

East Lansdowne El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

East Lansdowne El Sch

401 Emerson Ave
 East Lansdowne, PA 19050
 (610)626-2415

Federal Accountability Designation: Focus

Title I Status: Yes

Principal: Phyllis Cubit

Superintendent: Jane Harbert

Planning Committee

Name	Role
Timothy McKay	Administrator
Phyllis Cubit	Building Principal : School Improvement Plan
Stella Spies	Ed Specialist - Other : School Improvement Plan
Nancy Benson	Elementary School Teacher - Regular Education
Lindsey Selim	Elementary School Teacher - Regular Education
Renay Litz	Elementary School Teacher - Special Education : School Improvement Plan
Lauren Poutase	Intermediate Unit Staff Member
Susan Chan-Peters	Parent : School Improvement Plan

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
- District web page
- Board meeting presentations
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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:

The School Performance Profile for East Lansdowne Elementary increased by 6 points, from 59.3 (2012-13) to 66.3 (2013-14)

Accomplishment #2:

All grade levels (4-6) met or exceeded the PA Academic Growth in Reading and Math.

Accomplishment #3:

East Lansdowne is closing the achievement gap for Historically Low Performing students in Reading.

Accomplishment #4:

Participation rate in Reading and Math was 99%.

Accomplishment #5:

East Lansdowne Elementary attendance rate was 98%.

Accomplishment #6:

The promotion rate for students at East Lansdowne Elementary was 100%.

School Concerns

Concern #1:

Students proficient or advanced in Reading was 46%.

Concern #2:

The third grade proficiency in reading was 47% with a decrease of 8%.

Concern #3:

The percentage of students proficient and advanced in Math was 47%.

Concern #4:

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

Concern #5:

East Lansdowne is not closing the achievement gap for All students in Reading.

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:

The percentage of students proficient and advanced in Math was 47%.

Students proficient or advanced in Reading was 46%.

The third grade proficiency in reading was 47% with a decrease of 8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for All students in Reading.

Systemic Challenge #2 (*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:

The percentage of students proficient and advanced in Math was 47%.

Students proficient or advanced in Reading was 46%.

The third grade proficiency in reading was 47% with a decrease of 8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for All students in Reading.

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:

The percentage of students proficient and advanced in Math was 47%.

Students proficient or advanced in Reading was 46%.

The third grade proficiency in reading was 47% with a decrease of 8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for All students in Reading.

Systemic Challenge #4 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The percentage of students proficient and advanced in Math was 47%.

Students proficient or advanced in Reading was 46%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for All students in Reading.

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:

Students proficient or advanced in Reading was 46%.

The third grade proficiency in reading was 47% with a decrease of 8%.

East Lansdowne is not closing the achievement gap in Math for all students and historically low performing students.

East Lansdowne is not closing the achievement gap for All students in Reading.

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

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: Interim

Data Source: Scholastic Math Inventory

Specific Targets: students scores will increase by 10% by the third quarter of the year

Type: Interim

Data Source: Scholastic Reading Inventory

Specific Targets: Students will raise their reading level by one grade level by the fourth quarter

Type: Annual

Data Source: PSSA

Specific Targets: Student scores will raise by 10%

Type: Interim

Data Source: Roots Assessment

Specific Targets: Students' reading levels will be raised by two stages per quarter

Strategies:

Data-Informed Instruction

Description:

ELES will collaborate to analyze assesment data in reading and math. Focus will be on increasing academic performance. Monitor progress throughout the week using classroom data sheets and SFA data, SMI data, Aimsweb and teacher assesments.

SAS Alignment: Standards, Instruction, Assessment

Instructional Facilitator/Coach

Description:

The purpose of Instructional Facilitator/Coach is to support teachers use of data analysis, evidence-based best practices, evidence-based literacy strategies and interventions during instruction to have a positive impact upon student achievement.

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

Teacher Evaluations

Description:

Teachers will be evaluated using the Danielson Framework model. Student data will be used to determine if the instruction is leading to student progress and success.

Informal observations will be done weekly to determine use of consistent instructional practices and student progress.

Formal observations will be done as scheduled.

SAS Alignment: Instruction

Implementation Steps:

Mathematics Data Review

Description:

East Lansdowne staff will meet with the principal, facilitator and colleagues to determine instructional needs, interventions and enrichment for supporting student achievement.

Meetings occur monthly. (weekly among grade partners)

Indicator that it is being implemented is through forms showing where improvement is needed and interventions being used.

Teachers will receive the information through meeting with principal and facilitator.

Start Date: 10/1/2014 **End Date:** 6/15/2017

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

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Identify Student needs

Description:

Analyze assessments (SRI, SMI, Roots testing, Aimsweb, PSSA) to determine academic needs and strenghts of students.

Indicator of implementation: Data binders for each child

Teachers will meet in August with Principal and Facilitator as well as quarterly to analyze the assesment data

Start Date: 8/18/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Teacher evaluation - communication

Description:

In August of 2014 principal will meet with teachers to review teacher evaluations using the Danielson Framework.

Start Date: 8/20/2014 **End Date:** 8/20/2014

Program Area(s): Professional Education

Supported Strategies:

- Teacher Evaluations

*Teacher evaluation - Implementation***Description:**

For all formal observations, the teacher will receive notice of date of pre-observation meeting, domains will be given to teacher to complete domains 1,2 and 4. Teacher and principal will meet to discuss upcoming lesson and domains. Principal will observe lesson and provide evidence to teacher who will then complete the self-assessment, teacher and principal will meet to discuss lesson and agreements on self-assessment form. Teacher and principal will plan next steps to improve instructional practice. Principal will follow up with a walk-through and further evidence.

Tenured teachers will receive one formal and non-tenured teachers will receive two formal observations during a one year period.

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

Program Area(s): Professional Education

Supported Strategies:

- Teacher Evaluations

*Reading Data Review***Description:**

Teachers will meet monthly with facilitator to review reading data using the SRI, AIMSWEB, and roots assesment scores, as well as classroom data that is included in the member center of Sucess for All. After reviewing data teachers and facilitator will determine next steps to raise student scores and provide instruction to lead students to next level of lexile for reading.

Indicator: meeting notes, next steps form, data

Teachers will receive schedule and information about meetings from facilitator

Start Date: 9/15/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction
- Instructional Facilitator/Coach

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for East Lansdowne 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 East Lansdowne 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

East Lansdowne targeted the subgroup of advanced students. The value added data indicated students were not making growth and in some case there was evidence of this group decreasing in their achievement. Due to these indicators advanced students were identified for tutoring in math through a software program entitled Accelerated Math. They were also invited to participate in After School Programs in math and science. Struggling students (below grade level) in reading were identified and provided one on one tutoring. The data from SRI and the Roots Assessment indicated significant growth and/or moving students to grade level in reading.

Describe the continuing areas of concerns from the first year plan

The goal below was selected as a priority for East Lansdowne Elementary.

Goal #2: 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

- Systems for "Consistent implementation of effective instructional practices" is in place through Teacher Effectiveness/Evaluation and the Success For All monitoring process. The concern is putting the implementing the systems with consistency.
- One of the identified data collection tools was Scholastic Math Inventory. During the year the vendor advised the district that the program was experiencing technical issues and the information collected/provided were compromised and scores for students may not be valid and/or reliable.
- Students are making academic gains but are not making the required growth to perform at grade level.

Describe the initiatives that have been revised

For the 2015-16 school year, the implementation of effective instructional practices will be monitored by the Instructional Leader and Instructional School Based Facilitator. Failure to implement will be documented through the SFA Snapshot, principal and teacher evaluations, and lack of student achievement.

Describe the success from the past year.

In reading all grade levels met or exceeded the Pa Academic growth standard for 2015 and over a three year period. The value added data for math showed growth in a three year period for grades 4 and 6.

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

- Students at Proficient and Advanced on the PSSA ELA is at 38.9%
- Students at Proficient and Advanced on the PSSA in Math is at 12.6%
- SMI data was not teacher friendly or reliable
- Grade 4 & 5 did not meet standard in Math

Describe the initiatives that have been revised.

The value added data showed that grade 5 did not meet the standard for PA academic growth in 2015 or over a three year period. Due to this indicator the school has added study island to the list of interventions and have included the special education teacher as a co-teacher for the classes that have the lower level math students. For 2015-16 school year our mathematics program has been changed from Everyday Math to Math in Focus since that program is more aligned to the common core standards and provides progress reports for students. East Lansdowne no longer uses Aimsweb testing, our resources are being used more wisely by using daily data from our SFA program.

SMI data is no longer being used, the district is looking to use the CDT testing in 2016-17 because this will help us target specific content closely aligned to common core eligible content.

Study Island will be used for grades 3-6 to master content outlined in PA Core Standards, benchmark tests and progress towards meeting PA standards will be monitored. Reading Eggs will be used for grades K-2, this program uses the five essential keys to reading success, uses scientific research and provides progress reports to inform teachers.