

Bywood El Sch

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Bywood El Sch

330 Avon Rd
Upper Darby, PA 19082
(610)352-6842

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Timothy McEntee

Superintendent: Daniel McGarry

Stakeholder Involvement

At Bywood Elementary School, we believe that together we can impart a world of understanding into the minds and hearts of every Bywood student. The Comprehensive Planning Team broke up into groups to review data in multiple areas, including Aimsweb, NWEA MAP, PSSA, PVAAS, student behaviors and trancies. The teams listed and presented accomplishments and concerns to be included in the school-wide plan. Based on the information presented, we aligned our concerns with the systematic challenges in the building. As a team, we determined the overarching goal for the building is to ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. The second two goals are rooted in bettering academics. The first is to 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 Teacher. The second academic goal is to 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.

Name	Role
Wendy Elgart	Administrator
Timothy McEntee	Building Principal
Kelly Hughes-Reid	Community Representative
Patti Callahan	Ed Specialist - Other
Susan Edgcumbe	Ed Specialist - Other
Pat Mulholland	Ed Specialist - Other
Jennifer Maguire	Ed Specialist - School Nurse

Joanne Foley	Ed Specialist - School Psychologist
Dorothy Cirillo	Elementary School Teacher - Regular Education
Lisa Lapina	Elementary School Teacher - Regular Education
Janet Newby	Elementary School Teacher - Regular Education
Heather Palazzo	Elementary School Teacher - Special Education
Kelly Mantzaridis	Instructional Coach/Mentor Librarian
Domonique Harrison	Parent
Tara Mullins	Parent

Federal Programs

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

- The Assistant Superintendent for Curriculum and Instruction provides bi-weekly training for the building level administrative teams. The Instructional Technology Supervisor, Manager of Data and Information, and other Central Administrators are in attendance at those meetings and provide additional building support as needed. In addition, the Superintendent holds mandatory monthly meetings where Principals receive training from all Central administrators and are responsible for sharing the information with building level staff.

Provider	Meeting Date	Type of Assistance
Dr. Daniel McGarry, Acting Superintendent	9/26/2018	Review of Committee Meeting, Facilities update, Staffing, Contract Negotiations, Equity Trainings, Job Fairs, Video Requests, Action Research, Eschool Updates
Dr. Daniel McGarry, Acting Superintendent	10/24/2018	Review of Committee Meeting, Update on Facilities, Book Discussion, Introduction to Equity Training
Dr. Daniel McGarry, Acting Superintendent	11/30/2018	Administrator updates and professional development
Dr. Daniel McGarry, Assistant Superintendent	7/10/2018	Professional Development for Administrators
Frank Salerno, Interim Director of Elementary Education	8/21/2018	Review of organizational chart and responsibilities, Trauma Informed care PD preview, School improvement plans, staffing, facilities, legislative grant money, restraint training, IAC, student goals
Frank Salerno, Interim Director of	9/4/2018	Data share out, review of first 3 student days, Lakeside introductions, School level plans, staffing

Elementary Education		needs/concerns, elementary book club, learning walks, special education coordinator roles, PIMS dates, Map data imports, Goal meetings and discipline concerns
Frank Salerno, Interim Director of Elementary Education	9/18/2018	Review of meeting structure, diversity and equity planning, upcoming schedule, goal setting meetings and learning walks
Frank Salerno, Interim Director of Elementary Education	10/16/2018	Data Share out, scenario review, policy review (security), UDEA contract, ARG, Staff advisory, PVAAS dates
Frank Salerno, Interim Director of Elementary Education	10/30/2018	Data Share out, PVAAS, scenario, review of Nurses procedures, learning walks, Brain Breaks /Lakeside Trainings, November 6th PD
Frank Salerno, Interim Director of Elementary Education	11/9/2018	Stop the bleed training, growth and achievement data discussion, Angela Duckworth, PSSA testing dates, conferences and after school tutoring

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

While there was a significant number of out of school suspensions; the numbers decreased in the 18-19 school year.

In the past 4 years total suspensions have been:

14-15 - 107 suspensions	31 safe school incidents
15-16 – 91 suspensions	14 safe school incidents
16-17 – 93 suspensions	26 safe school incidents
17-18 – 141 suspensions	14 safe school incidents
18- 19 - 114 suspensions	9 safe school incidents

2019-2020: While the number of suspensions reduced from the 2017-2018 school year and the number of safe school incidents decreased, the goal is to still continue to reduce the number of out of school suspensions. The addition of a guidance counselor to support students and classrooms, the implementation of Trauma Informed Care, restorative practices and an update to the school PBIS plan will continue to focus on reducing this number.

Starting in the 2016-2017 school year, Bywood was able to get an additional support from CGRC to support and work with students one day a week running lunch groups, meeting with students individually and teaching second step lessons to classes. This staff member changed in the 2019-2020 school year, but the task remains the same to meet with students individually and in small groups.

Accomplishment #2:

During the 2018-2019 School year, the building social worker spent time working with 301 students in the building, just under half of the student population. There were 74 social work referrals put into the social worker, 15 bullying referrals, with 0 cases of bullying founded and 21 SAIP plans completed.

Accomplishment #3:

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. This is large number of Bywood students. Due to this, Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

In the 2018-2019 school year, the current third grade not only maintained percentage of benchmark students, but grew 6% from the Spring of 2018 (56%) to the Fall of 2018 (62%) and did not experience the typical summer slide.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

Accomplishment #4:

Following the release of PVAAS Data for the 2018-2019 school year, Bywood Elementary School was able to demonstrate at least one year's worth of growth in all academic areas.

In 4th grade math and ELA students showed significant evidence that it exceeded the PA standard for Academic Growth (dark blue) last school year and in the past three-year average. In addition, last

year in science 4th grade demonstrated evidence that they met the standard for PA academic growth (green), exceeding the three-year average that showed there was significant evidence that the school did not meet the standard for PA academic growth (red).

In 5th grade ELA there was moderate evidence that the school exceeded the standard for PA academic growth (light blue) last year and for the three-year average. In mathematics there was evidence that the grade met the standard for PA academic growth (green), exceeding the three-year average that showed moderate evidence the school did not meet the standard for PA academic growth (yellow).

Accomplishment #5:

The School Performance Profile measure has become the Future Ready PA Index. This index is broken up into three areas: State Assessment Measures, On-Track Measures and College and Career Measures.

Following the release of the Future Reading PA Index, based on state assessment measures, while the building did not meet the interim goal/improvement target for achievement with the percentage of proficient/advanced students in ELA (red arrow up) or mathematics (red arrow down), all student groups exceeded the standard demonstrating growth in ELA and Mathematics (blue arrow up). The academic growth score for ELA and Math were both 100, above the statewide average of 75. In science the growth score was 73, just below the state average of 75.

In terms of On-Track Measures, All student groups met interim goal/improvement targets for percent English Language growth and attainment (green arrow up) and all student groups met the performance standard for percent of regular attendance (green circle).

While the SPP score was replaced by the Future Ready PA Index, a score is derived for the purpose of teacher evaluations. This year the SPP score for Bywood Elementary increased 10.8 points to the highest it has been in the past 4 years - 60.7.

Accomplishment #6:

During the 2017-2018 school year, Bywood Elementary began MAP assessment for all students in grades 1 - 5. Administering MAP Growth tests 3 times a year provides additional data points for all students, resulting in a more complete overview of student performance. The assessment is

untimed, helps to determine student lexile level, is tied to core standards, and gives teachers the opportunity to review student data based on individual goals. The middle school and high schools also use this assessment, so it gives an opportunity for the same assessment to be used and compared each year.

After the second year of giving the MAP assessment, the growth from the fall to spring outperformed the first year of the assessment in 2nd and 5th grades in ELA and grades 1, 2, 4 and 5 in Math.

2019-2020 Data:

ELA

Grade	Fall MAP	Winter MAP	Spring MAP	Growth F-S	Expected Growth	50% Percentile	Change from 17-18
1	151.6	158.5	164.6	13	16.8	177.5	-1.5
2	164.5	172.5	178.2	13.7	14	188.7	3.6
3	180	183.2	185	5	10.3	198.6	-3
4	188	192.4	194	6	7.8	205.9	-0.3
5	196.6	202.9	203.7	7.1	6.1	211.8	6

MATH

Fall MAP	Winter MAP	Growth (F-W)	Spring MAP	Growth (F-S)	17-18	Change
1st 151.5	161.3	9.8	169.5	18	16.2	1.8
2nd 167.9	178.1	10.2	186.5	18.6	15.1	3.5
3rd 181.5	186.5	5	188.6	7.1	9	-1.9
4th 189.7	196.3	6.6	201.6	11.9	11.1	0.8
5th 203.4	207.1	3.7	213	9.6	5	4.6

Accomplishment #7:

Bywood's overall school wide PSSA achievement scores did not go up from the 2016-2017 school year but there was growth and the reduction of below basic scores in areas.

When comparing 3rd grade scores (2016-2017) to the 4th grade 2017-2018 scores, in ELA the percentage of proficient/advanced students went from 33% to 33.7% but the percentage of below basic students went from 27% to 18% a reduction of 9%. In mathematics for the same group of students, the proficient/advanced percentage went from 23% to 33% a 10% growth and the percentage of below basic students reduced 10% from 56% to 46%.

When comparing the 4th grade scores (2016-2017) to the 5th grade 2017-2018 scores, in ELA the percentage of proficient/advanced went up 5% from 25% to 30% but there was a reduction in advanced students. The percentage of below basic students went from 30% to 20% a 10% reduction. In mathematics there were 0% advanced students each of the past two years. the proficiency percentage grew almost 4% and the below basic were reduced from 65% to 52% a change of 13%.

2019-2020: Updated PSSA information from the 2018-2019 SY is as follows:

MATH

3rd Grade – 9% Proficient

4th Grade – 17% Proficient

5th Grade – 21% Proficient

ELA

3rd Grade – 20% Proficient

4th Grade – 36% Proficient

5th Grade – 39% Proficient

Science

4th Grade – 52% Proficient

Accomplishment #8:

Using the PSSA Matched Comparison Report for the current 4th grade has the following growth/change over the past 2 PSSA assessments. There were 116 students that took both assessments. Of the 31 BB students in 3rd grade, 18 remained BB, while 12 moved up to basic and 1 to proficient. Of the 54 basic students, 30 remained basic, 15 moved up to proficient, 1 to advanced, and 8 dropped to BB. Of the 30 Proficient students, 17 remained proficient, 8 moved to advanced and 5 dropped to basic. The 1 advanced student remained advanced.

Using the same Matched Comparison Report for current 5th grade students, the following growth/change occurred over the past 2 PSSA assessments. There were 125 students who took both assessments. Of the 19 BB students, 11 remained BB and 8 moved up to basic. Of the 61 basic students, 34 remained basic, 18 moved up to proficient and 9 dropped to BB. Of the 34 proficient, 24 remained proficient, 2 moved to advanced and 8 dropped to basic. Of the 11 advanced students, 5 remained advanced and 6 dropped to proficient.

Based on these results, looking at the students who were here for both assessments in 3rd and 4th grade the percentage of students proficient/advanced grew from 27% to 37%. Looking at the students who were here for both assessments in 4th and 5th grade the percentage of students proficient/advanced grew from 36% to 44%.

Accomplishment #9:

During the 2016-2017 School year the Bywood PBIS team submitted an action plan that included a list of activities with task analysis that support the team's mission statement, to foster and promote a safe and positive school environment that enhances student learning through teaching and

recognizing positive behavior. Based on this, the PBIS Team was awarded the Fidelity of Implementation at the Universal Level with a score of 99 out of 100. The summer before the 2017-2018 and 2018-2019 school years, the plan was updated based on teacher recommendations. The team continues to work and would like to prepare another grant proposal to help students to self-regulate based on student aggression and suspension data.

2019-2020: During the summer of 2019, the Bywood PBIS team met on 4 occasions to revamp and update the schoolwide PBIS system. Updates and changes involved breaking the team into subcommittees with elected chairs to meet monthly. Subcommittees include: School Community, Lesson Planning, Acknowledgements & Incentives, Behavior Interventions, Pillars Assembly, Sunshine and Fundraising. In addition, the team reviewed the intervention flowchart, discussed and established classroom non-negotiables and incorporated aspects of responsive classroom, restorative practices, whole brain teaching and mindfulness.

Accomplishment #10:

There is a strong system for data meetings and collaboration with staff members. The teacher prep and PD schedule allows for time for teachers to meet with the principal, instructional coaches and specialists. The focus is on student achievement and growth data, and the instructional changes that classroom teachers will make based on that data. Teachers share strategies and techniques among each other, and plan for the upcoming skills and standards that will improve student achievement. In addition, the school has a well developed PBIS Team and PBIS Tier 2 Team which focuses on school climate, discipline data, student movement through a tiered system of support, implementation of strategies and techniques for a safe and supportive environment for students.

Accomplishment #11:

2018 - 2019 The district has supported an initiative with the NeuroLogic and The Lakeside School. This initiative includes professional development and contract in-service videos on brain based research and trauma informed care. In addition to this, there is a coach assigned to the elementary schools and additional professional development opportunities for the staff.

2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes.

School Concerns

Concern #1:

2019-2020: Based on 2018-2019 data, there were 114 out of school suspensions and 9 safe schools reporting infractions. There were also 15 Bullying/Unlawful Harassment forms completed by students in that year with 0 bullying incidents. While these numbers are a reduction from the previous SY, the goal is to continue to reduce this number.

Based on discussion with the comprehensive planning team, the building would like to continue to focus on: teacher language training, morning meeting/routine training, meeting students basic needs, PBIS Tier 1 and 2 interventions, student self-regulation skills, training on de-escalation techniques and additional training for noontime aides.

Concern #2:

As measured by the DIBELS Next Oral Reading Fluency Benchmark, while there is growth throughout the school in all grades, we are not above the 70% proficiency mark in any one test, this is an immediate concern for the building.

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

The percentage of students who are intensive in ORF (oral reading fluency) grew from the end of first grade (44%) to the beginning of second grade (54%).

The graph of students in grades 4 and 5 who did take the test because they were strategic, intensive or new to the building shows 81% intensive, 8% strategic and 11% benchmark only.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

Concern #3:

There were also 74 social work referrals completed by teachers in the 2018-2019 school year, for a range of needs such as lateness to school, absences, or social and emotional needs. During this school year, the building social worker completed 21 SAIP plans with families, worked with 301 students in the building and completed 15 bullying referrals. This has been something that is discussed annually, as the social worker and counselor (present for the last few months of school) interacted with much more than 74 students.

Concern #4:

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. In 5th grade Math the three-year average shows moderate evidence that the school did not meet the standard for PA academic growth (yellow), the data for last year shows evidence that the standard for growth was met (green).

Concern #5:

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. The three-year average for science shows significant evidence that the school did not meet the standard for PA academic growth (red), the data for last year shows evidence that the standard for growth was met (green).

Concern #6:

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In terms of On-Track Measures, All student groups met interim goal/improvement targets for percent English Language growth and attainment (green arrow up) and all student groups met the performance standard for percent of regular attendance (green circle).

Concern #7:

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After the second year of giving the MAP assessment, the growth from the fall to spring dropped in grades 1 and 3 for ELA and grade 3 for mathematics.

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While each cohort grew 8-10% over the year, there were students who dropped a proficiency level. From 3rd to 4th grade 13 of the 116 students dropped a proficiency level, this is 11% of the students. From grades 4 to 5, 23 students of the 125 dropped a proficiency level, which constitutes 18%.

Concern #10:

The 2016-2017 Board approved schedule, which is still in place for the 2018-2019 school year, does not allow for the flexibility that buildings had been given in past years. While the goal is to provide uniformity and uninterrupted math/reading blocks across the district, the inability to move around the schedule has led to many concerns with travel time, maximizing instructional time and the cafeteria schedule.

2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes. Additionally, for the 2019-2020 SY a new ELA program will be implemented for all students.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

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2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes. Additionally, for the 2019-2020 SY a new ELA program will be implemented for all students.

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:

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The 2016-2017 Board approved schedule, which is still in place for the 2018-2019 school year, does not allow for the flexibility that buildings had been given in past years. While the goal is to provide uniformity and uninterrupted math/reading blocks across the district, the inability to move around the schedule has led to many concerns with travel time, maximizing instructional time and the cafeteria schedule.

2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes. Additionally, for the 2019-2020 SY a new ELA program will be implemented for all students.

Systemic Challenge #3 (*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:

As measured by the DIBELS Next Oral Reading Fluency Benchmark, while there is growth throughout the school in all grades, we are not above the 70% proficiency mark in any one test, this is an immediate concern for the building.

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

The percentage of students who are intensive in ORF (oral reading fluency) grew from the end of first grade (44%) to the beginning of second grade (54%).

The graph of students in grades 4 and 5 who did take the test because they were strategic, intensive or new to the building shows 81% intensive, 8% strategic and 11% benchmark only.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. In 5th grade Math the three-year average shows moderate evidence that the school did not meet the standard for PA academic growth (yellow), the data for last year shows evidence that the standard for growth was met (green).

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. The three-year average for science shows significant evidence that the school did not meet the standard for PA academic growth (red), the data for last year shows evidence that the standard for growth was met (green).

2019-2020: Following the release of the Future Reading PA Index, based on state assessment measures, while the building did not meet the interim goal/improvement target for achievement with the percentage of proficient/advanced students in ELA (red arrow up) or mathematics (red arrow down), all student groups exceeded the standard demonstrating growth in ELA and Mathematics (blue arrow up). The academic growth score for ELA and Math were both 100, above the statewide average of 75. In science the growth score was 73, just below the state average of 75.

In terms of On-Track Measures, All student groups met interim goal/improvement targets for percent English Language growth and attainment (green arrow up) and all student groups met the performance standard for percent of regular attendance (green circle).

During the 2017-2018 school year, Bywood Elementary began MAP assessment for all students in grades 1 - 5. Administering MAP Growth tests 3 times a year provides additional data points for all students, resulting in a more complete overview of student performance. The assessment is untimed, helps to determine student lexile level, is tied to core standards, and gives teachers the opportunity to review student data based on individual goals. The middle school and high schools also use this assessment, so it gives an opportunity for the same assessment to be used and compared each year.

After the second year of giving the MAP assessment, the growth from the fall to spring dropped in grades 1 and 3 for ELA and grade 3 for mathematics.

2019-2020: Updated PSSA information from the 2018-2019 SY is as follows:

MATH

3rd Grade – 9% Proficient

4th Grade – 17% Proficient

5th Grade – 21% Proficient

ELA

3rd Grade – 20% Proficient

4th Grade – 36% Proficient

5th Grade – 39% Proficient

Science

4th Grade – 52% Proficient

2019-2020: Using the PSSA Matched Comparison Report for the current 4th grade has the following growth/change over the past 2 PSSA assessments. There were 116 students that took both assessments. Of the 31 BB students in 3rd grade, 18 remained BB, while 12 moved up to basic and 1 to proficient. Of the 54 basic students, 30 remained basic, 15 moved up to proficient, 1 to advanced, and 8 dropped to BB. Of the 30 Proficient students, 17 remained proficient, 8 moved to advanced and 5 dropped to basic. The 1 advanced student remained advanced.

Using the same Matched Comparison Report for current 5th grade students, the following growth/change occurred over the past 2 PSSA assessments. There were 125 students who took both assessments. Of the 19 BB students, 11 remained BB and 8 moved up to basic. Of the 61 basic students, 34 remained basic, 18 moved up to proficient and 9 dropped to BB. Of the 34 proficient, 24 remained proficient, 2 moved to advanced and 8 dropped to basic. Of the 11 advanced students, 5 remained advanced and 6 dropped to proficient.

While each cohort grew 8-10% over the year, there were students who dropped a proficiency level. From 3rd to 4th grade 13 of the 116 students dropped a proficiency level, this is 11% of the students. From grades 4 to 5, 23 students of the 125 dropped a proficiency level, which constitutes 18%.

Systemic Challenge #4 (*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:

As measured by the DIBELS Next Oral Reading Fluency Benchmark, while there is growth throughout the school in all grades, we are not above the 70% proficiency mark in any one test, this is an immediate concern for the building.

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

The percentage of students who are intensive in ORF (oral reading fluency) grew from the end of first grade (44%) to the beginning of second grade (54%).

The graph of students in grades 4 and 5 who did take the test because they were strategic, intensive or new to the building shows 81% intensive, 8% strategic and 11% benchmark only.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. In 5th grade Math the three-year average shows moderate evidence that the school did not meet the standard for PA academic growth (yellow), the data for last year shows evidence that the standard for growth was met (green).

2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. The three-year average for science shows significant evidence that the school did not meet the standard for PA academic growth (red), the data for last year shows evidence that the standard for growth was met (green).

2019-2020: Following the release of the Future Reading PA Index, based on state assessment measures, while the building did not meet the interim goal/improvement target for achievement with the percentage of proficient/advanced students in ELA (red arrow up) or mathematics (red arrow down), all student groups exceeded the standard demonstrating growth in ELA and Mathematics (blue arrow up). The academic growth score for ELA and Math were both 100, above the statewide average of 75. In science the growth score was 73, just below the state average of 75.

In terms of On-Track Measures, All student groups met interim goal/improvement targets for percent English Language growth and attainment (green arrow up) and all student groups met the performance standard for percent of regular attendance (green circle).

2019-2020: Updated PSSA information from the 2018-2019 SY is as follows:

MATH

3rd Grade – 9% Proficient

4th Grade – 17% Proficient

5th Grade – 21% Proficient

ELA

3rd Grade – 20% Proficient

4th Grade – 36% Proficient

5th Grade – 39% Proficient

Science

4th Grade – 52% Proficient

2019-2020: Using the PSSA Matched Comparison Report for the current 4th grade has the following growth/change over the past 2 PSSA assessments. There were 116 students that took both assessments. Of the 31 BB students in 3rd grade, 18 remained BB, while 12 moved up to basic and 1 to proficient. Of the 54 basic students, 30 remained basic, 15 moved up to proficient, 1 to advanced, and 8 dropped to BB. Of the 30 Proficient students, 17 remained proficient, 8 moved to advanced and 5 dropped to basic. The 1 advanced student remained advanced.

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While each cohort grew 8-10% over the year, there were students who dropped a proficiency level. From 3rd to 4th grade 13 of the 116 students dropped a proficiency level, this is 11% of the students. From grades 4 to 5, 23 students of the 125 dropped a proficiency level, which constitutes 18%.

The 2016-2017 Board approved schedule, which is still in place for the 2018-2019 school year, does not allow for the flexibility that buildings had been given in past years. While the goal is to provide uniformity and uninterrupted math/reading blocks across the district, the inability to move around the schedule has led to many concerns with travel time, maximizing instructional time and the cafeteria schedule.

2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes. Additionally, for the 2019-2020 SY a new ELA program will be implemented for all students.

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:

2019-2020: Based on 2018-2019 data, there were 114 out of school suspensions and 9 safe schools reporting infractions. There were also 15 Bullying/Unlawful Harassment forms completed by students in that year with 0 bullying incidents. While these numbers are a reduction from the previous SY, the goal is to continue to reduce this number.

Based on discussion with the comprehensive planning team, the building would like to continue to focus on: teacher language training, morning meeting/routine training, meeting students basic needs, PBIS Tier 1 and 2 interventions, student self-regulation skills, training on de-escalation techniques and additional training for noontime aides.

As measured by the DIBELS Next Oral Reading Fluency Benchmark, while there is growth throughout the school in all grades, we are not above the 70% proficiency mark in any one test, this is an immediate concern for the building.

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

The percentage of students who are intensive in ORF (oral reading fluency) grew from the end of first grade (44%) to the beginning of second grade (54%).

The graph of students in grades 4 and 5 who did take the test because they were strategic, intensive or new to the building shows 81% intensive, 8% strategic and 11% benchmark only.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

There were also 74 social work referrals completed by teachers in the 2018-2019 school year, for a range of needs such as lateness to school, absences, or social and emotional needs. During this school year, the building social worker completed 21 SAIP plans with families, worked with 301 students in the building and completed 15 bullying referrals. This has been something that is discussed annually, as the social worker and counselor (present for the last few months of school) interacted with much more than 74 students.

2019-2020: Updated PSSA information from the 2018-2019 SY is as follows:

MATH

3rd Grade – 9% Proficient

4th Grade – 17% Proficient

5th Grade – 21% Proficient

ELA

3rd Grade – 20% Proficient

4th Grade – 36% Proficient

5th Grade – 39% Proficient

Science

4th Grade – 52% Proficient

Systemic Challenge #6 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

2019-2020: Based on 2018-2019 data, there were 114 out of school suspensions and 9 safe schools reporting infractions. There were also 15 Bullying/Unlawful Harassment forms completed by students in that year with 0 bullying incidents. While these numbers are a reduction from the previous SY, the goal is to continue to reduce this number.

Based on discussion with the comprehensive planning team, the building would like to continue to focus on: teacher language training, morning meeting/routine training, meeting students basic needs, PBIS Tier 1 and 2 interventions, student self-regulation skills, training on de-escalation techniques and additional training for noontime aides.

As measured by the DIBELS Next Oral Reading Fluency Benchmark, while there is growth throughout the school in all grades, we are not above the 70% proficiency mark in any one test, this is an immediate concern for the building.

The Upper Darby School District has decided to administer the Dibels Next benchmark tests to all 1st through 3rd graders during the 2018-19 school year. However, students in the fourth and fifth grade who met the benchmark in the spring of 2018 did not take the Dibels Next in the fall of 2018. Fourth and fifth grade Fall 2018 data represents students who are new to Bywood or who did not meet the benchmark in the Spring of 2018. For this reason, the Spring of 2018 data cannot be compared to the Fall 2018 data for grades 4 and 5.

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The graph of students in grades 4 and 5 who did take the test because they were strategic, intensive or new to the building shows 81% intensive, 8% strategic and 11% benchmark only.

2019-2020: In the 2019 – 2020 school year, the UDSD will be utilizing a new tool to monitor Oral Reading Fluency. This may change the cut scores and implementation of the assessment. Data will be collected this school year and compared with throughout the year but not year to year until there are multiple data points.

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2019-2020: While there was significant and moderate evidence that the school exceeded the standard for PA academic growth in 4th grade ELA/Math and 5th grade ELA there are still areas to improve. In 5th grade Math the three-year average shows moderate evidence that the school did not meet the standard for PA academic growth (yellow), the data for last year shows evidence that the standard for growth was met (green).

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5th Grade – 39% Proficient

Science

4th Grade – 52% Proficient

The 2016-2017 Board approved schedule, which is still in place for the 2018-2019 school year, does not allow for the flexibility that buildings had been given in past years. While the goal is to provide uniformity and uninterrupted math/reading blocks across the district, the inability to move around the schedule has led to many concerns with travel time, maximizing instructional time and the cafeteria schedule.

2019-2020: While there are still requirements for a school schedule, the 4th and 5th grade levels have moved to a departmentalized schedule. This will allow staff members to focus more on Math or ELA instruction in a hope of improving instructional delivery and outcomes. Additionally, for the 2019-2020 SY a new ELA program will be implemented for all students.

School Level Plan

Action Plans

Goal #1: 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: Behavioral Incidents/Violations of the Code of Conduct

Specific Targets: 25% reduction of suspensions and major Tier 3 and 4 infractions in 2017-2018 as compared to the previous year.

Type: Annual

Data Source: Incidents of Chronic Lateness, Absenteeism and Truancy

Specific Targets: 25% reduction of students with 10 or more days absent, First Notice of Truancy Issued and 10 or more incidents of lateness in 2017-2018 as compared to the previous year.

Type: Interim

Data Source: Parent Participation at School Events

Specific Targets: 25% family attendance (150 families) at all school based events starting in 2017-2018 and for the next three years.

Strategies:

Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model

Description:

All staff will develop, teach and implement a positive behavior intervention support system in all learning environments across the school. A set of basic expectations are taught to students that encompass every area of the building and school setting. Students are taught how to be safe, respectful and responsible in their daily interactions with peers, staff and community members in all areas of the school. Students who do not respond to the basic tier 1 general supports that are implemented will move through the second and third tier with a higher level of intervention and frequency to address the problem behaviors. Students will be reinforced throughout the school when displaying the appropriate behaviors with a variety of rewards and positive teacher language. The emphasis will be on recognizing positive behaviors and interactions with all students who may be requiring varying levels of support.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building

Description:

Staff will review the expectations and matrix of behaviors to create a fluid, evolving set of rules and procedures for all students and staff to demonstrate. Weekly lesson plans will address the matrix and expectations that are taught and refined. Weekly, bi-weekly and monthly PBIS/Tier 2 meeting will take place to address the current needs of the building, to ensure that the climate is positive and to address any additional supports needed.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Parental Involvement for a Positive School Culture

Description:

Parental involvement plays an integral role in developing a positive school culture not only in school, but in the community. Parents will be offered numerous opportunities to come in to the school and learn about the PBIS framework that is being created in the building. Through a Title I Parent Advisory Committee, Home and School Association and Teach Parent Involvement Action Research Group, they will be leading an effort to encourage parents to come in, learn about the school's philosophy and translate that initiative to the community. Feedback from parents is encouraged many times per year to gather input from families and community members when developing a shared vision. There are multiple opportunities for parents to hear and learn about the positive culture in the school through after school and evening events.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Monthly Professional Development Meetings

Description:

Staff will meet monthly at faculty meetings to review timely behavior data and effective behavior instruction. All staff will receive on going professional development about PBIS from the core behavior team. A variety of topics will be discussed and some based on the needs of the building and students. Staff will practice and discuss behavior interventions as they apply to a three-tier model. Additionally, during the 2018-2019 school year, all teacher contract in-service will be based on brain based research and trauma informed care by

NeuroLogic and the Lakeside School. Professional development will be offered districtwide with NeuroLogic, through online trainings and in class observations. During the 2019-2020 school year, Lakeside trainings with our building representative plus sessions with the IIRP for restorative practices information have been offered.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building

PBIS Classroom and School-Wide Implementation

Description:

Every classroom will implement a positive behavior support program with fidelity. This is a school-wide initiative with specific expectations and a reward system in place. Students will have access and exposure to a supportive classroom and learning environment through positive teacher language, relationship building, tiered interventions, positive reinforcement, scheduled lesson plans with the focus on expected behavior and structured and relevant consequences. Additional training will be offered to assist with implementation in addition to the monthly faculty meetings. In 2015-2016, a revised and improved monthly celebration will be used with a student centered focus and delivery system. All parents will be invited to attend if their child is being honored. This model will be continued in the 2018-2019 school year. In addition, an improved and more frequent system for recognizing staff will be implemented with a birthday message, and individual staff shout-out each day on the morning announcements. An easier, more user friendly resource booklet was created prior to the 2017-2018 school year for all staff to use and refer to the larger resource binder if necessary. Flow charts, entering infractions and the MTSS framework will be reviewed frequently throughout the year, as appropriate.

During the 2019-2020 school year, the PBIS system was revamped to include all staff members in subcommittees that meet throughout the year. All staff joined one subcommittee and elected a committee chair. These chairs meet monthly to share topics and information. Subcommittees include - Pillars Assembly, Lesson Planning, Sunshine Committee, School Community, Fundraising Committee, Behavior Interventions and Acknowledgments and Incentives.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building
- Parental Involvement for a Positive School Culture

School Attendance Improvement Plans and Focus on Student Attendance

Description:

Staff will monitor student attendance and lateness on an on-going basis. The social worker, principal and attendance officer will be notified when a student reaches 6 incidents of lateness or absences to develop a plan for that student with a parent meeting, school attendance improvement plan, and possibly additional school supports. A letter from the principal will be sent to families who approach the threshold that is approaching chronic lateness or absenteeism to request a meeting and attention to the matter. Meetings will be offered to parents and students on the topic of attendance and the importance of attending school on time.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Parental Involvement for a Positive School Culture

Monthly Newsletter to Staff, Administration and Community Members

Description:

A committee comprised of staff members will create a monthly newsletter that will be sent to all stakeholders of the school. It will be posted to the school website and the district website. The newsletter will highlight the positive culture of the building, grade level specific happenings, Principal's Corner and the current progress of the school towards its

academic and behavioral goals. Information specific to parents will be posted in the newsletter as well as the school's webpage.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Parental Involvement for a Positive School Culture

Inviting Parents, Community Members and Stakeholders to All Events

Description:

Through the use of email communication via blackboard, the electronic Wednesday folder, and phone global connect calls (on a limited basis) all members of the school community will be invited to events at the school highlighting students and programs at the school. On a monthly basis the school recognizes Students of the Month and host celebrations for the positive behavior that was displayed over the course of the month based on a theme. The parents of the Students of the Month are called and invited to the monthly assembly. Evening and day events are organized and led by staff and parents through the Home and School Association, Title I Parent Advisory Committee and other department specific groups. Events that are offered range from school concerts, instructional help for students, help for parents, informational nights and parent forums as well as fun activities for students and families. A Parental Involvement Policy and Title I Home-School Compact is delivered each year to all families and offered in the top two languages other than English. The policies and compact are revised each year in June.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Parental Involvement for a Positive School Culture

Staff and Administration Will Complete Learning Walks and Formal/Informal Observations

Description:

All staff members will be invited or scheduled to complete learning walks on a weekly basis or on an as needed basis. Staff will sign up on a weekly basis to see a variety of classrooms and subjects with an emphasis on instructional strategies and the Danielson Framework for Teaching. Teachers will offer their expertise in hosting other teachers to observe their classrooms and all parties involved will be notified of the process and time frame of the learning walk. Small groups, or individual teachers will conduct learning walks and coverage will be provided. The principal will conduct all formal and informal observations throughout the year using the Danielson Framework for Teaching to improve instructional methods and check for fidelity.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building

Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings

Description:

Staff will have the opportunity to receive bi-monthly additional training on data collection, best practices in instruction and other topics as they relate to data driven instruction. Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
- Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building

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: Annual

Data Source: PSSA ELA, Math and Science Results

Specific Targets: ELA and Math showing a 3% increase on achievement each year for all students starting in 2017-2018

Science performance to increase 5% on achievement each year for all students starting in 2017-2018

Type: Annual

Data Source: PVAAS School Level Value Added

Specific Targets: 4th and 5th grade achieving moderate to significant growth in ELA, Math and Science ad compared to the PA Standard for Academic Growth starting in 2017-2018 for the next three years.

Type: Annual

Data Source: DIBELS Next Assessment

Specific Targets: 1st and 2nd Grades achieving at least 70% at or above benchmark on Spring Oral Reading Fluency Assessment starting in 2017-2018 and in the next three years.

Type: Interim

Data Source: Reading and Math MAP Assessments

Specific Targets: 70% of students to hit their projected RIT score by the spring benchmark in both math and ELA during the 2017-2018 school year.

Strategies:

Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System

Description:

Staff will collaborate on creating meaningful objectives and set goals for all students. Teachers will use student achievement data and grade level standards to analyze specific goals and objectives to make instruction relevant and set effective learning strategies for all students. Teachers will use the Standards Aligned System to help adjust their lessons and objectives based on the PA Core Standards and relevant eligible content. Teacher and grade level partners will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.

SAS Alignment: Standards, Assessment, Instruction, Curriculum Framework

Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Description:

Through the use of data meetings, grade level meetings, Multi-disciplinary Team meetings and the Student Support Team process, teachers will demonstrate their ability to analyze student data such as NWEA MAP, aimsweb, PVAAS, Emetric and curriculum measures to make instructional decisions and change instruction based on student need. The use of flexible grouping and targeted instruction will be utilized and emphasized throughout all content areas within heterogeneous groupings of students. Relevant and frequent data will be used on a weekly, or daily basis to appropriately group students based on specific need.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Review Testing Calendars and Procedures

Description:

Team leaders and administrators will review testing calendars, procedures and protocols with all staff. Schedules will be reviewed to ensure effective scheduling of assessments throughout the year. Team leaders and leadership team developed an assessment plan to provide small group testing accommodations with the appropriate staff, and ensure all assessment accommodations are available to all students who may need them throughout the year. All staff are made aware of different accommodations, and its relevance to all groups of students, as appropriate.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

All staff Will Review Curriculum Goals and Best Practices in All Instructional Areas

Description:

There will be ongoing professional development through grade level, data and faculty meetings on a weekly and monthly basis. Staff will collaborate with each other, instructional coaches and the principal to share instructional practices and effective methods in teaching. The teams of teachers will use a common grade level guide that collects information on student progress and best practices in instruction. The teams are required to submit the grade level meeting record sheet to the principal on a weekly basis. In addition, grade level teams will meet with a member of the Core Team on a weekly basis to review trends in school-wide data and analyze current practices to change instruction to break the trend and improve achievement.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Staff and Administration Will Complete Learning Walks and Formal/Informal Observations

Description:

All staff members will be invited or scheduled to complete learning walks on a weekly basis or on an as needed basis. Staff will sign up on a weekly basis to see a variety of classrooms and subjects with an emphasis on instructional strategies and the Danielson Framework for Teaching. Teachers will offer their expertise in hosting other teachers to observe their classrooms and all parties involved will be notified of the process and time frame of the learning walk. Small groups, or individual teachers will conduct learning walks and coverage will be provided. The principal will conduct all formal and informal observations throughout the year using the Danielson Framework for Teaching to improve instructional methods and check for fidelity.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Staff Will Participate in Data Meetings

Description:

Staff will conduct monthly data meetings with the emphasis on changing instructional methods and strategies based on student achievement data. Teachers, specialists, instructional coaches and the principal will discuss individual student data, and plan for effective instructional strategies and practices. The following month the team will proceed with another meeting to assess how well the strategies were received and how effective they were to the classroom. In addition, student movement through a tiered system of support will also be discussed, as appropriate. The discussion will be largely student focused with action plans for improvement on achievement as a class, grade level and

individual student. Smaller groups of teachers and professional staff will also meet on a weekly basis at MDET and SST meetings to focus on individual students who are under the special education umbrella, and students being referred for more support. These meetings will focus on individual students' data, IEPs, and a comprehensive review of data to make recommendations for additional support or teaching strategies.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings

Description:

Staff will have the opportunity to receive bi-monthly additional training on data collection, best practices in instruction and other topics as they relate to data driven instruction.

Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Implementation MTSS Math/Writing - Year 3

Description:

In 2016-2017 the math MTSS model increased from two days a week to four and made available for all grades instead of just testing grades, as it was offered in the 2015-2016 school year. In 2017-2018 and 2018-2019 the second MTSS period model has continued for all grade levels for 30 minutes per day. This time is most often used for math, but the time is set aside based on student need and can be used for math, writing or an additional reading intervention. This time has been a PD focus for the district math coaches to make the time more effective. During the 2019-2020 school year, this 30 minute period has been added to the math block for 4th and 5th grade to balance the departmentalized schedule and allows for 90 minutes of both subjects. For grades 1 - 3, this period continues and many grades are using the time to cover more content from the new HMH reading program.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

K-2 Literacy Initiative

Description:

New and cutting edge technology will be provided to all classrooms in grades 1 and 2 to support reading and literacy in the primary grades. Teacher and classrooms will be provided with interactive whiteboards, iPads, and a variety of resources that can be accessed through technology to support literacy and basic reading skills in the primary grades. Teachers will be trained in a "train the trainer" model as school based experts who can deliver on-going professional development to all staff who are involved in the initiative.

This has been an implementation step for a few years now - the train the trainer model is not implemented as strongly, but grades 1+2 still have access to the whiteboards and ipads.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Implementation of a New ELA Program - Into Reading

Description:

Starting in the 2019-2020 school year, all elementary grade will implement a new ELA program through HMH. This program, while still aligned with the CC standards is an more up to date program with interactive texts, consumable workbooks and additional technology integration.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA ELA, Math and Science

Specific Targets: ELA and Math showing a 3% increase on achievement each year for all students starting in 2017-2018

Science performance to increase 5% on achievement each year for all students starting in 2017-2018

Type: Annual

Data Source: PVAAS Value Added

Specific Targets: 4th and 5th grade achieving moderate to significant growth in ELA, Math and Science ad compared to the PA Standard for Academic Growth starting in 2017-2018 for the next three years.

Type: Annual

Data Source: DIBELS Next Assessment

Specific Targets: 1st and 2nd Grades achieving at least 70% at or above benchmark on Spring Oral Reading Fluency Assessment starting in 2017-2018 and in the next three years.

Type: Interim

Data Source: Reading and Math MAP -Local Assessments

Specific Targets: 70% of students to hit their projected RIT score by the spring benchmark in both math and ELA.

Strategies:

Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System

Description:

Staff will collaborate on creating meaningful objectives and set goals for all students. Teachers will use student achievement data and grade level standards to analyze specific goals and objectives to make instruction relevant and set effective

learning strategies for all students. Teachers will use the Standards Aligned System to help adjust their lessons and objectives based on the PA Core Standards and relevant eligible content. Teacher and grade level partners will collaborate to develop lessons based on current instructional programs, and drill down the eligible content that students are expected to master. Teachers will prioritize the content, as necessary, to develop meaningful lessons based on the standards the students must master.

SAS Alignment: Standards, Assessment, Instruction, Curriculum Framework

Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Description:

Through the use of data meetings, grade level meetings, Multi-disciplinary Team meetings and the Student Support Team process, teachers will demonstrate their ability to analyze student data such as NWEA MAP, aimsweb, PVAAS, Emetric and curriculum measures to make instructional decisions and change instruction based on student need. The use of flexible grouping and targeted instruction will be utilized and emphasized throughout all content areas within heterogeneous groupings of students. Relevant and frequent data will be used on a weekly, or daily basis to appropriately group students based on specific need.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Use of Standards Aligned System / Curricular Maps

Description:

Teachers and professional staff will use the Standards Aligned System through PDESAS.org to align their current curriculum programs and experiences to meet the requirements of the state standards. The focus is to change instruction to adapt current program design to include eligible content across grades 3-5, and standards and topics that are relevant to the 1st and 2nd grade curriculum. Teams of teachers will meet once a week to develop and discuss upcoming lessons in current curriculum programs and use the Standards Aligned System through PDESAS.org to match standards and eligible content to the lessons that will be taught in the following week. These standards can also be found on the district curriculum maps which should continue to be updated and compared to the information found on PDESAS.org.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System

All staff Will Review Curriculum Goals and Best Practices in All Instructional Areas

Description:

There will be ongoing professional development through grade level, data and faculty meetings on a weekly and monthly basis. Staff will collaborate with each other, instructional coaches and the principal to share instructional practices and effective methods in teaching. The teams of teachers will use a common grade level guide that collects information on student progress and best practices in instruction. The teams are required to submit the grade level meeting record sheet to the principal on a weekly basis. In addition, grade level teams will meet with a member of the Core Team on a weekly basis to review trends in school-wide data and analyze current practices to change instruction to break the trend and improve achievement.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
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Description:

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Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

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Staff will conduct monthly data meetings with the emphasis on changing instructional methods and strategies based on student achievement data. Teachers, specialists, instructional coaches and the principal will discuss individual student data, and plan for effective instructional strategies and practices. The following month the team will proceed with another meeting to assess how well the strategies were received and how effective they were to the classroom. In addition, student movement through a tiered system of support will also be discussed, as appropriate. The discussion will be largely student focused with action plans for improvement on achievement as a class, grade level and individual student. Smaller groups of teachers and professional staff will also meet on a weekly basis at MDET and SST meetings to focus on individual students who are under the special education umbrella, and students being referred for more support. These meetings will focus on individual students' data, IEPs, and a comprehensive review of data to make recommendations for additional support or teaching strategies.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
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Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings

Description:

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Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
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Implementation MTSS Math/Writing - Year 3

Description:

In 2016-2017 the math MTSS model increased from two days a week to four and made available for all grades instead of just testing grades, as it was offered in the 2015-2016 school year. In 2017-2018 and 2018-2019 the second MTSS period model has continued for all grade levels for 30 minutes per day. This time is most often used for math, but the time is set aside based on student need and can be used for math, writing or an additional reading intervention. This time has been a PD focus for the district math coaches to make the time more effective. During the 2019-2020 school year, this 30 minute period has been added to the math block for 4th and 5th grade to balance the departmentalized schedule

and allows for 90 minutes of both subjects. For grades 1 - 3, this period continues and many grades are using the time to cover more content from the new HMH reading program.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Effective Scheduling on Instructional Time/Resources

Description:

Each year teachers and staff review the current instructional schedule, times, and people available to deliver instruction with the goal to maximize support schedules. Teachers who are available throughout the school day will be included in the MTSS, extra supports, reading and math core instruction. Examples would be specialists pushing into core classroom instruction to assist with students in need and the use of special education teachers in the MTSS intervention time to better prepare the youngest students.

Grade level team leaders come together before the school year to discuss which grade level schedule is appropriate for each grade in the building.

Starting in 2014-2015, all students regardless of disability were fully included in the general education environment for the core reading block for exposure to grade level standards and rigor. This move to increased inclusion continued during the 2016-2017, 2017-2018 and 2018-2019 school year so that learning support students are exposed to grade level standards while being pulled out of class to receive instruction towards their individualized goals.

During the 2018-2019 school year, the building utilized a board approved schedule with teacher input from the 2017-2018 schedule. While there were slight changes in the order of classes, travel times and the overlapping of the last two lunches, none of the board approved conditions were compromised. Those include an uninterrupted 90 minute reading block and 60 minute math block.

This schedule will continue in the 2019-2020 school year with changes made to accommodate departmentalization in grades 4 and 5.

Start Date: 7/1/2019 **End Date:** 6/30/2020

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

Supported Strategies:

- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Departmentalization of grades 4 + 5

Description:

Starting in the 2019-2020 school year, classes will be paired up and travel amongst 2 HR teachers for Math and ELA instruction. Teachers will be given the opportunity to plan more for one content area subject and teach the same content twice a day.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System
- Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Strategy #1: Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model
Strategy #2: Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App. No
7/1/2019	6/30/2020	Monthly Professional Development Meetings	Staff will meet monthly at faculty meetings to review timely behavior data and effective behavior instruction. All staff will receive on going professional development about PBIS from the core behavior team. A variety of topics will be discussed and some based on the needs of the building and students. Staff will practice and discuss behavior interventions as they apply to a three-tier model. Additionally, during the 2018-2019 school year, all teacher contract in-service will be based on brain based research and trauma informed care by NeuroLogic and the Lakeside School. Professional development will be offered districtwide with NeuroLogic, through online trainings and in class observations. During the 2019-2020 school year, Lakeside trainings with our building representative plus sessions with the IIRP for restorative practices information have been offered.	Timothy McEntee, Dorothy Cirillo, PBIS Team and NeuroLogic Lakeside School	1.0	9	50	Principal, Lead Teacher and PBIS Team	School Entity	No

Knowledge

Use of best practices in student behavioral interventions and positive reinforcement.

Supportive Research

Positive Behavior Interventions and Supports, and the RtII model.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 School counselors
 Paraprofessional
 New Staff
 Other educational specialists
 Related Service Personnel
 Parents

Grade Levels

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

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Student behavior data</p>
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LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</p>	<p>Strategy #1: Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model</p> <p>Strategy #2: Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building</p> <p>Strategy #3: Parental Involvement for a Positive School Culture</p>
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Start	End	Title	Description
7/1/2019	6/30/2020	PBIS Classroom and School-Wide Implementation	<p>Every classroom will implement a positive behavior support program with fidelity. This is a school-wide initiative with specific expectations and a reward system in place.</p> <p>Students will have access and exposure to a supportive classroom and learning environment through positive teacher language, relationship building, tiered interventions, positive reinforcement, scheduled lesson plans with the focus on expected behavior and structured and relevant consequences. Additional training will</p>

be offered to assist with implementation in addition to the monthly faculty meetings. In 2015-2016, a revised and improved monthly celebration will be used with a student centered focus and delivery system. All parents will be invited to attend if their child is being honored. This model will be continued in the 2018-2019 school year. In addition, an improved and more frequent system for recognizing staff will be implemented with a birthday message, and individual staff shout-out each day on the morning announcements. An easier, more user friendly resource booklet was created prior to the 2017-2018 school year for all staff to use and refer to the larger resource binder if necessary. Flow charts, entering infractions and the MTSS framework will be reviewed frequently throughout the year, as appropriate.

During the 2019-2020 school year, the PBIS system was revamped to include all staff members in subcommittees that meet throughout the year. All staff joined one subcommittee and elected a committee chair. These chairs meet monthly to share topics and information. Subcommittees include - Pillars Assembly, Lesson Planning, Sunshine Committee, School Community, Fundraising Committee, Behavior Interventions and Acknowledgments and Incentives.

Person Responsible	SH	S	EP	Provider	Type	App.
Timothy McEntee, Dorothy Cirillo and PBIS Team	1.0	4	50	Principal, Lead Teacher and PBIS Team	School Entity	No

Knowledge Best Practices in PBIS for school wide implementation.

Supportive Research PBIS and MTSS

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills
- For classroom teachers, school counselors and education specialists:

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Other educational specialists
Related Service Personnel

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet

Evaluation Methods

Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

varied student learning styles
 Peer-to-peer lesson
 discussion
 Lesson modeling with
 mentoring
 Joint planning period
 activities

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</p> <p>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</p> <p>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</p>	<p>Strategy #1: Students will have access to a Positive Behavior Intervention Support System through a three-tiered MTSS model</p> <p>Strategy #2: Staff Will Practice, Review and Refine Student Expectations for Every Area of the Building</p>
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Start	End	Title	Description
7/1/2019	6/30/2020	Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings	Staff will have the opportunity to receive bi-monthly additional training on data collection, best practices in instruction and other topics as they relate to data driven instruction. Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities

for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Timothy McEntee, Dorothy Cirillo, Pat Mulholland, Kelly Mantzaridis and Teacher Leaders	1.0	10	50	Principal and Teacher Leaders	School Entity	No

Knowledge Review current areas of need in regards to overall functioning of the teaching profession with focus on student centered learning.

Supportive Research Differentiated instruction, social and emotional learning, PBIS, Data driven instruction and decision making.

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 - Empowers educators to work effectively with parents and community partners.
- For classroom teachers, school counselors and education specialists:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

LEA Goals Addressed: Ensure that there is a system within the Strategy #1: Create measurable learning

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
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

objectives and methodology based on grade level standards using the Standards Aligned System
Strategy #2: Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs

Start	End	Title	Description					
7/1/2019	6/30/2020	All staff Will Review Curriculum Goals and Best Practices in All Instructional Areas	There will be ongoing professional development through grade level, data and faculty meetings on a weekly and monthly basis. Staff will collaborate with each other, instructional coaches and the principal to share instructional practices and effective methods in teaching. The teams of teachers will use a common grade level guide that collects information on student progress and best practices in instruction. The teams are required to submit the grade level meeting record sheet to the principal on a weekly basis. In addition, grade level teams will meet with a member of the Core Team on a weekly basis to review trends in school-wide data and analyze current practices to change instruction to break the trend and improve achievement.					
		Person Responsible Timothy McEntee, Instructional Coaches and the Professional Staff	SH 1.0	S 20	EP 50	Provider Principal, Instructional Coach and Teacher Leaders	Type School Entity	App. No

Knowledge

Best practices in teaching and learning through collaboration with peers.

Supportive Research

Use of standards aligned system, PBIS and Danielson Framework for Teaching.

Designed to Accomplish

For classroom teachers, school

Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

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

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

Instructs the leader in managing resources for effective results.

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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

varied student learning styles
 Lesson modeling with mentoring
 Joint planning period activities

Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of participant lesson plans

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</p> <p>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</p> <p>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</p>	<p>Strategy #1: Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System</p> <p>Strategy #2: Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs</p>
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Start	End	Title	Description
7/1/2019	6/30/2020	Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings	Staff will have the opportunity to receive bi-monthly additional training on data collection, best practices in instruction and other topics as they relate to data driven instruction. Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Timothy McEntee, Dorothy Cirillo, Pat Mulholland, Kelly Mantzaridis and Teacher Leaders	1.0	10	50	Principal and Teacher Leaders	School Entity	No

Knowledge

Review current areas of need in regards to overall functioning of the teaching profession with focus on student centered learning.

Supportive Research

Differentiated instruction, social and emotional learning, PBIS, Data driven instruction and decision making.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation

Department Focused Presentation

Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey</p>

LEA Goals Addressed:	<p>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</p>	<p>Strategy #1: Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System Strategy #2: Teaching staff will utilize</p>
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Pennsylvania Framework for Teaching **universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs**

Start	End	Title	Description						
7/1/2019	6/30/2020	K-2 Literacy Initiative	<p>New and cutting edge technology will be provided to all classrooms in grades 1 and 2 to support reading and literacy in the primary grades. Teacher and classrooms will be provided with interactive whiteboards, iPads, and a variety of resources that can be accessed through technology to support literacy and basic reading skills in the primary grades. Teachers will be trained in a "train the trainer" model as school based experts who can deliver on-going professional development to all staff who are involved in the initiative.</p> <p>This has been an implementation step for a few years now - the train the trainer model is not implemented as strongly, but grades 1+2 still have access to the whiteboards and ipads.</p>						
			Person Responsible	SH	S	EP	Provider	Type	App.
			Timothy McEntee and Teacher Leaders	3.0	1	20	Teacher Leaders	School Entity	No

Knowledge Use of new technology in the classroom to drive literacy instruction.

Supportive Research Use of technology to drive instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System Strategy #2: Teaching staff will utilize universal and progress monitoring
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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 **screening to tailor learning objectives and methodology to student strengths and needs**

Start	End	Title	Description
7/1/2019	6/30/2020	All staff Will Review Curriculum Goals and Best Practices in All Instructional Areas	There will be ongoing professional development through grade level, data and faculty meetings on a weekly and monthly basis. Staff will collaborate with each other, instructional coaches and the principal to share instructional practices and effective methods in teaching. The teams of teachers will use a common grade level guide that collects information on student progress and best practices in instruction. The teams are required to submit the grade level meeting record sheet to the principal on a weekly basis. In addition, grade level teams will meet with a member of the Core Team on a weekly basis to review trends in school-wide data and analyze current practices to change instruction to break the trend and improve achievement.
		Person Responsible Timothy McEntee, Instructional Coaches and the Professional Staff	SH S EP 1.0 20 50
			Provider Principal, Instructional Coach and Teacher Leaders
			Type School Entity
			App. No

Knowledge

Best practices in teaching and learning through collaboration with peers.

Supportive Research

Use of standards aligned system, PBIS and Danielson Framework for Teaching.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	<ul style="list-style-type: none"> Series of Workshops School Whole Group Presentation Department Focused Presentation 	
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists 	Grade Levels <ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities 	Evaluation Methods <ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	<p>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</p> <p>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</p> <p>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</p>	<p>Strategy #1: Create measurable learning objectives and methodology based on grade level standards using the Standards Aligned System</p> <p>Strategy #2: Teaching staff will utilize universal and progress monitoring screening to tailor learning objectives and methodology to student strengths and needs</p>
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Start	End	Title	Description				Type	App.
7/1/2019	6/30/2020	Staff Will Participate in Bi-Monthly Trainings or Climate and Culture Meetings	<p>Staff will have the opportunity to receive bi-monthly additional training on data collection, best practices in instruction and other topics as they relate to data driven instruction. Some trainings will be required for all staff, and some will be offered as an opportunity to refresh specific systems that are set in place. The climate and culture team will also meet to review building concerns and plans to improve systems in place. Each faculty meeting will be professional development learning for staff. In addition, staff will review the Comprehensive Plan and its initiatives at faculty meetings that are school based, and extensions to district level professional development. Opportunities for flipped learning will be utilized as much as possible to prepare learning in advance of face to face meetings.</p>				School Entity	No
		Person Responsible Timothy McEntee, Dorothy Cirillo, Pat Mulholland, Kelly Mantzaridis and Teacher Leaders	SH 1.0	S 10	EP 50	Provider Principal and Teacher Leaders		

Knowledge	Review current areas of need in regards to overall functioning of the teaching profession with focus on student centered learning.		
Supportive Research	Differentiated instruction, social and emotional learning, PBIS, Data driven instruction and decision making.		
Designed to Accomplish	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
For classroom teachers, school counselors and education specialists:			
For school and district administrators, and other educators seeking leadership roles:			
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	New Staff	
	Other educational specialists	
	Related Service Personnel	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	
	Analysis of student work, with administrator and/or peers	
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods
	Peer-to-peer lesson discussion	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Lesson modeling with mentoring	Student PSSA data
	Joint planning period activities	Standardized student assessment data other than the PSSA
		Classroom student assessment data
		Participant survey

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bywood El Sch in the Upper Darby 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 **ESSA 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 Bywood 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