

Park Lane El Sch

**School Level Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

### *Park Lane El Sch*

1300 Park Ln  
Darby, PA 19023  
(610)534-4880

Federal Accountability Designation: Focus  
Title I Status: Yes  
Principal: Dawnee Watson-Bouie  
Superintendent: Jane Harbert

## Planning Committee

Name	Role
Jane Harbert	Administrator
Dawnee Watson-Bouie	Building Principal : School Improvement Plan
Martin Garrett	Community Representative : School Improvement Plan
Ernestine Boone	Elementary School Teacher - Regular Education
James Carr	Elementary School Teacher - Regular Education : School Improvement Plan
Amy Giletto	Elementary School Teacher - Regular Education
Janet Muti	Elementary School Teacher - Regular Education : School Improvement Plan
Carol Poplawski	Elementary School Teacher - Regular Education : School Improvement Plan
Kasey Reilly	Elementary School Teacher - Regular Education
Kerri Ward	Elementary School Teacher - Regular Education : School Improvement Plan
Maureen Zornick	Elementary School Teacher - Regular Education
Laurie Reisen	Elementary School Teacher - Special Education : School Improvement Plan
Bob Gilbert	Instructional Coach/Mentor Librarian : School Improvement Plan
Lauren Poutasse	Intermediate Unit Staff Member
Rick Kirkland	Parent : School Improvement Plan

# Assurances

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## 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:

- District web page
- District's annual report
- District report card
- 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
- 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

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## School Accomplishments

### Accomplishment #1:

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

### Accomplishment #2:

Grade 4 All Students increased in Reading performance by 3.6%

### Accomplishment #3:

Grade 4 ED Students increased in Mathematics performance by 4.2%

### Accomplishment #4:

Grade 4 ED Students increased in Reading performance by 4.5%

### Accomplishment #5:

Grade 5 IEP Students increased in Reading performance by 17.3%

### Accomplishment #6:

Grade 6 ED Students increased in Reading performance by 11.6%

### Accomplishment #7:

Grade 6 ED Students increased in Reading performance by 1.6%

### Accomplishment #8:

Grade 6 All Students increased in Reading performance by 1.6%

**Accomplishment #9:**


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In Math, 4th Grade students met the standard for PA Academic Growth.

In Reading, 5th Grade students made the standard for PA Academic Growth.

In Writing, 5th Grade students exceeded the standard for PA Academic Growth

In Reading, 6th Grade students exceeded the standard for PA Academic Growth.

**School Concerns****Concern #1:**


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In Reading, all Students group performed 64.7% below the target.

**Concern #2:**


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In Math, all Students group performed 68.7% below the target.

**Concern #3:**


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We have achievement gaps with our students who are identified as historically underperforming students.

**Concern #4:**


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In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

In Reading, all Students group performed 64.7% below the target.



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In Math, all Students group performed 68.7% below the target.

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We have achievement gaps with our students who are identified as historically underperforming students.

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In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.

**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:**

In Reading, all Students group performed 64.7% below the target.

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In Math, all Students group performed 68.7% below the target.

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We have achievement gaps with our students who are identified as historically underperforming students.

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In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.

# School Level Plan

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## 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 Reading Inventory - Quarterly per year October, January, April, June: Roots Assessment for 1st Grade only

Specific Targets: 80% of students from Grades 1st to 6th reading at or above grade level

Type: Annual

Data Source: PVAAS/School Performance Profile Data

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim

Data Source: Scholastic Math Inventory - 3x per year October, January, June

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89% in Grades 2nd to 6th.

Type: Interim

Data Source: Beginning - Middle - End of the Year Math Assessments

Specific Targets: 80% or above on End of the Year Assessment

### Strategies:

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

#### Description:

Multiple sources of student performance data using annual and interim data sources for schoolwide data analysis for ongoing formative and summative instructional analysis of differentiation and intervention strategies. Data will be generated from PVAAS for Reading, Mathematics, Science, & Writing. In reading data will be generated from Scholastic Reading Inventory, Aimsweb, Reading Roots and Classroom Assessment Reports/Teacher Cycle Record Forms to target timely and relevant instructional students needs below grade level expectation. In

Mathematics data will be generated from Scholastic Mathematics Inventory, Beginning Middle and End of the Year, Unit Assessments, and Recognizing Student Achievement data will be used to inform instructional practices/strategies/interventions, and to enhance student growth aligned with meeting Common Core Academic expectations. Examples of practices/strategies/interventions are as follows: T-P-S, Cooperative Groups, questioning, hierarchy of reading skill interventions, feedback loop, and building background knowledge.

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

### *Schoolwide Tutoring*

**Description:**

Students identified as performing below grade level/Hot List will be provided Reading/ Math tutoring. 3rd and 4th Graders performing below grade will be provided 60 minutes of afterschool tutoring using research based Study Island program in Math and Reading. Study Island, will be used to provide leveled skill practice and reinforcement in Reading and Math aligned with the Common Core. The bottom 10% of 1st Grade and 20% of 2nd Grade performing below grade will receive 30 minutes of support using Lexia/Study Island weekly during teacher designated independent reading times based on performance needs.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

### *Implementation Steps:*

#### *Instructional Component/Grade Level Meetings: Communication*

**Description:**

At first In-Service date with faculty/staff Leadership Team will communicate schedule and objective of monthly component/grade level meetings.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

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

### *Professional Development: Training*

**Description:**

(4) Professional Development trainings will be scheduled to help all staff to better use Scholastic Math Inventory and Study Island reports to assess, monitor, and provide interventions for supporting academic growth in reading and math.

**Start Date:** 8/26/2014    **End Date:** 6/18/2015

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

### *Quarterly Data Review -Success Network*

**Description:**

Network Committees will meet quarterly to analyze student data for students performing below grade level in reading/hot list students. This data will inform the process for implementing goals, safety nets, and tutoring actions to engage students in the learning process.

**Start Date:** 11/5/2014    **End Date:** 6/16/2017

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

**Supported Strategies:**

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

## *Instructional Component, Grade Level Meetings, and Quarterly Data Review-Success Network: Calendar*

### **Description:**

A yearly Calendar for instructional, solutions, and leadership team data review will be created. The calendar will indicate as evidence of planning schedules for instructional data analysis review, actions, and interventions - Quarterly Success Network/Quality Review meetings.

Monthly calendar of school wide component meetings for reading/classroom assessment for math will be used by instructional staff to review daily/weekly performance data.

Weekly reminders of calendar meeting schedules will be sent via email from the Principal. Biweekly data review will occur with among principal, facilitator, solution chair, and teachers.

Monthly Teacher Meetings led by our instructional facilitator will be conducted to analyze, set goals, and actions based on daily/weekly student performance data for *reading/mathematics*, which will be used to inform instructional decisions for staff, determine the effectiveness of their professional practice and select appropriate/timely intervention for based on needs of students.

**Start Date:** 6/13/2014    **End Date:** 6/16/2017

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

### **Supported Strategies:**

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

## *Instructional Component/Grade Level Meetings: Implementation*

### **Description:**

Monthly Teacher Meetings led by principal, instructional facilitator, solution chair, and component chairs will be conducted to analyze, set goals, and actions based on daily/weekly student performance data for *reading/mathematics* which will be used to inform instructional decisions for staff, determine the effectiveness of their professional practice and select appropriate/timely intervention for based on needs of students.

**Start Date:** 9/26/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Instructional Component/Grade Level Meetings: Monitor*

**Description:**

Leadership Team on a monthly basis will review meeting agendas and minutes from teams.

**Start Date:** 10/1/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Instructional Component/Grade Level Meetings: Evaluate*

**Description:**

Quarterly Principal and Leadership Team will review Scholastic Math Inventory, Scholastic Reading Inventory, Study Island and Grade Summary Form.

**Start Date:** 11/1/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Schoolwide Tutoring - Implementation*

**Description:**

Tutoring will be scheduled Monday - Thursday from October to May.

**Start Date:** 10/31/2014    **End Date:** 5/31/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Schoolwide Tutoring

*Schoolwide Tutoring: Communication***Description:**

At the first In-Service in August, all teachers will be informed of tutoring program and calendar for the school year.

In September posting for tutoring positions for the school year.

In October letters will be sent to identified hot list students in Grades 1st - 6th Grades.

In November, orientation will be held for parents about the program and student academic progress.

**Start Date:** 8/26/2014    **End Date:** 11/28/2014

**Program Area(s):** Professional Education

**Supported Strategies:**

- Schoolwide Tutoring

*Schoolwide Tutoring: Monitoring/Evaluation***Description:**

Data review occur using SRI (Quarterly) /SMI (Trimester) data.

Monthly Study Island reports, agendas, and minutes will be reviewed.

**Start Date:** 11/18/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Schoolwide Tutoring

**Goal #2:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PVAAS / School Performance Profile Data

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim

Data Source: Scholastic Reading Inventory - Quarterly per year October, January, April, June; Roots Assessment 1st Grade only

Specific Targets: 80% of students from Grades 1st to 6 reading at or above grade level.

Type: Interim

Data Source: Scholastic Math Inventory - 3x per year October, January, June

Specific Targets: 5.6% student growth per year in reading and math for historically underperforming students. Year 1 - 38.89%; Year 2 - 44.29%; Year 3 - 49.89%

Type: Interim



Data Source: Grade Summary Report - Quarterly per year October, January, April, June

Specific Targets: 80% of students from Grades K to 6 reading at or above grade level.

Type: Interim

Data Source: Beginning - Middle - End of the Year Math Assessments

Specific Targets: 80% or above on End of Year Assessment

Type: Interim

Data Source: Study Island Student Performance Reports - Quarterly per year October, January, April, June

Specific Targets: 80% of students from Grades K-6 reading at or above grade level

### ***Strategies:***

#### ***Data Analysis Procedures, Data Informed Instruction, Data Teams & Data Warehousing***

##### **Description:**

Multiple sources of student performance data using annual and interim data sources for schoolwide data analysis for ongoing formative and summative instructional analysis of differentiation and intervention strategies. Data will be generated from PVAAS for Reading, Mathematics, Science, & Writing. In reading data will be generated from Scholastic Reading Inventory, Aimsweb, Reading Roots and Classroom Assessment Reports/Teacher Cycle Record Forms to target timely and relevant instructional students needs below grade level expectation. In Mathematics data will be generated from Scholastic Mathematics Inventory, Beginning Middle and End of the Year, Unit Assessments, and Recognizing Student Achievement data will be used to inform instructional practices/strategies/interventions, and to enhance student growth aligned with meeting Common Core Academic expectations. Examples of practices/strategies/interventions are as follows: T-P-S, Cooperative Groups, questioning, hierarchy of reading skill interventions, feedback loop, and building background knowledge.

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

### *Schoolwide Tutoring*

**Description:**

Students identified as performing below grade level/Hot List will be provided Reading/ Math tutoring. 3rd and 4th Graders performing below grade will be provided 60 minutes of afterschool tutoring using research based Study Island program in Math and Reading. Study Island, will be used to provide leveled skill practice and reinforcement in Reading and Math aligned with the Common Core. The bottom 10% of 1st Grade and 20% of 2nd Grade performing below grade will receive 30 minutes of support using Lexia/Study Island weekly during teacher designated independent reading times based on performance needs.

**SAS Alignment:** Assessment, Instruction, Materials & Resources

### ***Implementation Steps:***

#### *Professional Development: Training*

**Description:**

(4) Professional Development trainings will be scheduled to help all staff to better use Scholastic Math Inventory and Study Island reports to assess, monitor, and provide interventions for supporting academic growth in reading and math.

**Start Date:** 8/26/2014    **End Date:** 6/18/2015

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

### *Quarterly Data Review -Success Network*

**Description:**

Network Committees will meet quarterly to analyze student data for students performing below grade level in reading/hot list students. This data will inform the process for implementing goals, safety nets, and tutoring actions to engage students in the learning process.

**Start Date:** 11/5/2014    **End Date:** 6/16/2017

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

**Supported Strategies:**

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

### *Parent Orientation/Events: Calendar*

**Description:**

In October and May, tutors will meet with parents of identified students to share student performance data of hot list students, actions, and support for students at home.

Academic Parent Events will be held in October - Student Achievement & Homework ; December - Reading Night; January - Books Outloud; February - Math Concepts; March - Family Publishing Project.

**Start Date:** 10/1/2014    **End Date:** 5/29/2015

**Program Area(s):** Professional Education, Student Services, Educational Technology

**Supported Strategies:**

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

### *Professional Development: Communication*

**Description:**

At first In-Service with faculty/staff Leadership Team will communicate schedule and objective of monthly component/grade level meetings.

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

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

*Professional Development: Implementation***Description:**

Professional Development for SMI will occur in August and November during In-service or Article V meetings.

Professional Development for Study Island will occur for tutors in September and December after school hours.

**Start Date:** 8/26/2014    **End Date:** 12/15/2014

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

*Professional Development: Monitor***Description:**

In August, September, November, and December Attendance Sheets will monitor participation in training. In August, September, November, and December Surveys will evaluate needs of participants for follow up after training.

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

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

*Schoolwide Goals to Parent: Communication*

**Description:**

Weekly Folders, Monthly calendars, Letters (August, January, and June) will be sent home indicating school events for parents to support schoolwide academic events and goals.

Monthly Home & School Meetings will be utilized to inform and discuss with parent supports for meeting school wide academic goals.

**Start Date:** 8/26/2014    **End Date:** 6/15/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Schoolwide Goals to Parent: Implementation*

**Description:**

Park Lane website will be created and maintained to bridge consistent communication about schoolwide academic goals in reading and math.

**Start Date:** 1/5/2015    **End Date:** 1/30/2015

**Program Area(s):** Educational Technology

**Supported Strategies:**

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

### *Schoolwide Goals to Parent: Monitor/Evaluation*

**Description:**

Parent surveys, sign in sheets, and website hits will be used to monitor and evaluate level of communication in reaching parents.

**Start Date:** 9/3/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

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

### *Parent Orientation/Events: Communication*

**Description:**

In August at the first in-service, parent orientation and events will be discussed with all staff.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

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

### *Schoolwide Goals: Parent Monitor*

**Description:**

Parent survey, attendance, and sign-in sheets will be used to monitor communication of schoolwide academic goals and events.

**Start Date:** 9/30/2014    **End Date:** 6/16/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

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

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Park Lane El Sch.*



# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Park Lane 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 Park Lane El Sch in the William Penn SD for the 2014-2017 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## **Describe the success from the first year plan**

Park Lane Elementary School success this year in adhering to the improvement plan focus, goals, and action steps.

- Professional Development occurred providing
- Behavior Give Em Five Strategies,
- Math Scholastic Math Inventory Data,
- Afterschool Tutoring Study Island Tutoring Resources
- Common Core/Rigor in Reading using our current Reading Program.
  
- Core Leadership Team met monthly to communicate data, success, obstacles, next step actions of committees which was reflected in Weekly Grams with all Staff for Schoolwide Involvement.
- Leadership Instructional Component Teams met monthly and used current students data to plan actions towards goals, instructional actions, and celebrations for Hot List/Below Basic Level students.
- Leadership Solutions Component Teams met monthly to address data driven needs for supporting students.
- Afterschool Tutoring groups were assessed each quarter and supported based on Hot List Status (Students reading below at grade level) .
- Tutoring Results were shared With Grades each quarter.
  
- Weekly grams reflected Schoolwide celebrations, next steps and Component Team Meetings.
- Monthly Calendar reflected Communication to Parent about instructional and intervention activities
- Daily Announcements reflected schoolwide celebration for students meeting expectations.

### **Describe the continuing areas of concerns from the first year plan**

- Areas of Concern relate to the SIP data walk and focus:
  - In Reading, all Students group performed 64.7% below the target.
  - In Math, all Students group performed 68.7% below the target.
  - We have achievement gaps with our students who are identified as historically underperforming students.
  - In reading and math, the three year trend for all grades combined does not reflect an increase in the percent of proficient and advanced students.
  
- Therefore implementation steps have been reviewed to plan more detailed and specific instructional actions reflective of quarterly assessments analysis in reading/mathematics follows:
  - Timely responsiveness to setting rigorous common core planning goals.
  - Timeliness of instructional interventions, feedback and assessment criterion to support student growth needs.
  - Follow through with Parent Orientation/Events/Communication of school wide goals in a variety of ways in accordance with Title I Assurance. (i.e. Academic Parent Events, Reading Nights, Math Night, and Publishing Project)
  - On going Professional Development needed to support Differentiated Instruction, timely interventions, feedback, and assessment criterion in Reading/Mathematics.
  - Implementation of Grade Level Meetings for Math Focus.

### **Describe the initiatives that have been revised**

Initiatives require more detailed description of actions to address areas of concern and use of data for instructional reflection, timely interventions, and follow through as follows:

- Calendar
  - Add to building calendar Mid-Quarter Review scheduled for timely Data Driven Reading progress and actions toward Quarterly Goals.

- Add to Building calendar monthly Collaboration and Grade-Level Math professional learning growth and assessment.
- Add to Building calendar timelines for Parent Communication of School wide goals via website and bimonthly event meetings.
  
- Common Core/Rigor
- Continued Teacher Lesson Planning to reflect Common Core Planning for Rigor in all content areas related to addressing reading/mathematics achievement gaps
- PLC collaboration among Reading Teachers to create common core question resources related to reading skill for Reading lesson plans.
  
- Professional Learning Community
- Grade Level Collaboration three times per year to collaborate about Math data and setting goals.
- Monthly Grade level analysis of SMI data and Quantiles.com to provide appropriate differentiated math instruction using district math program.
- Monthly Grade level collaboration to discuss best practices.
  
- Afterschool Tutoring
- Tutor first grade students
- Extend AfterSchool tutoring to Grades 4th, 5th, and 6th.
- Parent Orientation to communicate needs/growth
  
- Communication
- Teacher level communication to help students understand lexile (Reading) and quantile (Mathematics) targets and goals.
- Create and maintain Park Lane Website (Homework, projects, grades, data)
  
- On going Professional Development:

- New Math Program
- Intervention Resources (i.e. Moby Max, Lexia, and First in Math)
- Differentiated Instruction
- Behavior (CPI, Holcombe, and PBIS)

**Describe the success from the past year.**

For the 2015 - 2016 Park Lane Elementary School's School Improvement Success are as follows:

- Leadership Team meetings occur for instructional decision making and teacher level leadership for reaching reading and math achievement goals.
- Mid-quarter reviews are held with leadership team and faculty to celebrate, review obstacles, and next step actions.
- Weekly Gram messages communicate instructional, operational, and scheduling actions to support school wide instruction, climate, and safety in the environment.
- Tutoring support for our Hotlist students occur during the day for students in Grades 1st - 6th Grades. Tutoring results are shared during leadership and faculty meetings.
- Professional Development for teachers and support staff occur often supporting Math In Focus common core, rigor, and reasoning skills for students
- Grade level math meetings are being held with teachers for professional growth to plan and support student growth in math
- Professional Development and execution of common core standards at an increasingly rigorous level is occur in reading
- Teacher lesson planning reflect common core standards
- Parent Involvement Math In Focus Games Night was held to include parents support in building Fact Fluency for the more rigorous instruction required related to common core standards

Based on 2015 PVAAS Data Students showed Growth in:

Reading for Grade 4 gained 0.3 (Green); for Grade 5 gained 1.8 (Light Blue); for Grade 6 gained 4.1 (Dark Blue) with 3-Year Average Growth gained 1.8 (Dark Blue)G

- Across Grade Levels 4, 5, 6 Special Education students gained Below Basic 2.6 (Light Blue), 0.1 (Green), 5.2 (Light Blue)

- Across Grade Levels 4, 5, 6 Economically Disadvantaged students gained from Below Basic to Proficient -1.0 to 2.6 (Green)

Math for Grade 4 gained 3.7 (Dark Blue); for Grade 6 gained -1.4 (Green); and for Overall gained -0.6 (Green). 3-Year Average Growth gained 1.2 (Dark Blue)

- Across Grade Levels 4, 5, 6 Special Education student gained in Below Basic 4.1 (Light Blue), 2.8 (Green), 3.9 (Green)
- Across Grade Levels 4, 5, 6 Economically Disadvantaged students gained Below Basic to Basic -1.9 (Green) to 0.7 (Green) 7.4 (Light Blue)

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

Based on 2015 PVAAS Data Students did not show Growth in:  
Mathematics for Grade 5 declined -4 (Red) and

- Across Grade Levels 4, 5, 6 Proficient students declined Grade 4 -2.9 (Pink); for Grade 5 -4.2 (Pink); for Grade 6 -5.7 (Pink)
- Basic Students Grade 5 declined -5.8 (Pink)
- Grade 5 Special Education students declined -6.6 (Pink); for Grade 6 declined -8.0 (Pink)

Park Lane Elementary School is continuing areas of concern are as follows:

- More professional development about students with emotional issues
- Communication to all grade level students
- Teacher grade level analysis of data
- Parent Orientation about New Math Program, Common Core Rigor, Reasoning, and Critical Thinking required of students

### **Describe the initiatives that have been revised.**

Park Lane Elementary School's School Improvement Initiatives relate to 2014 SIP data walk, focus, and action plan (Stated in first year plan assessment) and 2015 PVAAS growth data (Stated in areas of concern) the following areas Assessment, Tutoring, Differentiated Instruction, and Parent Orientation have been revised as follows:

#### **Assessment**

change from Scholastic Math Inventory (SMI) to Classroom Diagnostic Tools (CDT) which are:

- aligned with State Benchmarks

- available with free training from Delaware County Intermediate Unit
- cost effective

### **Tutoring**

- Flexible Rotating Schedule for Tutoring during the day
- Add Kindergarten to Tutoring Support
- Revisit Tutoring expectations and program with tutors
- Provide more push in to help out with differentiation (i.e. fluency, extensive learning, remedial, and math facts practice)
- Improving instructional goals and feedback communication to homeroom teachers

### **Differentiation**

- Professional Learning Community Colleague to Colleague to shared ideas and activities, management, and recommendations for timely inclass differentiation i.e.
- Writing - literacy based centers
- Math - centers to reteach/enrich books; special education push-in; enrichment projects for each unit.

### **Parent Orientation/Website**

- Committee to maintain a School/District Website
- Parente Visitation Day (September 1st)
- Math Game Night
- Reading (SFA) Night
- Book Fair during Winter & Spring Conferences
- Hold Academic Morning Sessions (i.e. Muffins for Mom, Donuts for Dad, Pastries for Parents)
- Sharing information on a website or eschool calendard