

Bell Avenue School

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Bell Avenue School

1000 Bell Ave
 Yeadon, PA 19050
 (610)284-6100

Federal Accountability Designation: Focus

Title I Status: Yes

Principal: Walter Rodriguez

Superintendent: Jane Harbert

Planning Committee

Name	Role
Marie Robinson	Building Principal : School Improvement Plan
James Smalls	Community Representative
Jennifer Kurko	Elementary School Teacher - Regular Education
Donna Regan	Elementary School Teacher - Regular Education
Melissa Washburn	Elementary School Teacher - Regular Education
Diane O'Donnell	Elementary School Teacher - Special Education
Beth Hoffman	Instructional Coach/Mentor Librarian : School Improvement Plan
Lauren Poutasse	Intermediate Unit Staff Member
Melvin Jones	Parent
Timothy McKay	Student Curriculum Director/Specialist

Assurances

Title I Schools

Title I Priority or Focus Schools

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

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication

- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School newsletter
- Board meeting presentations
- Yearly letter to parents
- Monthly PTO meetings
- School Improvement Brochure

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

No file has been uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

The overall SPP score for our school increased by 8 points.

Accomplishment #2:

The PSSA advanced and proficient students increased in 2014 by 6%.

Accomplishment #3:

The advanced students in third grade increased by 11 %.

Accomplishment #4:

The PVAAS academic growth increased in all categories, except for science.

Accomplishment #5:

The achievement trendlines were reversed and increased in most grades and subjects, except for science and writing.

Accomplishment #6:

Third grade student performances in reading and math increased, reading by 12% and math by 4 %

Accomplishment #7:

Fifth grade student performances in reading and math increased, reading by 6% and math by 13%

Accomplishment #8:

Sixth grade student performances in math increased by 9%

Accomplishment #9:

The school met the expected performance goal of 100% for Annual Academic Growth Expectations.

School Concerns

Concern #1:

Science scores in 4th grade decreased by 17%.

Concern #2:

We did not make the IEP reading target of 20%; but achieved 7%.

Concern #3:

Our students did not make the 100 performance measure for all grades and subgroups in Math, Reading, Science or Writing: Math, 49.13; reading, 39.13; science, 37.84 and writing, 20.00

Concern #4:

Our students did not meet the goal target of 100% in Annual Academic Growth Expectations, in reading, writing and science; Reading was 90.0, science 50.0 and writing 53.0

Concern #5:

In 3rd grade PSSA math, females out performed males by 12%.

Concern #6:

Fourth grade student performance scores in reading decreased by 5%

Concern #7:

Fourth grade student performances scores in math decreased by 7%

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:

Science scores in 4th grade decreased by 17%.

We did not make the IEP reading target of 20%; but achieved 7%.

Our students did not make the 100 performance measure for all grades and subgroups in Math, Reading, Science or Writing: Math, 49.13; reading, 39.13; science, 37.84 and writing, 20.00

Our students did not meet the goal target of 100% in Annual Academic Growth Expectations, in reading, writing and science; Reading was 90.0, science 50.0 and writing 53.0

In 3rd grade PSSA math, females out performed males by 12%.

Systemic Challenge #2 (*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:

Science scores in 4th grade decreased by 17%.

We did not make the IEP reading target of 20%; but achieved 7%.

Our students did not make the 100 performance measure for all grades and subgroups in Math, Reading, Science or Writing: Math, 49.13; reading, 39.13; science, 37.84 and writing, 20.00

Our students did not meet the goal target of 100% in Annual Academic Growth Expectations, in reading, writing and science; Reading was 90.0, science 50.0 and writing 53.0

In 3rd grade PSSA math, females out performed males by 12%.

Fourth grade student performance scores in reading decreased by 5%

Fourth grade student performances scores in math decreased by 7%

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:

Science scores in 4th grade decreased by 17%.

Our students did not make the 100 performance measure for all grades and subgroups in Math, Reading, Science or Writing: Math, 49.13; reading, 39.13; science, 37.84 and writing, 20.00

Our students did not meet the goal target of 100% in Annual Academic Growth Expectations, in reading, writing and science; Reading was 90.0, science 50.0 and writing 53.0

In 3rd grade PSSA math, females out performed males by 12%.

Fourth grade student performance scores in reading decreased by 5%

Fourth grade student performances scores in math decreased by 7%

Systemic Challenge #4 (*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.

Systemic Challenge #5 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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.

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: PSSA performance data in ELA and math for students in grades 3-6; Science for 4th grade

Specific Targets: A 10% increase in student performances in all PSSA tests is expected by April 2017

Type: Interim

Data Source: Roots Assessment in grade 1

Specific Targets: Two stages of growth in the Roots Assessment per quarter

Type: Interim

Data Source: Scholastic Reading and Math Inventory Quarterly Assessments; Formative Assessments in reading; math and writing for students in grades 3-6

Specific Targets: A 10% increase overall is expected in the SRI and SMI tests school-wide. A 25 point gain for each student is expected for all students after each quarter assessed.

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:

Data Analysis - Communication

Description:

During the professional development days in August for the next three years of this plan, the Principal will explain the "Goal Oriented Framework" we will employ to set instructional and learning goals to staff. Additionally they will learn how to use data binders. The staff will use this binder to maintain student performance data, analyze this data to inform their instructional decisions and to set student learning goals throughout each school year. Each staff will develop and maintain a binder, meet quarterly to set goals and display charts showing student growth in their classrooms. These classroom graphs showing student growth will be updated quarterly.

Start Date: 9/15/2014 **End Date:** 6/5/2017

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

Supported Strategies:

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

Data Analysis - Implementation Quarterly Meetings

Description:

Teachers will meet at the start of the school year and quarterly during all three school years to review student performance data: PSSA, reading and math quarterly assessments in grades K-6. These data will be collected, housed in data binders and used to strategize to improve student academic performances in each grade. At these meetings staff will analyze data and set instructional and learning targets. The Principal and Instructional Facilitator will conduct review meetings with grade teams to determine student academic progress, and to plan instructional responses. Data binders will be maintained.

Start Date: 10/15/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

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

*Data Analysis - Monitoring***Description:**

Data Review

School administration and the instructional facilitator will conduct goal setting meetings with staff. Periodically we will meet with staff to discuss present levels of student achievement in all content areas, and to set learning goals for their overall classroom. Staff will meet with their students and set goals with them, which they will monitor. Additionally, minutes from all meetings will be kept on file in the main office and student goal setting sheets will be kept in each individual teacher's data binder. Classroom achievement graphs will be displayed in all classrooms

Start Date: 10/13/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

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

*Data Analysis - Evaluation***Description:**

School leadership will meet with grade teams at the end of the school year and at the start of each new school year to determine if there has been improvements in instruction and learning as a result of utilizing the "goal oriented framework" and data binders during the three years while implementing of our plan. Data binders and lesson plan books will be collected.

Start Date: 6/5/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

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

Goal #2: 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: Access Standards Aligned System; Staff Usage, teacher lesson plans book

Specific Targets: Three percent increase in PSSA assessment, 60% of students in grades 3-6 tested will increase their quarterly performance on the SRI and SMI assessments by 25 points each quarter. Teacher lesson plan designs will improve.

Strategies:

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:
<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

SAS Portal - Communication

Description:

The Principal and Instructional Facilitator will conduct a series of professional development opportunities for teaching staff and instructional assistants to learn the SAS Portal and how to use this to map out a viable curriculum during the next three years. Staff will understand the components of a Standards-based Instructional System, design lesson plans, use emphasis guides and crosswalks documents available. Teacher will also utilize the Assessment Creator to design classroom assessments aligned to PA Core requirements. Each teacher will maintain a lesson plan book housing all documents for planning and have it readily available for review daily.

Start Date: 9/29/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

SAS Portal - Implementation

Description:

Teachers will participate in bi-weekly grade level meetings to discuss the use of SAS portal and the development of standards aligned lessons. These lessons will be housed in their planning books and be readily available for review.

Start Date: 9/26/2014 **End Date:** 5/26/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

SAS Portal - Monitoring

Description:

School Administration will periodically sit in on different grade level meetings. Additionally a meeting schedule will be developed and submitted to the Principal along with minutes from these meetings which will be kept on file in the office. Teacher plans will be submitted and reviewed weekly. The Principal will observe teaching staff throughout the school year to document instructional planning and practices.

Start Date: 9/12/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

SAS Portal - Evaluation

Description:

School Leadership will meet with grade teams at the end of the year and see if there has been any improvements in instruction and students learning as a result of the meeting and curriculum alignments to core standards and anchors. Meeting minutes will be collected and lesson planning documents, as well. The PA Teaching Framework, specifically the Domain areas for Planning and Preparation and Instruction will be used to evaluate teacher proficiency levels in designing, implementing and executing effective lessons anchored to the SAS resources and best practices.

Start Date: 9/14/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Goal #3: 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: Standards Aligned System Portal; lesson plans; Danielson Proficiency Framework: Domain #1, Domain #2, Domain #3 and Domain #4

Specific Targets: 10% increase in PSSA Assessment, 60% of students in grades 3-6 tested will increase their quarterly performance on the SRI and SMI assessments by 25 points each quarter.

Strategies:

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

Implementation Steps:

Danielson Framework for Teaching and Educator Effectiveness - Communication

Description:

Principal and Instructional Facilitator will provide several professional development sessions on the Educator Effectiveness Model in particular Domain areas, Planning and Preparation; Classroom Environment; Instruction and Professional Responsibility. All staff will be provided with copies of the Rubric and additional resources provided by PDE.

Start Date: 9/17/2014 **End Date:** 6/18/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations

Collaboration - Implementation

Description:

Teachers collaborate bi-weekly to discuss the use of instructional plans and practices anchored to the Danielson Proficiency Framework. Together with the Principal and Instructional they will deconstruct the various components, attributes and behaviors for the proficient and distinguished levels of performance. Evidence for each level will be determined and staff will create a lists of these to incorporate into their practices. The impact of teacher instructional practices will be rated using student performance data. The agenda and minutes of these meetings will be maintained.

Start Date: 10/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations

Staff Observation and Evaluation - Monitoring

Description:

School Administration will conduct required observation cycles - pre-conference, observation and post-conference for all teachers to monitor their progress toward the proficient levels of practice. Student work will be reviewed as a requirement at the post-observation meeting to determine the overall rating of each teacher's impact on student learning. Staff will develop professional growth plans with the guidance of the Principal if they are rated as needs improvement in any domain area.

Start Date: 10/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations

Staff Evaluations - Evaluation

Description:

All staff will be rated using the ACT-82 forms and procedures provided by the Pennsylvania Department of Education as required for their year's work. Teachers rated as needing improvement in one domain area will be placed on a Professional Growth Plan for Improvement. Teachers rated unsatisfactory overall will be placed on a Professional Marginal Plan for improvement. All documents will be maintained in the staff's file at school and in Human Resources.

Start Date: 6/5/2014 **End Date:** 10/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
9/15/2014	6/5/2017	Data Analysis - Communication	During the professional development days in August for the next three years of this plan, the Principal will explain the "Goal Oriented Framework" we will employ to set instructional and learning goals to staff. Additionally they will learn how to use data binders. The staff will use this binder to maintain student performance data, analyze this data to inform their instructional decisions and to set student learning goals throughout each school year. Each staff will develop and maintain a binder, meet quarterly to set goals and display charts showing student growth in their classrooms. These classroom graphs showing student growth will be updated quarterly.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Walter Rodriguez and Instructional Facilitator, Marie	2.0	3	25	Principal and Instructional Site Facilitator	School Entity	Yes

Robinson

Knowledge

The staff will learn how to analyze multiple sources of student performance data, using the goal focused process, to identify root causes, and design instructional changes aimed toward reaching measurable learning goals for students. They will review baseline data, discuss student performances within a professional learning community, and implement instructional changes. Teachers will also learn how to progress monitor student growth.

Supportive Research

Analyzing student performance data, making instructional changes, collaborating to design measurable learning goals for students, evaluation teacher instructional impact on learning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	Paraprofessional Related Service Personnel Parents	Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Review of participant lesson plans

LEA Goals Addressed: 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. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description
9/29/2014	6/2/2017	SAS Portal - Communication	The Principal and Instructional Facilitator will conduct a series of professional development opportunities for teaching staff and instructional assistants to learn the SAS Portal and how to use this to map out a viable curriculum during the next three years. Staff will understand the components of a Standards-based Instructional System, design lesson plans, use emphasis guides and crosswalks documents available. Teacher will also utilize the Assessment Creator to design classroom assessments aligned to PA Core requirements. Each teacher will

maintain a lesson plan book housing all documents for planning and have it readily available for review daily.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and Instructional Facilitator	2.0	12	30	William Penn School District - Bell Avenue Principal and Instructional Facilitator	School Entity	Yes

Knowledge Staff will acquire the skills to utilize the SAS Portal to align our curriculum to state standards and assessment anchors. Staff will also create lesson plans using PA standards, anchors and assessments.

Supportive Research Staff will utilize the SAS Portal to create curriculum maps, plan for instruction aligned to state standars they will deliver to students. Instructional plans will be framed using approved cycles for effective instruction, state assessments and proven teacher practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed: 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

Strategy #1: Instructional Conversations

Start	End	Title	Description
9/17/2014	6/18/2017	Danielson Framework for Teaching and Educator Effectiveness -	Principal and Instructional Facilitator will provide several professional development sessions on the Educator Effectiveness Model in particular Domain areas, Planning and Preparation; Classroom Environment; Instruction and Professional

Communication

Responsibility. All staff will be provided with copies of the Rubric and additional resources provided by PDE.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal and Instructional Facilitator	3.0	4	35	WPSD Staff	School Entity	Yes

Knowledge

The teachers will learn the standards of practice requirements as detailed in the Educator Effectiveness rubrics for all four Domain areas.

Supportive Research

The teachers will execute best practice behaviors for planning, delivering instruction and assessing student learning. The teachers will also use all resources available on the SAS Portal provided by PDE to strengthen their delivery models.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	<p>Series of Workshops School Whole Group Presentation Professional Learning Communities</p>		
Participant Roles	<p>Classroom teachers Principals / Asst. Principals New Staff Other educational specialists</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans</p>

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bell Avenue School 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 **ESEA 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 Bell Avenue School in the William Penn SD for the 2014-2017 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

Successes from the plan included the following:

- The instructional facilitator provided Instructional coaching sessions to teachers
- A variety of professional learning opportunities were presented to the teachers by the principal and instructional facilitator
- Teachers were more focused on improving their instructional practices and using these improve student learning
- Teachers taught students how to set learning goals and monitored this progress
- Teachers collaborated with each other, the principal and instructional facilitator throughout the school year to discuss student performance data and quality instruction - having instructional conversations
- Teachers maintained a data binder and participated in PLCs
- Teachers incorporated more formative assessments and descriptive feedback techniques for students into their daily practices
- Our SPP score increased by 8 points, from 51.3 to 59.2
- Overall, the school's performances in reading and math increased, reading by 2% and math by 5%
- Third grade student performances in reading and math increased, reading by 12% and math by 4 %
- Fifth grade student performances in reading and math increased, reading by 6% and math by 13%
- Sixth grade student performances in math increased by 9%
- All teachers were observe using the Pennsylvania Framework for Teaching in the Educator's Effectiveness Model and rated using the new Teaching Rating Form, Act 82-1
- Curriculum prioritized maps were developed
- Teachers in grades 3-6 exposed students in their classroom to the PDE eligible content and anchors

- Teacher component meetings and grade level PLCs were scheduled monthly and conducted each month

Describe the continuing areas of concerns from the first year plan

The areas of concerns are as follows:

- Fourth grade student performances in reading, math and science decreased, reading by 5%, math by 7% and Science by 17%
- Fifth grade student performances in writing remained the same around 20%
- Professional development on aligning SAS standards into our lesson planning was not completed - therefore the implementation of a standards aligned curriculum framework across all classrooms for all students was not fully executed

Describe the initiatives that have been revised

The following initiatives will be revised:

- Professional development on aligning SAS standards into our lesson planning will be emphasized for the coming school year - therefore the implementation of a standards aligned curriculum framework across all classrooms for all students will be fully executed
- Teachers will design instructional lesson plans with their grade team members incorporating core standards and utilizing all aspects and resources provided on the PDE SAS website. These plans will be housed in their lesson plan binders located on their desks.

Describe the success from the past year.

- Grade 5 & 6 ELA & Math indicate growth on PVAAS of at least one year
- 100% of staff are utilizing data binders and having data conversations with colleagues and students
- Instructional Facilitator providing support to teachers
- Modifying core programs to meet standards
- 44% of 1st graders made equal to or more than the expected growth in reading during first quarter
- 62% of 1st graders made equal to or more than the expected growth in reading during second quarter

Describe the continuing areas of concerns from the first two years.

- 4th Grade ELA, Math, Science
- 3rd grade 69% are basic or below basic in ELA

Describe the initiatives that have been revised.

- Success for All data is being used in place of AimsWeb data because the SFA data allows up to use resources more wisely. In addition, the data collected from SFA allows for weekly progress monitoring of students
- In the 2016-2017 school year we will be moving to Classroom Diagnostic Tools for mathematics benchmark testing. The purpose of this change is that CDTs allow teachers to target specific eligible content.
- Continued data driven meetings focused on use of formative assessment to drive instruction