

Aronimink El Sch

**School Level Plan**

07/01/2019 - 06/30/2020

# School Profile

---

## Demographics

### *Aronimink El Sch*

4611 Bond Ave  
Drexel Hill, PA 19026  
(610)853-4510

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Joshua Rehak

Superintendent: Daniel McGarry

## Stakeholder Involvement

The Aronimink Elementary School Improvement Plan was created using a variety of data points, teacher reflection and input, and analyzing our practices. The team consisted of both classroom and special education teachers, our reading specialist, and principal. Over the course of several work sessions and independent teacher review, the Aronimink team, working as a collaborative group, generated accomplishments and concerns to be included in the school-wide plan. Based on the agreed upon information presented, we aligned our concerns with the systematic challenges within our building and developed action steps to address our identified challenges. After the plan was developed it will be shared with the entire faculty and members of the school community at a Home and School meeting for additional input.

Name	Role
Joshua Rehak	Building Principal
Brendan Dunn	Elementary School Teacher - Regular Education
Kevin Kee	Elementary School Teacher - Regular Education
Janet Paris	Elementary School Teacher - Regular Education
Colleen Pearce	Elementary School Teacher - Regular Education
Donna Schaefer	Elementary School Teacher - Regular Education
Susan Symnoski	Elementary School Teacher - Regular Education
Rebecca Schaefer	Elementary School Teacher - Special Education
Jean Furey	Instructional Coach/Mentor Librarian

# Needs Assessment

---

## School Accomplishments

### Accomplishment #1:

On both the *Measures of Academic Progress (MAP) Reading and Math Assessments*, students in Grades 2-5 outperformed the expected annual growth as identified by **NWEA's 2015 MAP Growth Norms** from the "Beginning of the Year" assessment to the "End of the Year" assessment during the 2018-19 school year.

Grade	FALL 2018 SCORES - B.O.Y. DATA				E.O.Y. MATH GOALS		E.O.Y. READING GOALS	
	Math ARON	Math NORM	Reading ARON	Reading - NORM	MATH - SPRING GOAL	MATH SPRING 2019 ACTUAL	READING - SPRING GOAL	READING SPRING 2019
1st	162.4 *	162.4	161.3 *	160.7	180.8	179.7 - N	178.1	176 - N
2nd	181 *	176.7	176.7 *	174.7	196.2	204.4- Y	190.7	195 - Y
3rd	186.3	190.4	187.1	188.3	199.3	199.8 -Y	197.4	197.3 - Y
4th	198.7	201.9	195.2	198.2	210.3	213.7 - Y	203	203.7 - Y
5th	210	211.4	202.3	205.7	219.9	221.8 - Y	208.4	211.1 - Y
<i>* denotes grade is "above" grade level norm</i>								

### Accomplishment #2:

According to the 2019 Future Ready PA Index, Aronimink Elementary School received an academic growth score of 94.0 in English Language Arts, outperforming the PA Statewide Average Growth Score by 19 points. In addition, Aronimink outperformed its 2018 Academic Growth Score by 16 percentage points. **All student groups** exceeded our annual academic growth expectation in this area.

### Accomplishment #3:

According to the 2019 Future Ready PA Index, Aronimink Elementary School received an academic growth score of 93.0 in Mathematics, outperforming the PA Statewide Average Growth Score by 17.7 points. In addition, Aronimink outperformed its previous 2018 Academic Growth Score by 18 percentage points. **All student groups** met or exceeded our annual academic growth expectation in this area.

#### Accomplishment #4:

According to the 2019 Future Ready PA Index, 75.5% of Aronimink 4th graders earned a Proficient or Advanced on the Science PSSA, outperforming the statewide average of 66% Proficient or Advanced by 9.5 percentage points. This is an improvement of 4.6% from the previous year's Science achievement score.

## School Concerns

#### Concern #1:

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the English Language Arts (ELA) achievement goal with 54.8% of students earning a Proficient or Advanced score. This is well below the state average of 62.1%. This score has declined from the previous year's achievement score of 58.4%. There has been a decreasing trend since the 2015-16 in overall ELA achievement of both Proficient and Advanced students according to the PSSA.

#### Concern #2:

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the Mathematics achievement goal with 43.4% of students earning a Proficient or Advanced score. This is well below the state average of 45.2%. This score has declined from the previous year's achievement score of 45.6%.

#### Concern #3:

According to the 2019 PSSA, only 44.9% of 3rd grade students were Proficient or Advanced on the English Language Arts (ELA) assessment. Only 34.1% of students were Proficient and Advanced on the Math assessment.

#### Concern #4:

According to the AIMSWEB+ Fall benchmark measures, 36% of our current 1st graders scored below the 10th percentile on Oral Reading Fluency.

#### Concern #5:

According to Upper Darby School District fluency checks, Aronimink's *Math Fact Fluency* proficiency levels for the initial fluency check indicate the need for significant improvement across grades 1 through 5.

#### **Beginning of the Year**

1st grade – 0% Proficient

2nd grade – 2.2% Proficient

3rd grade – 15.8% Proficient

4th grade – 10.9% Proficient

5th grade – 20% Proficient

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the English Language Arts (ELA) achievement goal with 54.8% of students earning a Proficient or Advanced score. This is well below the state average of 62.1%. This score has declined from the previous year's achievement score of 58.4%. There has been a decreasing trend since the 2015-16 in overall ELA achievement of both Proficient and Advanced students according to the PSSA.

---

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the Mathematics achievement goal with 43.4% of students earning a Proficient or Advanced score. This is well below the state average of 45.2%. This score has declined from the previous year's achievement score of 45.6%.

---

According to the 2019 PSSA, only 44.9% of 3rd grade students were Proficient or Advanced on the English Language Arts (ELA) assessment. Only 34.1% of students were Proficient and Advanced on the Math assessment.

---

According to the AIMSWEB+ Fall benchmark measures, 36% of our current 1st graders scored below the 10th percentile on Oral Reading Fluency.

---

According to Upper Darby School District fluency checks, Aronimink's *Math Fact Fluency* proficiency levels for the initial fluency check indicate the need for significant improvement across grades 1 through 5.

### **Beginning of the Year**

1st grade – 0% Proficient

2nd grade – 2.2% Proficient

3rd grade – 15.8% Proficient

4th grade – 10.9% Proficient

5th grade – 20% Proficient

**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:**

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the English Language Arts (ELA) achievement goal with 54.8% of students earning a Proficient or Advanced score. This is well below the state average of 62.1%. This score has declined from the previous year's achievement score of 58.4%. There has been a decreasing trend since the 2015-16 in overall ELA achievement of both Proficient and Advanced students according to the PSSA.

---

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the Mathematics achievement goal with 43.4% of students earning a Proficient or Advanced score. This is well below the state average of 45.2%. This score has declined from the previous year's achievement score of 45.6%.

---

According to the 2019 PSSA, only 44.9% of 3rd grade students were Proficient or Advanced on the English Language Arts (ELA) assessment. Only 34.1% of students were Proficient and Advanced on the Math assessment.

---

According to the AIMSWEB+ Fall benchmark measures, 36% of our current 1st graders scored below the 10th percentile on Oral Reading Fluency.

---

According to Upper Darby School District fluency checks, Aronimink's *Math Fact Fluency* proficiency levels for the initial fluency check indicate the need for significant improvement across grades 1 through 5.

**Beginning of the Year**

1st grade – 0% Proficient

2nd grade – 2.2% Proficient

3rd grade – 15.8% Proficient

4th grade – 10.9% Proficient

5th grade – 20% Proficient

**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:**

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the English Language Arts (ELA) achievement goal with 54.8% of students earning a Proficient or Advanced score. This is well below the state average of 62.1%. This score has declined from the previous year's achievement score of 58.4%. There has been a decreasing trend since the 2015-16 in overall ELA achievement of both Proficient and Advanced students according to the PSSA.

---

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the Mathematics achievement goal with 43.4% of students earning a Proficient or Advanced score. This is well below the state average of 45.2%. This score has declined from the previous year's achievement score of 45.6%.

---

According to the 2019 PSSA, only 44.9% of 3rd grade students were Proficient or Advanced on the English Language Arts (ELA) assessment. Only 34.1% of students were Proficient and Advanced on the Math assessment.

---

According to the AIMSWEB+ Fall benchmark measures, 36% of our current 1st graders scored below the 10th percentile on Oral Reading Fluency.

---

According to Upper Darby School District fluency checks, Aronimink's *Math Fact Fluency* proficiency levels for the initial fluency check indicate the need for significant improvement across grades 1 through 5.

**Beginning of the Year**

1st grade – 0% Proficient

2nd grade – 2.2% Proficient

3rd grade – 15.8% Proficient

4th grade – 10.9% Proficient

5th grade – 20% Proficient

**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:**

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the English Language Arts (ELA) achievement goal with 54.8% of students earning a Proficient or Advanced score. This is well below the state average of 62.1%. This score has declined from the previous year's achievement score of 58.4%. There has been a decreasing trend since the 2015-16 in overall ELA achievement of both Proficient and Advanced students according to the PSSA.

---

According to the 2019 Future Ready PA Index, Aronimink Elementary School did not meet the Mathematics achievement goal with 43.4% of students earning a Proficient or Advanced score. This is well below the state average of 45.2%. This score has declined from the previous year's achievement score of 45.6%.

---

According to the 2019 PSSA, only 44.9% of 3rd grade students were Proficient or Advanced on the English Language Arts (ELA) assessment. Only 34.1% of students were Proficient and Advanced on the Math assessment.

---

According to the AIMSWEB+ Fall benchmark measures, 36% of our current 1st graders scored below the 10th percentile on Oral Reading Fluency.

---

According to Upper Darby School District fluency checks, Aronimink's *Math Fact Fluency* proficiency levels for the initial fluency check indicate the need for significant improvement across grades 1 through 5.

**Beginning of the Year**

1st grade – 0% Proficient

2nd grade – 2.2% Proficient

3rd grade – 15.8% Proficient

4th grade – 10.9% Proficient

5th grade – 20% Proficient



# School Level Plan

---

## Action Plans

**Goal #1:** 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.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, PVAAS, MAP Assessments, Curriculum based assessments, AIMSWEB Data

Grade Level Meeting Discussions, Observations and Learning Walks

Specific Targets: Providing professional development to teachers on appropriate usage of intervention times and how to use data to support academic challenges and progress.

Raising our achievement scores in ELA, Math, and Science

Increase our PVAAS growth in Science

Quarterly data reviews

Bi-weekly grade level meetings

Teacher review of student goal setting

### Strategies:

#### *Charlotte Danielson Framework*

##### Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

- Administration and teachers engaging in meaningful conversations and providing feedback to the staff around instruction and best practices.
- Provides a framework across 4 essential domains (Planning and Preparation, Class Environment, Instruction, Professional Responsibilities) and provides meaningful reflection during lesson development.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

## *Pennsylvania's Schoolwide Positive Behavior Support System*

### **Description:**

"Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs." (Source: [http://effectivestrategies.wiki.caiu.org/file/view/SWPBS\\_Intro1213.pdf/528271388/SWPBS\\_Intro1213.pdf](http://effectivestrategies.wiki.caiu.org/file/view/SWPBS_Intro1213.pdf/528271388/SWPBS_Intro1213.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

### **Concentration:**

#### **PBIS Tier 1 Intervention / Tier 2**

Teach, reteach, and support expected behaviors at Aronimink Elementary School.

Aronimink elementary has a school-wide behavior management plan for all students. It emphasizes high expectations of behaviors across various environments. These behaviors focus on three key components: Being Respectful, Responsible and Safe. Expectations are outlined across all school environments such as classroom, hallway, cafeteria, bathroom, playground, etc. These areas are discussed and modeled on a revolving basis throughout the school year. These expectations are informally celebrated each day and formally each month.

Responsive Classroom techniques and strategies such as common teacher language are used throughout the school. In addition, students learn logical consequences for poor behavior.

Students in the classroom will learn about the Aronimink School Community from the morning announcements and through morning meeting. Our goal is to achieve success in all Tier I initiatives.

Student of the Month recognizes students who exhibit star student behavior.

Aronimink expectations of behavior are recited each morning in every classroom and over the announcements and help to reinforce how we function as members of Aronimink school community. Students are rewarded for their positive behaviors daily through the collection "Bucky Bucks" which are earned for exemplifying our fundamental principles.

Bullying prevention lessons taught school-wide as needed and are reviewed quarterly with students and families in several different forums.

Continue to build our Tier 2 team to provide additional supports for student who are struggling behaviorally within the school setting.

**SAS Alignment:** Safe and Supportive Schools

### *Utilizing Data to Identify Needs and Target Instruction*

**Description:**

- Utilize MAP, PSSA, DIBELS and benchmark data to determine areas of need for all students and adjust instruction
- Quarterly Grade Level and School-Wide Data Meetings
- Provide opportunities for serious, data-driven discussions related to identifying the needs of all students
- **Evaluation of MAP, PSSA, AIMSWEB+ and benchmark data to appropriately place and/or change a student's reading intervention group for MTSS.**
- Through established data meetings, develop differentiated instructional plans relative to grade level standards and all subgroups
- Use of progress monitoring to determine students growth and assess goals for each tier
- Establish a plan for ongoing professional development to ensure that best practices are being utilized and data is informing instruction.
- Use of data to begin the SST process for struggling students.

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

### *Ongoing Professional Development and Instructional Coaching*

**Description:**

- Establish plan for ongoing professional development to ensure that teaching practices are aligned with students' needs and strengths
- Ongoing professional development in the new HMH *Into Reading* curriculum.
- "Gamification" with instructional coaches to promote scheduling frequent times to meet with instructional coaches
- Improve our school-wide understanding and usage of NWEA MAP data to inform instruction and better understand our students.
- Effective use of new Chromebooks to increase student engagement in lessons and practice 21st century skills
- On-site Professional Development for implementing and incorporating academic rigor.
- On-going consultation and co-teaching with district instructional coaches and MTSS specialists.
- Demonstration lessons; Learning walks, on-going team feedback

**SAS Alignment:** Instruction

### *Improving Teacher Effectiveness*

**Description:**

- Instructional alignment with the PA Framework for Teaching
- Create a system in which all teachers and staff engage in professional conversations about instruction based on the Danielson Framework.
- Frequent learning walks by the principal, instructional coach and teaching staff
- Structured grade level meeting protocol designed to help facilitate professional conversations about student achievement
- Professional development that is ongoing in the new **HMH Into Reading** curriculum
- Ongoing professional development of the writing across the curriculum
- Ongoing practice of Close Reading
- Ongoing professional development of GO Math curriculum and deeper understanding of student performance on assessment measures.
- Development of Instructional Strategies to address needs of diverse learners
- Ongoing development of a Positive Behavior Intervention System (PBIS)

**SAS Alignment:** Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

*Implementation of the new HMH Into Reading ELA curriculum***Description:**

First year of implementation with new ELA curriculum

- Implementation of Reading and Writing Workshops
- Assortment of New Materials - Consumable MyBooks, Leveled Libraries, Anchor Charts, etc

Ongoing and frequent professional development at each grade level by supervisor and district instructional coaches

Grade level meetings provide opportunities to collaborate in design of new lessons

“Gamification” of work with instructional coaches to provide additional professional development opportunities for grade level teams

Observations and learning walks during ELA time with constructive feedback

## *After School Programs - Royal Scholars Tutoring Club / STEM Club*

### **Description:**

- **Royal Scholars Tutoring Club** is a partnership with Upper Darby High School to provide tutoring support in the area of the math for students who are identified by their teacher. Provides additional intervention for homework help and extra practice outside of the classroom.
- The **Aronimink STEM Club** creates and opportunities for enrichment in the area of STEM outside of the general curriculum. Registered students participate in a variety of activities and experiments that encourages team work, experimentation, and knowledge application. In addition, STEM activities help students build resilience and problem solving skills.
- After-school programs can provide reinforcement enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

## *Partnership with Lakeside Neurologic*

### **Description:**

- Aronimink Elementary School will continue its work with Lakeside coaches to learn more about trauma-informed care and brain development of our students.
- Coaches from Lakeside Neurologic will provide targeted feedback to our professional staff based on observed current classroom environments and student behaviors.
- Each faculty member is working with our coach to establish a “Calming Corner” in each Aronimink classroom. Expectations associated with the "calming corner" will be explicitly taught on how it will be utilized within the classroom.
- Targeted classroom interventions will be determined based on identified individual teacher/classroom need.
- New materials will be purchased to assist in the establishment of trauma informed classrooms.

## *Partnership with Supportive Relationships*

### **Description:**

We will continue our targeted work with the University of Pennsylvania's Center for Supportive Relationships

- Constructive feedback and coaching on teacher interactions with students will be provided to enrich student/teacher experience
- Development of action plan to build relational skills (when appropriate)

## *Departmentalization of 4th and 5th Grade*

### **Description:**

Our 4th and 5th grade teachers will departmentalize in both Math and English Language Arts during the 2019-20 school year.

This opportunity will provide opportunities for deeper teacher planning and preparation for their designed courses.

This will allow for the development of content specialist teachers who are extremely knowledgeable in their content area.

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

## ***Implementation Steps:***

### *Formal Data Meetings - Informal Data Review*

#### **Description:**

Teachers, district coaches, and principal will meet formally 3x a year to analyze various student benchmark data.

Bi-weekly grade level meetings will provide opportunities to review student data and address achievement concerns.

Teachers will review progress monitoring data and make necessary adjustments during MTSS. Frequent communication will occur between all relevant team members.

Data will be reviewed at faculty meets to address targeted areas.

Data-driven decisions will be used both formally and informally to how best meet the students' academic needs.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

## *Professional Conversations - Utilizing the Danielson Framework to Drive Conversation*

### **Description:**

- The administrator will use the Danielson Framework to engage in meaningful conversations and provide feedback to the staff around instruction and best practices.
- All non-tenured teachers will be formally evaluated twice a year and tenured teachers will be evaluated once a year every three years. The administrator and the teachers will use the Danielson Framework as a basis for these formal evaluations.
- The administrator and the teachers will use the Danielson Framework as a basis for informal learning walks.
- Learning walks will target specific components within each domain

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

## *Staff Development - PBIS*

### **Description:**

Continue to provide professional development on the Tier 2 and Tier 3 interventions during early dismissal in-service

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

## *Partnership with Lakeside Neurologic*

### **Description:**

Partnership with Lakeside Neurologic with help educate our staff on the importance of trauma-informed classrooms. Teachers will be working with a Lakeside coach on specific strategies identified through individual classroom observation. Teachers will use the targeted feedback to practice new strategies to enhance the learning environment for all students.

**Start Date:** 8/26/2019    **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

### *SST Process*

**Description:**

Aronimink's SST team meets weekly to address specific student concerns by both parents and teachers. The team reviews current practices and student data to determine a design of intervention plans to increase student achievement.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

**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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Learning Walks, Observation, Data Review (both discipline and academic)

Specific Targets: Increased student achievement and growth from one measure to the next.

Formative and Summative Assessments

Frequent professional conversations

Surveys

Discussion during grade level meetings



## ***Strategies:***

### *Charlotte Danielson Framework*

#### **Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

- Administration and teachers engaging in meaningful conversations and providing feedback to the staff around instruction and best practices.
- Provides a framework across 4 essential domains (Planning and Preparation, Class Environment, Instruction, Professional Responsibilities) and provides meaningful reflection during lesson development.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Pennsylvania's Schoolwide Positive Behavior Support System*

#### **Description:**

"Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. " (Source: [http://effectivestrategies.wiki.caiu.org/file/view/SWPBS\\_Intro1213.pdf/528271388/SWPBS\\_Intro1213.pdf](http://effectivestrategies.wiki.caiu.org/file/view/SWPBS_Intro1213.pdf/528271388/SWPBS_Intro1213.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

#### **Concentration:**

##### **PBIS Tier 1 Intervention / Tier 2**

Teach, reteach, and support expected behaviors at Aronimink Elementary School.

Aronimink elementary has a school-wide behavior management plan for all students. It emphasizes high expectations of behaviors across various environments. These behaviors focus on three key components: Being Respectful, Responsible and Safe. Expectations are outlined across all school environments

such as classroom, hallway, cafeteria, bathroom, playground, etc. These areas are discussed and modeled on a revolving basis throughout the school year. These expectations are informally celebrated each day and formally each month.

Responsive Classroom techniques and strategies such as common teacher language are used throughout the school. In addition, students learn logical consequences for poor behavior.

Students in the classroom will learn about the Aronimink School Community from the morning announcements and through morning meeting. Our goal is to achieve success in all Tier I initiatives.

Student of the Month recognizes students who exhibit star student behavior. Aronimink expectations of behavior are recited each morning in every classroom and over the announcements and help to reinforce how we function as members of Aronimink school community. Students are rewarded for their positive behaviors daily through the collection "Bucky Bucks" which are earned for exemplifying our fundamental principles.

Bullying prevention lessons taught school-wide as needed and are reviewed quarterly with students and families in several different forums.

Continue to build our Tier 2 team to provide additional supports for student who are struggling behaviorally within the school setting.

**SAS Alignment:** Safe and Supportive Schools

### *Utilizing Data to Identify Needs and Target Instruction*

#### **Description:**

- Utilize MAP, PSSA, DIBELS and benchmark data to determine areas of need for all students and adjust instruction
- Quarterly Grade Level and School-Wide Data Meetings
- Provide opportunities for serious, data-driven discussions related to identifying the needs of all students
- **Evaluation of MAP, PSSA, AIMSWEB+ and benchmark data to appropriately place and/or change a student's reading intervention group for MTSS.**
- Through established data meetings, develop differentiated instructional plans relative to grade level standards and all subgroups
- Use of progress monitoring to determine students growth and assess goals for each tier
- Establish a plan for ongoing professional development to ensure that best practices are being utilized and data is informing instruction.
- Use of data to begin the SST process for struggling students.

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

## *Ongoing Professional Development and Instructional Coaching*

### **Description:**

- Establish plan for ongoing professional development to ensure that teaching practices are aligned with students' needs and strengths
- Ongoing professional development in the new HMH *Into Reading* curriculum.
- "Gamification" with instructional coaches to promote scheduling frequent times to meet with instructional coaches
- Improve our school-wide understanding and usage of NWEA MAP data to inform instruction and better understand our students.
- Effective use of new Chromebooks to increase student engagement in lessons and practice 21st century skills
- On-site Professional Development for implementing and incorporating academic rigor.
- On-going consultation and co-teaching with district instructional coaches and MTSS specialists.
- Demonstration lessons; Learning walks, on-going team feedback

**SAS Alignment:** Instruction

## *Improving Teacher Effectiveness*

### **Description:**

- Instructional alignment with the PA Framework for Teaching
- Create a system in which all teachers and staff engage in professional conversations about instruction based on the Danielson Framework.
- Frequent learning walks by the principal, instructional coach and teaching staff
- Structured grade level meeting protocol designed to help facilitate professional conversations about student achievement
- Professional development that is ongoing in the new **HMH *Into Reading*** curriculum
- Ongoing professional development of the writing across the curriculum
- Ongoing practice of Close Reading
- Ongoing professional development of GO Math curriculum and deeper understanding of student performance on assessment measures.
- Development of Instructional Strategies to address needs of diverse learners
- Ongoing development of a Positive Behavior Intervention System (PBIS)

**SAS Alignment:** Assessment, Instruction, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

## *Implementation of the new HMH Into Reading ELA curriculum*

### **Description:**

First year of implementation with new ELA curriculum

- Implementation of Reading and Writing Workshops
- Assortment of New Materials - Consumable MyBooks, Leveled Libraries, Anchor Charts, etc

Ongoing and frequent professional development at each grade level by supervisor and district instructional coaches

Grade level meetings provide opportunities to collaborate in design of new lessons

“Gamification” of work with instructional coaches to provide additional professional development opportunities for grade level teams

Observations and learning walks during ELA time with constructive feedback

### *After School Programs - Royal Scholars Tutoring Club / STEM Club*

#### **Description:**

- **Royal Scholars Tutoring Club** is a partnership with Upper Darby High School to provide tutoring support in the area of the math for students who are identified by their teacher. Provides additional intervention for homework help and extra practice outside of the classroom.
- The **Aronimink STEM Club** creates and opportunities for enrichment in the area of STEM outside of the general curriculum. Registered students participate in a variety of activities and experiments that encourages team work, experimentation, and knowledge application. In addition, STEM activities help students build resilience and problem solving skills.
- After-school programs can provide reinforcement enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

### *Partnership with Lakeside Neurologic*

#### **Description:**

- Aronimink Elementary School will continue its work with Lakeside coaches to learn more about trauma-informed care and brain development of our students.
- Coaches from Lakeside Neurologic will provide targeted feedback to our professional staff based on observed current classroom environments and student behaviors.

- Each faculty member is working with our coach to establish a “Calming Corner” in each Aronimink classroom. Expectations associated with the "calming corner" will be explicitly taught on how it will be utilized within the classroom.
- Targeted classroom interventions will be determined based on identified individual teacher/classroom need.
- New materials will be purchased to assist in the establishment of trauma informed classrooms.

### *Partnership with Supportive Relationships*

#### **Description:**

We will continue our targeted work with the University of Pennsylvania's Center for Supportive Relationships

- Constructive feedback and coaching on teacher interactions with students will be provided to enrich student/teacher experience
- Development of action plan to build relational skills (when appropriate)

### *Departmentalization of 4th and 5th Grade*

#### **Description:**

Our 4th and 5th grade teachers will departmentalize in both Math and English Language Arts during the 2019-20 school year.

This opportunity will provide opportunities for deeper teacher planning and preparation for their designed courses.

This will allow for the development of content specialist teachers who are extremely knowledgeable in their content area.

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

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

*Danielson Framework Basis for Learning Walks, Formal Observations, Lesson Planning, Content Specific Coaching Opportunities*

#### **Description:**

Following the Danielson Framework and focusing specifically on Domains 2 and 3

Learning walks and formal observations will be conducted by the building principal and supervisors to determine:

- coherent, student-centered instruction
- positive, classroom environment with implementation of PBIS framework
- student behavior management
- frequent checks for understanding
- delivery of lesson plans with clear objectives that are standards-aligned

Feedback for teachers will be provided both formally and informally and include Domains 1 and 4

Weekly Grade level meetings to discuss educational practices

Lesson planning will be aligned with the Danielson Framework

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

**Program Area(s):**

**Supported Strategies:**

- Charlotte Danielson Framework
- Utilizing Data to Identify Needs and Target Instruction
- Ongoing Professional Development and Instructional Coaching
- Improving Teacher Effectiveness

### *Professional Conversations - Utilizing the Danielson Framework to Drive Conversation*

**Description:**

- The administrator will use the Danielson Framework to engage in meaningful conversations and provide feedback to the staff around instruction and best practices.
- All non-tenured teachers will be formally evaluated twice a year and tenured teachers will be evaluated once a year every three years. The administrator and the teachers will use the Danielson Framework as a basis for these formal evaluations.
- The administrator and the teachers will use the Danielson Framework as a basis for informal learning walks.
- Learning walks will target specific components within each domain

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:**

- Charlotte Danielson Framework
- Ongoing Professional Development and Instructional Coaching

*Formal Data Meetings - Informal Data Review*

**Description:**

Teachers, district coaches, and principal will meet formally 3x a year to analyze various student benchmark data.

Bi-weekly grade level meetings will provide opportunities to review student data and address achievement concerns.

Teachers will review progress monitoring data and make necessary adjustments during MTSS. Frequent communication will occur between all relevant team members.

Data will be reviewed at faculty meets to address targeted areas.

Data-driven decisions will be used both formally and informally to how best meet the students' academic needs.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:**

- Utilizing Data to Identify Needs and Target Instruction
- Ongoing Professional Development and Instructional Coaching
- Improving Teacher Effectiveness

*SST Process*

**Description:**

Aronimink's SST team meets weekly to address specific student concerns by both parents and teachers. The team reviews current practices and student data to determine a design of intervention plans to increase student achievement.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:**

- Utilizing Data to Identify Needs and Target Instruction

### *Staff Development - PBIS*

**Description:**

Continue to provide professional development on the Tier 2 and Tier 3 interventions during early dismissal in-service

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:**

- Utilizing Data to Identify Needs and Target Instruction
- Ongoing Professional Development and Instructional Coaching

### *Partnership with Lakeside Neurologic*

**Description:**

Partnership with Lakeside Neurologic will help educate our staff on the importance of trauma-informed classrooms. Teachers will be working with a Lakeside coach on specific strategies identified through individual classroom observation. Teachers will use the targeted feedback to practice new strategies to enhance the learning environment for all students.

**Start Date:** 8/26/2019    **End Date:** 6/12/2020

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

**Supported Strategies:**



- Pennsylvania's Schoolwide Positive Behavior Support System
- Utilizing Data to Identify Needs and Target Instruction
- Ongoing Professional Development and Instructional Coaching
- Improving Teacher Effectiveness
- Partnership with Lakeside Neurologic
- Partnership with Supportive Relationships

**Goal #3:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PBIS data and SWIS data analysis of student behavior

Specific Targets: Reduce or decrease student behavior while using PBIS Tier 1, 2, and 3 to support students and families

**Strategies:**

*Pennsylvania's Schoolwide Positive Behavior Support System*

**Description:**

"Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs." (Source: [http://effectivestrategies.wiki.caiu.org/file/view/SWPBS\\_Intro1213.pdf/528271388/SWPBS\\_Intro1213.pdf](http://effectivestrategies.wiki.caiu.org/file/view/SWPBS_Intro1213.pdf/528271388/SWPBS_Intro1213.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**Concentration:****PBIS Tier 1 Intervention / Tier 2**

Teach, reteach, and support expected behaviors at Aronimink Elementary School.

Aronimink elementary has a school-wide behavior management plan for all students. It emphasizes high expectations of behaviors across various environments. These behaviors focus on three key components: Being Respectful, Responsible and Safe. Expectations are outlined across all school environments such as classroom, hallway, cafeteria, bathroom, playground, etc. These areas are discussed and modeled on a revolving basis throughout the school year. These expectations are informally celebrated each day and formally each month.

Responsive Classroom techniques and strategies such as common teacher language are used throughout the school. In addition, students learn logical consequences for poor behavior.

Students in the classroom will learn about the Aronimink School Community from the morning announcements and through morning meeting. Our goal is to achieve success in all Tier I initiatives.

Student of the Month recognizes students who exhibit star student behavior. Aronimink expectations of behavior are recited each morning in every classroom and over the announcements and help to reinforce how we function as members of Aronimink school community. Students are rewarded for their positive behaviors daily through the collection "Bucky Bucks" which are earned for exemplifying our fundamental principles.

Bullying prevention lessons taught school-wide as needed and are reviewed quarterly with students and families in several different forums.

Continue to build our Tier 2 team to provide additional supports for student who are struggling behaviorally within the school setting.

**SAS Alignment:** Safe and Supportive Schools

***After School Programs - Royal Scholars Tutoring Club / STEM Club*****Description:**

- **Royal Scholars Tutoring Club** is a partnership with Upper Darby High School to provide tutoring support in the area of the math for students who are identified by their teacher. Provides additional intervention for homework help and extra practice outside of the classroom.
- The **Aronimink STEM Club** creates and opportunities for enrichment in the area of STEM outside of the general curriculum. Registered students participate in a variety of activities and experiments that encourages team work, experimentation,

and knowledge application. In addition, STEM activities help students build resilience and problem solving skills.

- After-school programs can provide reinforcement enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

### *Partnership with Lakeside Neurologic*

#### **Description:**

- Aronimink Elementary School will continue its work with Lakeside coaches to learn more about trauma-informed care and brain development of our students.
- Coaches from Lakeside Neurologic will provide targeted feedback to our professional staff based on observed current classroom environments and student behaviors.
- Each faculty member is working with our coach to establish a “Calming Corner” in each Aronimink classroom. Expectations associated with the "calming corner" will be explicitly taught on how it will be utilized within the classroom.
- Targeted classroom interventions will be determined based on identified individual teacher/classroom need.
- New materials will be purchased to assist in the establishment of trauma informed classrooms.

### *Partnership with Supportive Relationships*

#### **Description:**

We will continue our targeted work with the University of Pennsylvania's Center for Supportive Relationships

- Constructive feedback and coaching on teacher interactions with students will be provided to enrich student/teacher experience
- Development of action plan to build relational skills (when appropriate)

#### **Implementation Steps:**

### *Formal Data Meetings - Informal Data Review*

#### **Description:**

Teachers, district coaches, and principal will meet formally 3x a year to analyze various student benchmark data.

Bi-weekly grade level meetings will provide opportunities to review student data and address achievement concerns.

Teachers will review progress monitoring data and make necessary adjustments during MTSS. Frequent communication will occur between all relevant team members.

Data will be reviewed at faculty meets to address targeted areas.

Data-driven decisions will be used both formally and informally to how best meet the students' academic needs.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

### *SST Process*

**Description:**

Aronimink's SST team meets weekly to address specific student concerns by both parents and teachers. The team reviews current practices and student data to determine a design of intervention plans to increase student achievement.

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

### *Staff Development - PBIS*

**Description:**

Continue to provide professional development on the Tier 2 and Tier 3 interventions during early dismissal in-service

**Start Date:** 8/28/2019    **End Date:** 6/12/2020

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

## *Partnership with Lakeside Neurologic*

**Description:**

Partnership with Lakeside Neurologic with help educate our staff on the importance of trauma-informed classrooms. Teachers will be working with a Lakeside coach on specific strategies identified through individual classroom observation. Teachers will use the targeted feedback to practice new strategies to enhance the learning environment for all students.

**Start Date:** 8/26/2019      **End Date:** 6/12/2020

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

**Supported Strategies:** None selected

# Assurance of Quality and Accountability

---

We, the undersigned, hereby certify that the school level plan for Aronimink El Sch in the Upper Darby SD has been duly reviewed 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
- 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 Aronimink El Sch in the Upper Darby SD for the 2019-2020 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*