

Ardmore Avenue Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Ardmore Avenue Sch

161 Ardmore Ave
Lansdowne, PA 19050
(610)623-7900

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Joseph Denelsbeck
Superintendent: Jane Harbert

Stakeholder Involvement

Name	Role
Jane Harbert	Administrator
Timothy McKay	Administrator
Joseph Denelsbeck	Building Principal : School Improvement Plan
Merideth Young	Business Representative : School Improvement Plan
Teri Beraldi	Community Representative : School Improvement Plan
Nicole Blaisse	Ed Specialist - School Counselor : School Improvement Plan
Johanna Getz	Elementary School Teacher - Regular Education : School Improvement Plan
Matthew Lammons	Elementary School Teacher - Regular Education : School Improvement Plan
Kate O'Boyle	Elementary School Teacher - Special Education : School Improvement Plan
Brenda Mcpherson-Fry	Instructional Coach/Mentor Librarian : School Improvement Plan
Eileen Sharkey	Instructional Coach/Mentor Librarian : School Improvement Plan
Deborah Chaplin	Parent : School Improvement Plan
Mary Louise Faber	Parent : School Improvement Plan

Wanda Stevens	Parent : School Improvement Plan
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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

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.

The planning process was reviewed by the Superintendent and Director of Curriculum. The Director of Curriculum and Instruction was available for assistance and direction when called upon to provide assistance. The technical assistance included reviewing strategies and their effectiveness in the district and providing feedback to the development team as to the direction the team was headed.

Provider	Meeting Date	Type of Assistance
DCIU	5/18/2017 12:00:00 AM	Review of plan

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.

Teachers and Instructional coaches were a key component in reviewing data identifying area of concern and choosing the assessments that could be best used and examined to help increase student achievement

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	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

All relevant subgroups met the target reading growth of 10% in their Scholastic Reading Inventory benchmark assessment.

Accomplishment #2:

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

Accomplishment #3:

All students in the below basic subgroup made at least one year growth through Pennsylvania Value Added data in Math.

School Concerns

Concern #1:

In Math, at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

Concern #2:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

Concern #3:

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

In Math,at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

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:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

In Math,at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

Systemic Challenge #3 (*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:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

In Math,at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

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:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

In Math,at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

Systemic Challenge #5 (*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, the All Student subgroup was 18% below the reading at or above grade level target

In Math,at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4,5 and 6 our Text Dependant Analysis score is 75% below the total possible score.

Systemic Challenge #6 (*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:

In Reading, the All Student subgroup was 18% below the reading at or above grade level target

In Math, at all grade levels we are at less than 50% of the total possible score in the areas of geometry as well as measurement and data.

In grades 4, 5 and 6 our Text Dependent Analysis score is 75% below the total possible score.

School Level Plan

Action Plans

Goal #1: 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: CDT

Specific Targets: A direct rise in PSSA math scores in the content areas of geometry and measurement & data, as well as a rise in PSSA score in Text Dependent Analysis Questions.

Strategies:

Student Goal Setting

Description:

The school will provide teacher time to analysis benchmark testing and then working with the student individual improvement goals will be created in Math and ELA.

SAS Alignment: Assessment

SAS: Assessments - Classroom Diagnostic Tools

Description:

CDTs are based on content assessed by the Keystone Exams and the Pennsylvania System of School Assessment (PSSA). Although not a predictor for PSSA and Keystone Exam performance, CDTs provide a snapshot on why and how students may still be struggling or exceeding grade and/or course Eligible Content. The CDT data, along with other data, informs instruction in a timely and efficient manner. (Sources: <http://www.pdesas.org/Page?pageId=9>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

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)

In addition a school calendar will be created that defines monthly data meetings for collaboration of teachers, facilitator, and principal to review student achievement, instruction, and assessment by grade group.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Meetings (Grade Group)

Description:

Monthly grade group data meetings led by the principal and facilitator to discuss both local assessments, CDT results, and other standardized benchmark tests to inform instructional practices and help guide teachers in implementing the creation of individual student achievement goals.

Start Date: 9/8/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education

Supported Strategies:

- SAS: Assessments - Classroom Diagnostic Tools
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Professional Development

Description:

Data analysis review training will be implemented to create effective Data Team Meetings

Start Date: 6/9/2016 **End Date:** 12/14/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Student Goal Setting
- SAS: Assessments - Classroom Diagnostic Tools
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Student Goal Setting***Description:**

Using CDT and other benchmark test data students working with teachers will create performance goals that will be measured for increased student achievement.

Start Date: 9/15/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Goal Setting
- SAS: Assessments - Classroom Diagnostic Tools
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #2: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Scholastic Reading Inventory

Specific Targets: SY 12-13 IEP 48% Proficient

SY 13-14 IEP 53% Proficient

SY 12-13 ED 66% Proficient

SY 13-14 ED 70% Proficient

Type: Interim

Data Source: Classroom Assessment Summary

Specific Targets: SY 12-13 IEP 80% Proficient (Targeted Skill Question)

SY 13-14 IEP 80% Proficient (Targeted Skill Question)

SY 12-13 ED 80% Proficient (Targeted Skill Question)

SY 13-14 ED 80% Proficient (Targeted Skill Question)

Strategies:

Analyzing Data

Description:

Multiple sources of student performance data (in-house and external) will be collected and made available for the administrator and teachers to review and analyze. These data sets will be generated using Emetric and PVAAS systems, along with data provide from the Success for All Foundation's Member Center, the Scholastic Assessment Measurement, and AIMSweb site. These data sets will be used to inform instructional practices and decisions to ehnhance student learning.

SAS Alignment: Instruction

Tutoring

Description:

The Intervention Team will meet with The Homeroom and Reading Teacher of students referred to the Team for academic concerns. An Intervention plan will be developed and implemented by the facilitator, volunteer teachers, and/or the Title 1 tutor.

SAS Alignment: None selected

Implementation Steps:

Teacher Component Meetings

Description:

Teacher Component Meetings led by our instructional facilitators will be conducted to analyze a variety of student performance data for *reading*, which will be used to inform instructional decisions of staff and to determine the effectiveness of their professional practice. Instructional goals targets will be set and monitored.

A staff calendar will be created to provide a monthly review and analyze student *reading* performance data. During each data meeting, we will collaboratively review the progress of all students, with a focus on improving student learning and informing the instructional practices of Park Lane teachers.

Start Date: 9/7/2012 **End Date:** 6/14/2015

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

Supported Strategies:

- Analyzing Data
- Tutoring

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Ardmore Avenue Sch.