

Colwyn El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Colwyn El Sch

211 Pine Street
Colwyn, PA 19023
(610)957-5470

Federal Accountability Designation: Focus

Title I Status: Yes

Principal: Patricia Blanding-Stewart

Superintendent: Jane Harbert

Planning Committee

Name	Role
Patricia Blanding-Stewart	Building Principal : School Improvement Plan
Victoria Hayes	Community Representative
Meredith DeVita	Ed Specialist - School Nurse
Collen Day	Elementary School Teacher - Regular Education
Kevin Reilly	Elementary School Teacher - Regular Education
Matthew Ross	Elementary School Teacher - Regular Education
Tracy Sainvil-Joslyn	Elementary School Teacher - Regular Education
John Scudder	Elementary School Teacher - Regular Education
Jennifer Flannery-Madtes	Elementary School Teacher - Special Education
Geana Morris	Instructional Coach/Mentor Librarian : School Improvement Plan
Lauren Poutasse	Intermediate Unit Staff Member : School Improvement Plan
Angela Smith	Parent

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 web site
- School newsletter
- PTA/PTO website
- District web page
- Board meeting presentations
- District's annual report
- District report card
- 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
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

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:

Colwyn Elementary's Building Level Academic Score went from 63.5 in 2012-13 to 71.0 in 2014-15.

Accomplishment #2:

Colwyn Elementary students exceeded the standard for PA academic growth in Math, Reading and Writing in 4th, 5th, and 6th grades.

Accomplishment #3:

Colwyn Elementary achieved the AMO for closing the gap for historically underperforming students in Reading/Literature.

Accomplishment #4:

In reading and math the participation rate was 99%.

Accomplishment #5:

Participation rate in Science and Writing was 100%.

Accomplishment #6:

Attendance rate for All Students was 94%.

School Concerns

Concern #1:

Less than 50% (46%) of the tested students are proficient in Reading.

Concern #2:

Only 45% of the tested students are proficient in math.

Concern #3:

Forty-one percent (41%) of the third grade students are proficient in Reading.

Concern #4:

Colwyn Elementary did not close the achievement gap for all students and historically low performing students in Math.

Concern #5:

The 4th grade students did not meet the PA standard for growth in Science.

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:

Only 45% of the tested students are proficient in math.

Less than 50% (46%) of the tested students are proficient in Reading.

Colwyn Elementary did not close the achievement gap for all students and historically low performing students in Math.

The 4th grade students did not meet the PA standard for growth in Science.

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:

Only 45% of the tested students are proficient in math.

Less than 50% (46%) of the tested students are proficient in Reading.

Colwyn Elementary did not close the achievement gap for all students and historically low performing students in Math.

The 4th grade students did not meet the PA standard for growth in Science.

Systemic Challenge #3 (*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:

Only 45% of the tested students are proficient in math.

Less than 50% (46%) of the tested students are proficient in Reading.

Colwyn Elementary did not close the achievement gap for all students and historically low performing students in Math.

The 4th grade students did not meet the PA standard for growth in Science.

Systemic Challenge #4 (*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:

Only 45% of the tested students are proficient in math.

Less than 50% (46%) of the tested students are proficient in Reading.

Colwyn Elementary did not close the achievement gap for all students and historically low performing students in Math.

The 4th grade students did not meet the PA standard for growth in Science.

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 Assessments, Scholastic Reading Inventory, Scholastic Math Inventory, AIMSWEB, Curriculum Assessment

Specific Targets: Academic growth will show a 5% improvement of PSSA scores in all categories

Strategies:

Accumulative Student Portfolio

Description:

Accumulative Collection of Student Work Throughout the School Year

Valencia and Calfee (1991) characterize three general functions of portfolios: documentation, evaluation, and showcase. The documentation portfolio presents a detailed account of student work and progress across time. Items within a portfolio, selected by the student and the teacher, may include completed tasks and projects, as well as tests, quizzes, checklists, and graded work with teacher comments. (Afflerbach, Peter 2012 p. 76)

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

School Based Data Team/Instructional Based Data Teams

Description:

School Based Data Team/Instructional Based Data Teams

Data Teams use common priority standards, generate common formative assessments, and use common scoring guides to monitor and analyze student performance.

Data Teams are small, grade level, department, course, content, or organizational teams that examine work generated from a common formative assessment in order to drive instruction and professional practice.

Data Teams have scheduled, collaborative, structured meetings that concentrate on the effectiveness of teaching and learning. (Data Teams, Third Edition, Houghton Mifflin Harcourt, 2010, p. 4)

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

Implementation Steps:

Create Student Portfolios

Description:

Staff collaboration to determine portfolio checklist at the beginning of the school year.

Staff will collaborate as a whole to determine the student work/assessments that will be included in the portfolios.

A pre-formatted checklist will be placed on the cover of each portfolio.

Start Date: 9/10/2014 **End Date:** 10/1/2014

Program Area(s): Professional Education

Supported Strategies:

- Accumulative Student Portfolio

Accumulative Student Portfolio

Description:

Supplies will be gathered and portfolios will be formatted.

School Based Data Team and Instructional Based Data Team will meet/collaborate to compile the student portfolios that will allow work to begin to be placed in them beginning November, 2014.

Start Date: 10/1/2014 **End Date:** 11/5/2014

Program Area(s):

Supported Strategies:

- Accumulative Student Portfolio

Student Portfolio Communication

Description:

Principal and school based data team will meet with remaining school staff. We will share with the staff the implementation of student portfolios beginning September 2014 - 2015 school year.

Start Date: 6/3/2014 **End Date:** 7/1/2014

Program Area(s): Professional Education

Supported Strategies:

- Accumulative Student Portfolio

Student portfolio professional development

Description:

Staff will receive professional development on student portfolios.

The decision will be determined of how to format the student portfolios covering the rationale and the objectives.

Start Date: 8/26/2014 **End Date:** 8/28/2014

Program Area(s): Professional Education

Supported Strategies:

- Accumulative Student Portfolio

Student Portfolio Monitoring

Description:

Student portfolios will be monitored semi-annually in January and in June to review contents and determine evidence of student academic status.

Start Date: 1/6/2015 **End Date:** 6/6/2017

Program Area(s): Professional Education

Supported Strategies:

- Accumulative Student Portfolio

Student Portfolios Program Evaluated

Description:

The student portfolio program will be evaluated annually beginning in August of 2015.

Yearly collaboration and analysis of student improvement based on identified strengths and weaknesses.

Start Date: 8/6/2015 **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Accumulative Student Portfolio

School Based Data Team/Instructional Based Data Teams Communication

Description:

Instructional Component Teams will meet with the Leadership (Principal/Facilitator/Solutions Coordinator) to implement student portfolios.

Start Date: 6/5/2014 **End Date:** 6/25/2014

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/Instructional Based Data Teams

Description:

The Leadership Team will meet with the staff twice a month to review student academic progress utilizing classroom, curriculum, and quarterly benchmarks.

Start Date: 9/10/2014 **End Date:** 6/10/2015

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/ Instructional Based Data Teams

Description:

The Solutions Coordinator, Facilitator, and Component Leaders will meet with the staff quarterly to present the Success Network data. Data will consist of attendance, discipline, student achievement, parent and community involvement.

Start Date: 9/10/2014 **End Date:** 6/10/2015

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/Instructional Based Data Teams

Description:

School Based Data Team will meet with Harcourt Literacy Consultant for data team professional development T.B.A.

Start Date: 8/26/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/Instructional Based Data Teams Monitoring

Description:

Instructional Data Teams will collect, organize, store, data team goal related materials in a binder throughout the year and share results at each component and/or Success Network meeting.

Start Date: 8/26/2014 **End Date:** 6/10/2015

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/Instructional Based Data Teams Monitoring

Description:

School Based Data Team will collect and store: agendas, training materials, processed artifacts, and any additional data team goal relevant materials

Start Date: 8/26/2014 **End Date:** 6/10/2015

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

School Based Data Team/Instructional Based Data Teams Evaluated

Description:

The Leadership Team will monitor Instructional Based Data Teams' overall effectiveness of achieving their goals throughout the term of the plan at least 6-8 times per year

Start Date: 1/6/2015 **End Date:** 6/6/2017

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

*School Based Data Team/Instructional Based Data Teams Evaluated***Description:**

Instructional Based Data Teams will meet/collaborate four times each year for the term of the plan to analyze instructional component teams' process and evaluate the effectiveness of the data teams' academic growth goal

Start Date: 11/6/2014 **End Date:** 6/6/2017

Program Area(s): Professional Education

Supported Strategies:

- School Based Data Team/Instructional Based Data Teams

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Colwyn 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 **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 Colwyn El Sch 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

Colwyn's collaborative leadership system for collecting data has focused the energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. Easy-to-use online data-management tools organize the information necessary to keep the school leaders, teachers, kids, and parents informed. The staff are able

Describe the continuing areas of concerns from the first year plan

The student portfolio process needs to be refined for the 2015-16 school year. Consistency of implementation across teachers/grade levels/components has not been achieved. Time and balance of strategies is always a concern in implementing change.

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.

Describe the success from the past year.

Using student achievement data from the Success for All Member Center, Scholastic Reading Inventory, and curriculum-based assessments, teachers were able to develop and plan quarterly targets with interventions aligned with the schoolwide student achievement goal. Colwyn continues to be successful in 5th and 6th grade Reading/ELA, showing consistently above average growth for students with a blue designation in PVAAS. 45.9% of Colwyn's third grade students are proficient in reading in 2014-2015. This indicates a 4.9% increase from 2013-2014.

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

A concern from the first two years is the monitoring of progress and transference of portfolio contents to new teachers throughout the school year. Only 7.1% of Colwyn's fourth grade students scored proficient or above on the Math PSSA in 2014-2015.

Describe the initiatives that have been revised.

Based on areas of concern from the first year plan, staff developed a list of benchmark items to be included in the portfolio.