meeting.
- Provide a binder for students attending ECS Out of school Program in order to assist them in receiving Read and Respond credit as a safety nets for daily completion.
- Provide weekly announcements of upcoming events, parent training about instructional program via phone message
- Provide visits to Manor Care Nursing Facility to encourage students to read to an elder.
- Help K/1st Grade students better monitor homework for the week.

2015-2016 Improvement Evaluation

Describe the success from the past year.

For the 2015 - 2016 Park Lane Elementary School's School Improvement Success are as follows:

- Leadership Team meetings occur for instructional decision making and teacher level leadership for reaching reading and math achievement goals.
- Mid-quarter reviews are held with leadership team and faculty to celebrate, review obstacles, and next step actions.

- Weekly Gram messages communicate instructional, operational, and scheduling actions to support school wide instruction, climate, and safety in the environment.
- Tutoring support for our Hotlist students occur during the day for students in Grades 1st - 6th Grades. Tutoring results are shared during leadership and faculty meetings.
- Professional Development for teachers and support staff occur often supporting Math In Focus common core, rigor, and reasoning skills for students
- Grade level math meetings are being held with teachers for professional growth to plan and support student growth in math
- Professional Development and execution of common core standards at an increasingly rigorous level is occur in reading
- Teacher lesson planning reflect common core standards
- Parent Involvement Math In Focus Games Night was held to include parents support in building Fact Fluency for the more rigorous instruction required related to common core standards

Based on 2015 PVAAS Data Students showed Growth in:

Reading for Grade 4 gained 0.3 (Green); for Grade 5 gained 1.8 (Light Blue); for Grade 6 gained 4.1 (Dark Blue) with 3-Year Average Growth gained 1.8 (Dark Blue)G

- Across Grade Levels 4, 5, 6 Special Education students gained Below Basic 2.6 (Light Blue), 0.1 (Green), 5.2 (Light Blue)
- Across Grade Levels 4, 5, 5 Economically Disadvantaged students gained from Below Basic to Proficient -1.0 to 2.6 (Green)

Math for Grade 4 gained 3.7 (Dark Blue); for Grade 6 gained -1.4 (Green); and for Overall gained -0.6 (Green). 3-Year Average Growth gained 1.2 (Dark Blue)

- Across Grade Levels 4, 5, 6 Special Education student gained in Below Basic 4.1 (Light Blue), 2.8 (Green), 3.9 (Green)
- Across Grade Levels 4, 5, 6 Economically Disadvantaged students gained Below Basic to Basic -1.9 (Green) to 0.7 (Green) 7.4 (Light Blue)

Describe the continuing areas of concern from the past year.

Based on 2015 PVAAS Data Students did not show Growth in:
Mathematics for Grade 5 declined -4 (Red) and

- Across Grade Levels 4, 5, 6 Proficient students declined Grade 4 -2.9 (Pink); for Grade 5 -4.2 (Pink); for Grade 6 -5.7 (Pink)
- Basic Students Grade 5 declined -5.8 (Pink)
- Grade 5 Special Education students declined -6.6 (Pink); for Grade 6 declined -8.0 (Pink)

Park Lane Elementary School is continuing areas of concern are as follows:

- More professional development about students with emotional issues
- Communication to all grade level students
- Teacher grade level analysis of data
- Parent Orientation about New Math Program, Common Core Rigor, Reasoning, and Critical Thinking required of students

Describe the initiatives that have been revised.

Park Lane Elementary School's School Improvement Initiatives relate to 2014 SIP data walk, focus, and action plan (Stated in first year plan assessment) and 2015 PVAAS growth data (Stated in areas of concern) the following areas Assessment, Tutoring, Differentiated Instruction, and Parent Orientation have been revised as follows:

Assessment

change from Scholastic Math Inventory (SMI) to Classroom Diagnostic Tools (CDT) which are:

- aligned with State Benchmarks
- available with free training from Delaware County Intermediate Unit
- cost effective

Tutoring

- Flexible Rotating Schedule for Tutoring during the day
- Add Kindergarten to Tutoring Support
- Revisit Tutoring expectations and program with tutors
- Provide more push in to help out with differentiation (i.e. fluency, extensive learning, remedial, and math facts practice)
- Improving instructional goals and feedback communication to homeroom teachers

Differentiation

- Professional Learning Community Colleague to Colleague to shared ideas and activities, management, and recommendations for timely inclass differentiation i.e.
- Writing - literacy based centers
- Math - centers to reteach/enrich books; special education push-in; enrichment projects for each unit.

Parent Orientation/Website

- Committee to maintain a School/District Website
- Parente Visitation Day (September 1st)
- Math Game Night
- Reading (SFA) Night
- Book Fair during Winter & Spring Conferences
- Hold Academic Morning Sessions (i.e. Muffins for Mom, Donuts for Dad, Pastries for Parents)
- Sharing information on a website or eschool calendard

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Park Lane Elementary School success this year in adhering to the improvement plan focus, goals, and action steps.

- Professional Development occurred providing
- Behavior Give Em Five Strategies,
- Math Scholastic Math Inventory Data,
- Afterschool Tutoring Study Island Tutoring Resources
- Common Core/Rigor in Reading using our current Reading Program.

- Core Leadership Team met monthly to communicate data, success, obstacles, next step actions of committees which was reflected in Weekly Grams with all Staff for Schoolwide Involvement.
- Leadership Instructional Component Teams met monthly and used current students data to plan actions towards goals, instructional actions, and celebrations for Hot List/Below Basic Level students.
- Leadership Solutions Component Teams met monthly to address data driven needs for supporting students.
- Afterschool Tutoring groups were assessed each quarter and supported based on Hot List Status (Students reading below at grade level) .
- Tutoring Results were shared With Grades each quarter.
- Weekly grams reflected Schoolwide celebrations, next steps and Component Team Meetings.
- Monthly Calendar reflected Communication to Parent about instructional and intervention activities
- Daily Announcements reflected schoolwide celebration for students meeting expectations.

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

- Areas of Concern relate to the SIP data walk and focus:
 - In Reading, all Students group performed 64.7% below the target.
 - In Math, all Students group performed 68.7% below the target.
 - We have achievement gaps with our students who are identified as historically underperforming students.
 - In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.
- Therefore implementation steps have been reviewed to plan more detailed and specific instructional actions reflective of quarterly assessments analysis in reading/mathematics follows:

- Timely responsiveness to setting rigorous common core planning goals.
- Timeliness of instructional interventions, feedback and assessment criterion to support student growth needs.
- Follow through with Parent Orientation/Events/Communication of school wide goals in a variety of ways in accordance with Title I Assurance. (i.e. Academic Parent Events, Reading Nights, Math Night, and Publishing Project)
- On going Professional Development needed to support Differentiated Instruction, timely interventions, feedback, and assessment criterion in Reading/Mathematics.
- Implementation of Grade Level Meetings for Math Focus.

Describe the initiatives that have been revised.

Initiatives require more detailed description of actions to address areas of concern and use of data for instructional reflection, timely interventions, and follow through as follows:

- Calendar
 - Add to building calendar Mid-Quarter Review scheduled for timely Data Driven Reading progress and actions toward Quarterly Goals.
 - Add to Building calendar monthly Collaboration and Grade-Level Math professional learning growth and assessment.
 - Add to Building calendar timelines for Parent Communication of School wide goals via website and bimonthly event meetings.
- Common Core/Rigor
 - Continued Teacher Lesson Planning to reflect Common Core Planning for Rigor in all content areas related to addressing reading/mathematics achievement gaps
 - PLC collaboration among Reading Teachers to create common core question resources related to reading skill for Reading lesson plans.
- Professional Learning Community
 - Grade Level Collaboration three times per year to collaborate about Math data and setting goals.
 - Monthly Grade level analysis of SMI data and Quantiles.com to provide appropriate differentiated math instruction using district math program.

- Monthly Grade level collaboration to discuss best practices.

- Afterschool Tutoring
- Tutor first grade students
- Extend AfterSchool tutoring to Grades 4th, 5th, and 6th.
- Parent Orientation to communicate needs/growth

- Communication
- Teacher level communication to help students understand lexile (Reading) and quantile (Mathematics) targets and goals.
- Create and maintain Park Lane Website (Homework, projects, grades, data)

- On going Professional Development:
- New Math Program
- Intervention Resources (i.e. Moby Max, Lexia, and First in Math)
- Differentiated Instruction
- Behavior (CPI, Holcombe, and PBIS)