

Aldan El Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Aldan El Sch

1 North Woodlawn Ave
Aldan, PA 19018
(610)626-3410

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Janet Braker
Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Timothy McKay	Administrator
Janet Braker	Building Principal : School Improvement Plan
Jennifer Toland	Community Representative : School Improvement Plan
Patrice Bogan	Ed Specialist - Other
Donna Boyer	Elementary School Teacher - Regular Education
James Mooney	Elementary School Teacher - Regular Education
C. Reed Stubbe	Elementary School Teacher - Regular Education : School Improvement Plan
Nell Roemer	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**

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
- PTA/PTO website
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- District's annual report
- District report card
- Press releases to local media
- 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.

- Special all-school evening event to present improvement plan
- Regular Title 1 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.

Yes

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.

Our District held a series of meetings to review our data for developing our comprehensive plan. We are also being assisted and guided by the Delaware County Intermediate Unit Liaison.

Provider	Meeting Date	Type of Assistance
DCIU	4/25/2018	technical support to ensure compliance with regulations
WPSD Administrators	4/25/2018	review of plans and expectations for timing of reports

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.

Our Success for All program provides monthly meetings and walkthroughs. Teachers are observed and meetings are held to discuss their Member Center data. These meetings

include a review of individual students and potential interventions to help students show more progress and attaining academic goals.

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	No
After School	Yes
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	\$25451.68
School Intervention Grant	\$71700.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

We achieved 100% required gap closure for all students in ELA/Literature.

Accomplishment #2:

We scored a 96 for meeting annual academic growth expectations in Mathematics.

Accomplishment #3:

We scored an 82 for meeting annual academic growth expectations for Science.

Accomplishment #4:

We scored 81.48% of the required gap closure for historically underperforming students in ELA/Literature.

School Concerns

Concern #1:

Our ELA percentage of students proficient and advanced of 54.20 was lower compared to the statewide average of 62.2.

Concern #2:

Our overall math score of 29.13 percent of students proficient and advanced was lower than the statewide percentage of 46.3.

Concern #3:

Our Science scores were essentially flat from 51.72% in 2016 to 52.38% in 2017.

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:

Our overall math score of 29.13 percent of students proficient and advanced was lower than the statewide percentage of 46.3.

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

Aligned Concerns:

Our ELA percentage of students proficient and advanced of 54.20 was lower compared to the statewide average of 62.2.

Our overall math score of 29.13 percent of students proficient and advanced was lower than the statewide percentage of 46.3.

Our Science scores were essentially flat from 51.72% in 2016 to 52.38% in 2017.

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:

Our overall math score of 29.13 percent of students proficient and advanced was lower than the statewide percentage of 46.3.

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:

Our ELA percentage of students proficient and advanced of 54.20 was lower compared to the statewide average of 62.2.

Our overall math score of 29.13 percent of students proficient and advanced was lower than the statewide percentage of 46.3.

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:

Our ELA percentage of students proficient and advanced of 54.20 was lower compared to the statewide average of 62.2.

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.

Aligned Concerns:

Our ELA percentage of students proficient and advanced of 54.20 was lower compared to the statewide average of 62.2.

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: Annual

Data Source: Aldan Elementary School Performance Profile

Specific Targets: For 2016 our SPP was 50.4 We were able to increase this to 73.4 in 2017. We will strive to increase our SPP by 1.6 to 75%.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Professional Development Plan

Description:

We will continue our math curriculum and will provide professional development on instructional practices as data indicates we should focus. We will also be providing additional professional development for refreshing skills and strategies within our Success for All program.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Monitoring the Implementation of Selected Instructional Practices

Description:

The Principal and Facilitator will conduct bi-monthly classroom walkthroughs with feedback provided to teachers on alternate weeks on designated instructional practices.

Start Date: 10/8/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

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

Indicators of Effectiveness:

Type: Annual

Data Source: Aldan Elementary School Performance Profile

Specific Targets: For 2016 our SPP was 50.4 We were able to increase this to 73.4 in 2017. We will strive to increase our SPP by 1.6 to 75%.

Strategies:

Positive Behavioral Interventions and Supports

Description: Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design,

implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) 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)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

Problem Solving Skill Building Programs

Description: WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: <http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9>)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Social Skill Building and Positive Behavior Support Programs

Description:

Align and integrate social skills curriculum (Getting Along Together 2) into classrooms and Positive Behavior Intervention Systems within school protocols. Documentation of classroom practices (e.g. lesson plans, schedules) as well as communicating school wide practices to all stakeholders.

Start Date: 9/4/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Problem Solving Skill Building Programs

*Monitoring the Implementation of Selected Instructional Practices***Description:**

The Principal and Facilitator will conduct bi-monthly classroom walkthroughs with feedback provided to teachers on alternate weeks on designated instructional practices.

Start Date: 10/8/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Problem Solving Skill Building Programs

*Analysis and feedback on targeted interventions and effectiveness***Description:**

Principal and Facilitator will meet quarterly with Superintendent along with SFA Coordinator to review and evaluate practices and feedback provided to teachers to date and make any adjustments as needed for the next quarter.

Start Date: 11/19/2018 **End Date:** 4/26/2019

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavioral Interventions and Supports
- Problem Solving Skill Building Programs

Goal #3: 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: SRI (Scholastic Reading Inventory) CDT (Classroom Diagnostic Tool)

Specific Targets: Increase in lexile scores for SRI: Grades 2 - 6 On each of the quarterly tests have increases of 25 lexiles for Grades 2 through 4 and for grades 4/5/6; 20 lexiles. For Math, we administered CDTs initially for the first time in the 2017-18 year. We will compare these results with the Math CDT's that we administer in the 2018-19 year.

Strategies:

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)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Conduct School Based Data Team Meetings

Description:

Administration and Leadership team will serve on the School Based Data Team. We meet on a bi-monthly and quarterly basis.

Start Date: 9/4/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

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

Training of School Based Data Teams

Description:

Ongoing Professional Development will be provided to team members on refining and better utilizing the SFA Data process on a daily and quarterly basis.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

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

Goal #4: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Aldan Elementary School Performance Profile

Specific Targets: For 2016 our SPP was 50.4 We were able to increase this to 73.4 in 2017. We will strive to increase our SPP by 1.6 to 75%.

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course,

expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature.

(Source:

http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional

Conversations have potentially positive effects on the reading achievement of ELL students. (Source:

http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Learning Walks

Description:

The Facilitator and Principal will conduct learning walks and debriefing sessions with teachers to present best practices which support implementation of the standards aligned curricula in all classrooms.

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Monitoring the Implementation of Selected Instructional Practices

Description:

The Principal and Facilitator will conduct bi-monthly classroom walkthroughs with feedback provided to teachers on alternate weeks on designated instructional practices.

Start Date: 10/8/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Learning Walks

Goal #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.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

Specific Targets: Increase the School Performance Profile Score to 75 by 2018

Strategies:

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)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Identify Key Student Data Records that indicate student achievement

Description:

Refinement and analysis of all student records currently kept to evaluate student achievement to determine pertinent content for all data binders.

Start Date: 10/15/2018 **End Date:** 4/5/2019

Program Area(s):

Supported Strategies:

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

Goal #6: 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: School Performance Profile

Specific Targets: For 2016 our SPP was 50.4 We were able to increase this to 73.4 in 2017. We will strive to increase our SPP by 1.6 to 75%.

Strategies:***Substantial Professional Development***

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: 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/ddd_m_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Learning Walks

Description:

The Facilitator and Principal will conduct learning walks and debriefing sessions with teachers to present best practices which support implementation of the standards aligned curricula in all classrooms.

SAS Alignment: Standards, Curriculum Framework, Instruction

Family Literacy Activities

Description: Family literacy is defined as home literacy activities that provide literacy skill-building opportunities for young children while enhancing literacy skill development in all members of the family. (Sources: [Promoting Family Literacy: Raising Ready Readers](#), [The Effect of Family Literacy Interventions On Children's Acquisition of Reading From Kindergarten to Grade 3](#), [Promoting Family Literacy: Raising Ready Readers](#), [Celebrate National Family Literacy Day!](#), [Shared Book Reading](#), [Shared Book Reading](#))

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Monitoring the Implementation of Selected Instructional Practices

Description:

The Principal and Facilitator will conduct bi-monthly classroom walkthroughs with feedback provided to teachers on alternate weeks on designated instructional practices.

Start Date: 10/8/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Learning Walks

Analysis and feedback on targeted interventions and effectiveness

Description:

Principal and Facilitator will meet quarterly with Superintendent along with SFA Coordinator to review and evaluate practices and feedback provided to teachers to date and make any adjustments as needed for the next quarter.

Start Date: 11/19/2018 **End Date:** 4/26/2019

Program Area(s): Professional Education

Supported Strategies:

- Learning Walks

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

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

Our SPP score went from 50.4 in 2016 to 73.4 in 2017.

Describe the continuing areas of concern from past the year.

We are and continue to be concerned about our scores and achievement in math.

Describe the initiatives that have been revised.

We anticipate that having a second year of the CDT assessments will enable us to address gaps in mathematical achievement.

2016-2017 Improvement Evaluation

Describe the success from the past year.

Dr. Gary Otto met with us throughout the year. We examined our data and had constructive conversations as to which areas to focus upon to increase our student achievement.

Describe the continuing areas of concern from the past year.

We are, and will continue to be concerned about our weaknesses in math and science as indicated by state testing scores.

Describe the initiatives that have been revised.

We presently are using Math in Focus and have dedicated considerable time meeting in curriculum groups on a District level to enhance and refine our instructional practices and developing pacing guides.

2015-2016 Improvement Evaluation

Describe the success from the past year.

We introduced Math in Focus and it has had a successful launch. We look forward to increasing skills and knowledge in the 2nd year.

Describe the continuing areas of concern from the past year.

The standardized test changed and therefore it is not possible to compare 2014-15 with prior years to truly understand what our progress may have been. Either way, we have weak reading and math skills.

Describe the initiatives that have been revised.

We have implemented a new writing program, Write Steps. In the second year of implementation we expect improvements in students writing skills.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Based on the 6 Action Plan Goals in the 2014-15 SIP:

Goals 1, 3, and 4, a PD Plan was created with an emphasis on reading and science, distributed, implemented and monitored.

Goal 5, We have successfully implemented our Getting Along Together² curriculum in all of our grade 1 through 6 classrooms. Kindergarten intergrates it with their daily activities.

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

Our continuing areas of concern:

1. In spite of our intensive efforts for improvement we only made a 2% gain in reading (48.6 to 50%) and declined in math (58.4 to 50).
2. Performance of identified subgroups (males, blacks, whites and historically underperforming) in math and reading.

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.