

Penn Wood MS

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Penn Wood MS

121 Summit St
Darby, PA 19023
(610)586-1804

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Not Provided
Principal: Kyle Hill
Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Kyle Hill	Administrator
Javon Oates	Administrator
Ursula Willis	Administrator
Claire Davis	Business Representative
Paulette Stephens	Community Representative
Tamika Hill	Ed Specialist - School Counselor
Heidi Quarracino	Instructional Coach/Mentor Librarian
Andrew Coonradt	Intermediate Unit Staff Member
Jason Beckley	Middle School Teacher - Regular Education
Kelly Evans	Middle School Teacher - Special Education
Claire Davis	Parent

Federal Programs

School Improvement

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

No assurances have been identified

Assurance 13

No strategies have been identified

Needs Assessment

School Accomplishments

Accomplishment #1:

The percentage of students reading at or above grade level according to the SRI has increased from 42% to 68% school wide.

Accomplishment #2:

A positive three year average growth in Math for 7th Grade according to the PVAAS..

Accomplishment #3:

Started to close achievement gap in Math according to PVAAS..

Accomplishment #4:

The attendance rate met PA Academic Standards.

Accomplishment #5:

8th Grade math proficient and below basic students met the PA Academic Growth Standards.

Accomplishment #6:

The promotion rate met PA Academic Standards.

Accomplishment #7:

Started closing the Achievement Gap in Science.

Accomplishment #8:

The percentage of 7th grade students reading at or above grade level according to the SRI has increased from 51% to 67%.

Accomplishment #9:

The percentage of 8th grade students reading at or above grade level according to the SRI has increased from 33% to 58%.

School Concerns

Concern #1:

Clear and transparent communication between administration and staff.

Concern #2:

Consistency with the implementation of school discipline procedures and process by administration and staff.

Concern #3:

Lack of parental involvement and outreach as measured attendance at Home & School meetings, Parent/Teacher Conference, and Title I sponsored events.

Concern #4:

Average incident reports from eSchool from September through April there were an average of 5 incidents per day.receiving consequences.

Concern #5:

The ELA students in 7th and 8th grade did not meet the PA Academic Standards for growth over three years.

Concern #6:

The school did not meet PA Academic Standards for growth in Math for 2016..

Concern #7:

The school did not meet PA Academic Standards for growth in Science for 2016.

Concern #8:

The school did not meet PA Academic Standards for growth in ELA for 2016.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Average incident reports from eSchool from September through April there were an average of 5 incidents per day.receiving consequences.

Lack of parental involvement and outreach as measured attendance at Home & School meetings, Parent/Teacher Conference, and Title I sponsored events.

Consistency with the implementation of school discipline procedures and process by administration and staff.

Clear and transparent communication between administration and staff.

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:

The school did not meet PA Academic Standards for growth in Math for 2016..

The ELA students in 7th and 8th grade did not meet the PA Academic Standards for growth over three years.

The school did not meet PA Academic Standards for growth in Science for 2016.

The school did not meet PA Academic Standards for growth in ELA for 2016.

Systemic Challenge #3 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

The school did not meet PA Academic Standards for growth in Math for 2016..

The ELA students in 7th and 8th grade did not meet the PA Academic Standards for growth over three years.

The school did not meet PA Academic Standards for growth in Science for 2016.

The school did not meet PA Academic Standards for growth in ELA for 2016.

Systemic Challenge #4 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

The school did not meet PA Academic Standards for growth in Math for 2016..

The ELA students in 7th and 8th grade did not meet the PA Academic Standards for growth over three years.

The school did not meet PA Academic Standards for growth in Science for 2016.

The school did not meet PA Academic Standards for growth in ELA for 2016.

Systemic Challenge #5 (*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.

Systemic Challenge #6 (*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.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: E-School Attendance Data

Specific Targets: 80% of students are coming to school on time.

Strategies:

Professional Development and Training

Description:

Provide professional development on the identified instructional practices through Professional Learning Communities. Training will be provided from Success For All and Read 180 during the 2017-18 school year. The Delaware County Intermediate Unit (DCIU) will provide PD on an as needed basis. In house PD to address instructional and culture and climate concerns. Common planning time will allow for in house PD. Darby Police Department will provide PD for our emergency plan.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Character and Social Skill Building Programs

Description:

WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources:

<http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

SAS Alignment: Safe and Supportive Schools

Comprehensive Planning

Description:

Comprehensive Planning is a web-based framework for thoughtful data-driven and research-based district and school planning. Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals. Additionally, Comprehensive Planning assists local education agencies (school districts, charter schools, area vocational technical schools/career and technical centers, and intermediate units) to create and manage a continuous, comprehensive plan to submit to the Department in order to maintain compliance with state and federal mandate. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. Using disaggregated student data to determine educators' learning priorities. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment. Professional Development activities are developed that support implementation of strategies identified in your action plan. Clear expectations in terms of teacher practice are identified for staff implementation. An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative. The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development. Administrators participate fully in all professional development sessions targeted for their faculties. Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation. The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations). Professional Education is evaluated to show its impact on teaching practices and student learning. (Source: http://www.education.pa.gov/Teachers%20-%20Administrators/Comprehensive%20Planning/Pages/default.aspx#.VuBT9_krIxA) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

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

Professional Development and Training

Description:

Provide professional development on the identified instructional practices through Professional Learning Communities.

- Training will be provided from Success For All and Read 180 during the 2017-18 school year.
- The Delaware County Intermediate Unit (DCIU) will provide PD on an as needed basis.
- In house PD to address instructional and culture and climate concerns.
- Common planning time will allow for in house PD.
- Darby Police Department will provide PD for our emergency plan.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development and Training
- Comprehensive Planning

Character and Social Skill Building Programs

Description:

- Students will receive training and instruction on conflict resolution, social skills, goal setting, group processes, and giving and receiving feedback.
- We will identify specific students and refer them to our Student Assistance Program (SAP) groups.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- SAS: Safe and Supportive Schools

Comprehensive Planning

Description:

Comprehensive Planning is a web-based framework for thoughtful data-driven and research-based district and school planning. Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals.

- School Improvement Plan
- Instructional Cultural & Climate Team
- Component Team
- Solutions Team

Start Date: 8/28/2017 **End Date:** 6/8/2018

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

Supported Strategies:

- Professional Development and Training
- Comprehensive Planning
- SAS: 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.

- 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.
- Parent engagement activities
- De-escalation training
- More active school and community partnerships

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s):

Supported Strategies:

- Professional Development and Training
- Comprehensive Planning
- SAS: Safe and Supportive Schools

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Penn Wood MS.