

Penn Wood HS

**School Level Plan**

07/01/2017 - 06/30/2018

# School Profile

---

## Demographics

### *Penn Wood HS*

100 Green Avenue  
Lansdowne, PA 19050  
(610)284-8080

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: Not Provided

Principal: Hyeseon Lee

Superintendent: Jane Harbert

## Stakeholder Involvement

| Name             | Role   |
|------------------|--|
| Penny Blaine     | Administrator : School Improvement Plan<br>Schoolwide Plan                           |
| Jane Harbert     | Administrator  |
| Katherine Lawson | Administrator : School Improvement Plan<br>Schoolwide Plan                           |
| Hyeseon Lee      | Administrator : School Improvement Plan<br>Schoolwide Plan                           |
| Suzanne Murphy   | Administrator : School Improvement Plan<br>Schoolwide Plan                           |
| Hyeseon Lee      | Building Principal : School Improvement Plan<br>Schoolwide Plan                      |
| Jennifer Hoff    | Business Representative : School Improvement<br>Plan Schoolwide Plan                 |
| Diana Waters     | Community Representative : School Improvement<br>Plan                                |
| Elizabeth Brown  | Ed Specialist - School Counselor : School<br>Improvement Plan Schoolwide Plan        |
| Bonnie Gallagher | High School Teacher - Regular Education : School<br>Improvement Plan Schoolwide Plan |
| Benjamin Joseph  | High School Teacher - Regular Education : School<br>Improvement Plan Schoolwide Plan |

|                    |   |
|--------------------|---|
| Lisa Landrum       | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Jacquelyn Lorah    | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Peter Pusztay      | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Kyle Quartermus    | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Amanda Rieder      | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Vida Salerno       | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Mary Sinning       | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| David Stevenson    | High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan |
| Wendy Schultheis   | High School Teacher - Special Education : School Improvement Plan Schoolwide Plan |
| Rebecca Vandenberg | High School Teacher - Special Education : School Improvement Plan Schoolwide Plan |
| Vanessa Gregory    | Parent : School Improvement Plan Schoolwide Plan                                  |

# Federal Programs

---

## **School Improvement**

*The Title I status for Penn Wood HS is unknown.*

# Needs Assessment

---

## School Accomplishments

### Accomplishment #1:

Two year positive trend in Literature

### Accomplishment #2:

Overall four year increase in Mathematics/Algebra 1

### Accomplishment #3:

Closed the achievement gap for all students in Mathematics/Algebra 1 during 2015-2016 school year

### Accomplishment #4:

Closed the achievement gap for all students in Biology for three consecutive years (2014-2016)

### Accomplishment #5:

Closed the achievement gap for historically underperforming students in Mathematics/Algebra 1 during 2015-2016 school year

### Accomplishment #6:

Closed the achievement gap for historically underperforming students in Biology for three consecutive years (2014-2016)

### Accomplishment #7:

PVAAS dark blue in Biology for three out of four years

### Accomplishment #8:

Students made at least one year growth in Mathematics/Algebra 1 two out of four years.

### Accomplishment #9:

Attendance has been over 90 percent for the last three years.

### Accomplishment #10:

72 percent of 12th grade students took the PSAT during their 11th grade year

## School Concerns

**Concern #1:**

Did not exceed expectations of growth in 2015-2016 as opposed to 2014-2015 in Algebra 1, Literature, and Biology

**Concern #2:**

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

**Concern #3:**

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

**Concern #4:**

Test participation rate in Algebra 1, Literature, and Biology are below 95 percent

## 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:**

Did not exceed expectations of growth in 2015-2016 as opposed to 2014-2015 in Algebra 1, Literature, and Biology

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

Test participation rate in Algebra 1, Literature, and Biology are below 95 percent

**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:**

Did not exceed expectations of growth in 2015-2016 as opposed to 2014-2015 in Algebra 1, Literature, and Biology

---

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

---

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

---

Test participation rate in Algebra 1, Literature, and Biology are below 95 percent

**Systemic Challenge #3** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

Did not exceed expectations of growth in 2015-2016 as opposed to 2014-2015 in Algebra 1, Literature, and Biology

---

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

---

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

**Systemic Challenge #4** (*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:**

Did not exceed expectations of growth in 2015-2016 as opposed to 2014-2015 in Algebra 1, Literature, and Biology

---

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

---

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

**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.

**Aligned Concerns:**

The 4 year cohort graduation rate has not increased and has remained at approximately 75 percent

---

Indicators of Academic Achievement in Algebra 1, Literature, and Biology are all below 70 percent

---

Test participation rate in Algebra 1, Literature, and Biology are below 95 percent



# 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: Interim

Data Source: eSchool Behavioral Incidents

Specific Targets: By comparing data from the previous school year monthly data to the current school year monthly data

Type: Interim

Data Source: Bullying Behavioral Incidents as reported in eSchool

Specific Targets: By comparing data from the previous school year monthly data to the current school year monthly data

Type: Annual

Data Source: Teacher Observation

Specific Targets: 100% of Instructional Staff proficient or distinguished in component 2B of the PA Educator Effectiveness System/Danielson Framework for Teaching

Type: Interim

Data Source: PBIS Ticket Box

Specific Targets: The number of PBIS tickets distributed to students will increase monthly

### *Strategies:*

#### *After School Programs*

**Description:** WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/afterschool\\_050608.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf)) A

Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx> ) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** Safe and Supportive Schools

### *Positive Behavioral Interventions and Supports*

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

**SAS Alignment:** Safe and Supportive Schools

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

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

**Description:**

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

*PaTTAN Behavior Resources for Educators***Description:**

Pennsylvania Department of Education, Pennsylvania Training and Technical Assistance Network. (Source: [http://effectivestrategies.wiki.caiu.org/file/view/Behavior\\_TeachingFramework%208-13\\_format.pdf/559691591/Behavior\\_TeachingFramework%208-13\\_format.pdf](http://effectivestrategies.wiki.caiu.org/file/view/Behavior_TeachingFramework%208-13_format.pdf/559691591/Behavior_TeachingFramework%208-13_format.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

*Allocate collaboration time for data analysis discussion*

**Description:**

Leadership and Departmental Agendas and Minutes. Reports on analysis on common quarterly assessments.

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Monitor and modify instructional practices*

**Description:**

Classroom walkthroughs, formal observations

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Charlotte Danielson Framework
- PaTTAN Behavior Resources for Educators

*Offer alternative pathways for meeting credit requirements***Description:**

Completion of courses in Compass Learning & Keystone Recovery courses.

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- After School Programs
- Positive Behavioral Interventions and Supports

*Provide professional development to incorporate technology as an instructional tool.***Description:**

Meeting minutes and attendance sheets.

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Charlotte Danielson Framework

*Establish grade level teams 9-12*

**Description:**

Meeting minutes and attendance sheets.

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Fully implement Positive Behavior Supports with continued differentiated professional development*

**Description:**

Continued differentiated professional development sessions with staff created in conjunction with Central Office special education supervisors, IU TaC, and PaTTAN consultant

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
- Charlotte Danielson Framework
- PaTTAN Behavior Resources for Educators

*Increase positive communication to engage parents and students in school*

**Description:**

Teacher logs of communication home per Danielson 4c. Development and refinement of teacher web pages/Google Classroom. Information regarding school and community programs to engage parent on the Penn Wood High School page of the William Penn School District web site. Edulink phone calls home to inform parents of school and community events.

**Start Date:** 9/1/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
- Charlotte Danielson Framework
- PaTTAN Behavior Resources for Educators

# Appendix: Professional Development Implementation Step Details

---

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