

Walnut Street El Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2019

# School Profile

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## Demographics

### *Walnut Street El Sch*

224 South Sixth Street  
Darby, PA 19023  
(610)534-5660

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Joseph Williams  
Superintendent: Jane Harbert

## Stakeholder Involvement

Name	Role
Tim McKay	Administrator
Joseph Williams	Building Principal : School Improvement Plan
Shawn Anthony	Elementary School Teacher - Regular Education
Shannon Graham	Elementary School Teacher - Regular Education
Cheryl Hamm	Elementary School Teacher - Special Education : School Improvement Plan
Hope Bova	Instructional Coach/Mentor Librarian : School Improvement Plan
Lauren Poutasse	Intermediate Unit Staff Member
Anna Hunter	Parent

# Federal Programs

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## School Improvement

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

*No assurances have been identified*

### **Assurance 13**

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

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

Based on our PSSA scores and SRI exams we established professional development to address areas of need. The professional development opportunities and initiatives listed, provided our staff with trainings to improve student outcomes, support student deficits and improve instructional practices. These trainings led to increased scores on our quarterly SRI exams, Math, Writing and TDA open ended responses as well as improving instructional strategies involving problem solving. Our Quarterly data review meetings provided opportunities for our staff to reflect on instruction and make instructional improvements contributing to an increase in student achievement.

Provider	Meeting Date	Type of Assistance
DCIU	5/10/2017	School Improvement Planning
District Facilitators	10/12/2016	Curriculum guidance, establishing common assessments, Developing and understanding Text Dependent Analysis
Hope Bova	10/4/2016	Reading Interventions using data for Roots Students
Hope Bova	10/5/2016	Reading Interventions using data for Wings Level 2-3 Students
Hope Bova	10/6/2016	Reading Interventions using data for Wings Level 4-ML Students
Hope Bova	10/20/2016	Undersatnding and implementing close reading
Hope Bova	5/4/2017	Quarterly Data Review Instructional Components
Hope Bova/Cheryl Hamm	2/14/2017	Quarterly Data Review
Hope Bova/Cheryl Hamm	5/5/2017	Quarterly Data Review Solution Components

Hope Bova/Cheryl Hamm	11/23/2017	Quarterly Data Review
Hope Bova/Michelle Carey	3/7/2017	Roots Reading Data Review
Hope Bova/Michelle Carey	3/8/2017	Wings Reading Data review levels 2-3
Hope Bova/Michelle Carey	3/9/2017	Wings Reading Data review levels 4-ML
Joseph Williams	10/19/2016	Evaluating and Understanding Math Open Ended responses
Joseph Williams	11/30/2016	Understanding Text Dependent Analysis responses
Joseph Williams	12/20/2016	Evaluating and Understanding Writing Open Ended responses
Joseph Williams	1/11/2017	Evaluating and Understanding Math Open Ended responses
Joseph Williams	2/1/2017	Understanding Text Dependent Analysis responses
Joseph Williams	2/2/2017	Evaluating and Understanding Writing Open Ended responses
Joseph Williams	5/16/2017	Evaluating and Understanding Writing Open Ended responses
Joseph Williams	9/9/2017	Math Open Ended Training Grades 3-6
Joseph Williams/Diane Granger	11/8/2016	Understanding and implementing Restorative Practices
Math In Focus Curriculum trainers	12/8/2016	Understanding Curriculum components of the Math In Focus Curriculum
Read 180 Representatives	3/6/2017	Understanding implementation of Read 180 reading intervention program
Success For All	1/9/2017	Reading training for Wings component

### 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.

Quarterly data review meetings are held. Academic data is evaluated on a quarterly basis and instructional decisions are made based on results.

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	Yes
After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Not answered
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Consolidation of Funds

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

Yes, the school intends to consolidate the funds.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
Title I Grant	\$78949.41
School Intervention Grant	\$93595.00

<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:

Walnut's School Performance Profile score increased by 6.5 points from 41.8 in 2015-2016 to 48.3 in 2016-2017.

### Accomplishment #2:

Walnut Elementary 2016-2017 PVAAS results indicate that 6th grade students exceeded the standard for PA growth in ELA. 4th and 5th grade results indicate students met the standard for growth in ELA.

### Accomplishment #3:

Walnut Street Elementary met the academic goal for growth in ELA as reported by PVAAS.

### Accomplishment #4:

There was a 14% increase in closing the achievement gap in reading for all students as reported by PA School Performance Profile.

### Accomplishment #5:

4th and 6th grade student met the standard for academic growth in math according to 2016-2017 PVAAS results.

### Accomplishment #6:

There was a 10% increase in students receiving proficient or advance in science on the 2016-2017 PSSA exam.

### Accomplishment #7:

The promotion rate was 100% and our attendance rate was 96%.

### Accomplishment #8:

Walnut Elementary met academic growth in ELA as measured by PVAAS.

## School Concerns

### Concern #1:

5th grade students showed significant evidence of not meeting PA standards for growth in Math.

**Concern #2:**

4th grade students showed significant evidence of not meeting growth in science as reported by PVAAS data.

**Concern #3:**

Walnut Elementary showed 0% in closing the gap for all math students as reported by School Performance Profile.

## Prioritized Systemic Challenges

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

5th grade students showed significant evidence of not meeting PA standards for growth in Math.

4th grade students showed significant evidence of not meeting growth in science as reported by PVAAS data.

Walnut Elementary showed 0% in closing the gap for all math students as reported by School Performance Profile.

**Systemic Challenge #2** (*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:**

5th grade students showed significant evidence of not meeting PA standards for growth in Math.

4th grade students showed significant evidence of not meeting growth in science as reported by PVAAS data.



Walnut Elementary showed 0% in closing the gap for all math students as reported by School Performance Profile.

# School Level Plan

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## Action Plans

**Goal #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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Walkthroughs will indicate that instruction is targeted to students needs

Specific Targets: 40% of students will be proficient or advanced in SRI/SMI and Aimsweb.

**Strategies:**

*Needs Assessment for Professional Development*

**Description:**

The Principal will utilize data collected through student assessments, walkthroughs and Teacher Effectiveness rating scale to identify growth areas. Collaboration and grade level meetings will be utilized to communicate and address individual and group areas of growth. Following identification and training, action plans will be created by teachers and walkthroughs will be used to monitor implementation of strategies.

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

*Data Analysis*

**Description:**

Data Analysis Procedures will give us a common standard of collecting and analyzing student data. With the implementation of Success For All and the utilization of the collaborative leadership system, we will focus the energy in the school around continuously improving student achievement. School staff will work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. Easy-to-use online data-management tools organize the information necessary to keep school leaders, teachers, students and parents all ready to celebrate success.

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

## ***Implementation Steps:***

### *Professional Development Identification of Growth Areas*

#### **Description:**

Principal or designee will identify areas of growth for individuals and or groups by using Teacher Effectiveness Evaluations, walkthroughs and assessment data. Teachers will create an action plan based on growth areas identified by the principal or his designee.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

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

#### **Supported Strategies:**

- Needs Assessment for Professional Development
- Data Analysis

*A protocol will be established for data collection, analysis and application.*

#### **Description:**

The plan for the year will be introduced at the initial school year staff meeting where staff will receive the dates and timelines for data collection methods and all future data team meetings.

The Leadership Team and the Grade Level Data teams will meet for data centered discussions once a month on pre-determined dates. During the meetings the teams will collect and chart data, analyze data and prioritize needs, set and review smart goals, select common instructional strategies, determine results indicators and monitor and evaluate results for our reading, writing and math programs. Data Team agendas, minutes and/or plans will be collected as evidence.

Teachers will prepare a data dashboard for their class quarterly to be discussed in our data meetings facilitated by the principal and school committees.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

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

#### **Supported Strategies:**

- Data Analysis

*Established data teams will collect and analyze school wide and classroom data.*

**Description:**

The School Based Data Team will meet with the staff as a whole, by grade levels, and/or individuals to review the data and make building level decisions regarding instruction.

Data team minutes indicting the modified and/or differentiated instruction needed based on findings will be logged.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Data Analysis

*Professional Development/Training*

**Description:**

Act 80, In Service days and collaborations will be utilized to communicate and address individual and group areas of growth identified.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Needs Assessment for Professional Development

*Professional Development Monitoring*

**Description:**

Principal, teachers and Leadership Team will monitor progress of staff and schoolwide action plans. Progress will be monitored using Teacher Effectiveness Evaluations, walkthroughs and student assessment data.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Needs Assessment for Professional Development
- Data Analysis

**Goal #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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Scholastic Reading Inventory

Specific Targets: 40% of all students will be proficient or advanced in reading according to the Scholastic Reading Inventory

Type: Annual

Data Source: Scholastic Math Inventory

Specific Targets: 40 % of all students will be proficient or advanced in math according to the Scholastic math Inventory

Type: Annual

Data Source: Aimsweb Testing

Specific Targets: 40% of all students will be established in reading according to the Aimsweb testing

## **Strategies:**

### *Data Analysis*

#### **Description:**

Data Analysis Procedures will give us a common standard of collecting and analyzing student data. With the implementation of Success For All and the utilization of the collaborative leadership system, we will focus the energy in the school around continuously improving student achievement. School staff will work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. Easy-to-use online data-management tools organize the information necessary to keep school leaders, teachers, students and parents all ready to celebrate success.

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

### *Data Informed Instruction*

#### **Description:**

Customized achievement plans are designed to promote change and student growth by providing the school with a clear focus. SFA works with schools to review their achievement plans each grading period to increase the likelihood that positive outcomes are realized. SFA guides schools through the following steps to help create an achievement plan, monitor progress, and celebrate accomplishments throughout the year. **Identify a school goal.** Identify and/or determine the goals that are of the most significance to the school. This goal is usually related to adequate yearly progress, annual measurable objectives, and high-stakes state assessments.

**Identify areas of concern.** Identify areas of concern with student achievement, along with strengths, during analysis of state, school, and classroom data. As achievement trends over time are identified, concerns are verified and prioritized so the school can address whatever most impedes student learning, thus preventing the school from accomplishing its most significant goals.

**Establish targets.** Measurable, student-focused, and time-specific targets are written to allow the school to accomplish its overall goal. Targets should immediately address the school's major area of concern.

**Identify root causes.** Careful consideration of root causes results in determining the primary reason(s) why the school is not currently successful with the target.

**Select interventions.** Identifying a leverage point that is based on related actions that address the root causes allows for the selection of interventions that have the best possibility of addressing the root cause immediately and successfully.

**Create a new or revised achievement plan.** The goal, areas of concern, target, root causes, and interventions are all recorded on the achievement plan. The final

step is to assign responsibilities, set a timeline, and establish monitoring and assessment that will test the effectiveness of the target and intervention.

**Evaluate results and identify future actions.** At a specific point in time, usually the end of the grading period, the achievement plan is reviewed to see whether it was effective in accomplishing its targets. The results are used to determine the next steps in supporting the school.

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

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

#### *Scholastic Reading Inventory Analysis*

**Description:**

The exam will be given 4 times per year to students in grades 2-6. Dates of implementation will be included in the school calendar, Student results will be sent home after each test administration.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

**Program Area(s):**

**Supported Strategies:**

- Data Analysis

#### *CDT Benchmarks*

**Description:**

The exam will be given 2 to 3 times per year for students in grades 3-6. Dates of implementation will be included in the school calendar, Student results will be analyzed by teachers and communicated to parents after each administration.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

**Program Area(s):**

**Supported Strategies:**

- Data Analysis

## *Scholastic Reading Inventory Monitoring*

**Description:**

Based on quarterly results of the SRI assessments, instruction will be targeted towards the needs of the students in selecting targeted Instructional Strategies and reviewing results of the implementation(s). The principal and instructional facilitator will review lesson plans and conduct walkthroughs of classrooms to verify that instruction is being based off of assessment results and suggestions from SFA coaches.

**Start Date:** 9/5/2017    **End Date:** 6/14/2019

**Program Area(s):****Supported Strategies:**

- Data Informed Instruction



# Appendix: Professional Development Implementation Step Details

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

# Assurance of Quality and Accountability

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

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

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2017-2018 Improvement Evaluation

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

6th grade students demonstrated significant evidence of exceeding the PA standard for growth in ELA as measured by PVAAS.

4th and 5th grade met the standard for academic growth in ELA based on PA standards as measured by PVAAS.

4th and 6th grade students met academic growth in Math based on PA standards as measured by PVAAS.

There was a 14.5% increase in closing the achievement gap for reading for all students.

There was a 10% increase in students receiving proficient and advanced in science as measured by PSSA exam.

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

5th grade students demonstrated significant evidence of not meeting the PA standard for growth in math as measured by PVAAS.

4th grade students demonstrated significant evidence in not meeting growth in science as measured by PVAAS.

There was a 0% gap closure in math for all students as measured by the School Performance Profile.

Walnut Elementary did not meet academic growth for ELA or science as measured by PVAAS.

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

For the school year 2017-2018 we will use CDTs, Math Open Ended, Text Dependent Analysis and SRI once a quarter to measure student growth in reading, writing and math. we will also use Moby Max to measure and support student growth in all academic content areas.

## 2016-2017 Improvement Evaluation

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

3rd Grade- The percentage of students scoring below basic as measured by the PSSA ELA exam decreased by 18%. The percentage of students scoring advanced on the PSSA ELA exam increased by 3%.

4th Grade- Fourth grade students met the standard for PA academic growth as measured by value added in ELA.

3rd Grade- The percentage of students scoring below basic as measured by the PSSA Math exam decreased by 14%. The percentage of students scoring proficient as measured by the PSSA Math exam increased by 4%.

4th Grade- The percentage of students scoring advanced as measured by the PSSA Math exam increased by 6%. The fourth grade students exceeded the standard for PA academic growth as measured by value added in ELA.

5th Grade/6th Grade- Fifth and Sixth grade students met the standard for PA academic growth as measured by value added in math.

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

4th Grade- The percentage of students scoring below basic increased 17% and the percentage of students scoring proficient decreased 9% as measured by the PSSA Science exam. The percentage of students scoring proficient and advanced decrease as measured by the PSSA ELA exam by 12%. Fourth grade students did not meet the standard for a years growth as measured by value added in science.

5th Grade and Sixth Grade students did not meet the standard for PA academic growth as measured by value added in ELA.

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

For the school year 2017-2018 we will continue to use Math, Text Dependent Analysis and writing Open ended items once a quarter to measure student growth. We will also begin using CDTs for math and science once per quarter to provide benchmark data. SRI testing will continue to occur quarterly to support reading instruction and provide readig data.

## 2015-2016 Improvement Evaluation

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

Our school has seen success in growth as reported by PVASS data in the following grades and areas:

4th grade- Reading -moderate evidence that school exceeded the standard for PA Academic growth

5th grade- Math- moderate evidence that the school exceeded the standard for PA Academic growth

Reading- Significant evidence that the school exceeded the standard for PA Academic growth

6th grade- Math- School met the standard for PA Academic growth

Reading- Moderate evidence that the school exceeded the standard for PA Academic growth

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

Our school has not demonstrated growth as measured by PVASS data in the following areas:

4th grade- Math- moderate evidence that the school did not meet the standard for PA Academic growth

Science- Significant evidence that the school did not meet the standard for PA academic growth

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

Within the past two years we have implemented three new curriculums: Success For All Reading, Math in Focus and Ewrite writing. we are no longer utilizing SMI to measure math achievement. The SMI are no longer being utilized due to significant technical issues that impacted instructional time. We will be utilizing CDTs beginning next school year 2016-17

to measure math growth. CDTs are better aligned to state standards and they are cost effective.

## **2014-2015 Improvement Evaluation**

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

Walnut Elementary has implemented the Success For All Program. Ongoing data analysis and regular celebration of achievement have become essential components of the continuous-improvement model. Recognition of successes and refocusing of goals have created the path for moving forward. An essential tool for this process is the Grade Summary Form. This tool provides a clear view of reading-proficiency levels by grade, and it is used to help predict student-proficiency targets in relation to state expectation and to inform student placement.

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

In spite of our efforts, data does not indicate a positive change in student achievement in reading, math or science. In reading there was a 6% decline in proficiency, math had a 2% decrease, and science 5%. With the implementation of Success For All, the Leadership Team is encouraged that there will positive growth in reading for the 2014-15 school year and beyond.

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

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