

Garrettford El Sch

School Level Plan

07/01/2018 - 06/30/2019

Garrettford Elementary School

School Level Plan Narrative

07/01/2018 – 06/30/2019

The attached 2018-2019 Garrettford Elementary School Improvement Plan is the product of the school improvement planning committee. The committee consists of the Principal, Lead Teacher, Social Worker, Reading Specialist, faculty members, and parents. The Garrettford Elementary School team met multiple times to review 2017-2018 state and local assessment data and through the use of PVAAS, eMetric, NWEA, and Performance Plus completed a needs assessment, identifying key school accomplishments and concerns. The school improvement planning committee then utilized the offline guiding tool to complete guiding questions and prioritize systemic challenges. Strategies and steps for implementation were added by members of the committee and the administrative team reviewed the document and prepared it for finalization / submission. The committee will continue to meet throughout the school year to discuss / amend the plan as needed. The plan was discussed publicly by the Principal during the November 2018 Home and School meeting, The December Faculty Advisory Meeting, and will be reviewed in detail during the December & January faculty meetings.

School Profile

Demographics

Garrettford El Sch

3830 Garrett Rd
Drexel Hill, PA 19026
(610)626-9168

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Allen Brydges

Superintendent: Daniel McGarry

Stakeholder Involvement

Name	Role
Allen Brydges	Building Principal
Roseann Fricker	Ed Specialist - Other
Lori Gamber	Ed Specialist - Other
Marcie Monachello	Ed Specialist - School Counselor
James Donahue	Elementary School Teacher - Regular Education
Martin Hyde	Elementary School Teacher - Regular Education
Lisa McVeigh	Elementary School Teacher - Regular Education
Robin Thorum	Elementary School Teacher - Regular Education
Jeanne Ortlieb	Elementary School Teacher - Special Education
Maureen Clautice	Parent
Melissa Weaver	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

ELA Results from 2017-18 School Year:

- ELA - PSSA Score 62.4% (3rd grade) (Increase of 7.6% from 2016-17)
- ELA - PVAAS Score - 0.2 Green (Grade 5 - 3 year average)
- ELA - PVAAS Score - 2.9 Green (Grade 4 - Advanced students)
- ELA - PVAAS Score - Green (Grade 4 - 3-year average)

Accomplishment #2:

Math Results from 2017-18 School Year:

- Math - PVAAS Score - Light Blue (Grade 4)
- Math - PVAAS Score - Dark Blue (Grade 4 - 3 year average)
- Math - PVAAS Score - Green (Grade 5 - 3 year average)

Accomplishment #3:

Science PSSA Results 2017-18

- PSSA Science 75.7% of 4th grader's proficient or advanced (Highest growth in district)

Accomplishment #4:

Garrettford received recognition as a school that implements PBIS with fidelity on all three tiers (only 3rd school in PA to receive this recognition)

School Concerns

Concern #1:

ELA Results from 2017-18 School Year:

- Using Graphical Summary: Reporting Categories and Anchors in the Emetric Data System we found that grade 4 is scoring below the state average in standard E.4.E.1 (Evidence Based Analysis of Text). Our 4th grade is scoring 36% and the state average is 41% in this area.

Concern #2:

Math Results from 2017-18 School Year:

- Using Graphical Summary: Reporting Categories and Anchors in the Emetric Data System we found that grade 5 is scoring below the state average in standard M5.A-T.1 (Understand the place value System). Our 5th grade is scoring 34.2% and the state average is 48.5% in this area.

Concern #3:

Math Results from 2017-18 School Year:

- PVAAS 5TH Grade Below Basic growth went from Light Blue 3.0 to Red -4.2
- PSSA Scores for grades 3-5 Math average 33% proficient or advanced.

Concern #4:

To increase parental and community involvement in Garrettford's educational programs.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

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To increase parental and community involvement in Garrettford's educational programs.

Systemic Challenge #2 (*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.

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Systemic Challenge #3 (*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

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

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School Level Plan

Action Plans

Goal #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.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA results, district utilized assessments, and principal evaluation by supervisor

Specific Targets: Students will grow 3% in both math and ELA Rit scores on the MAP assessment. 10% growth on district math and reading benchmark tests from beginning of year to end of year assessment. Accomplishment of principal goals as outlined with district administrative supervisor.

Strategies:

Learning Walks and Classroom Observations

Description:

Principal will conduct 5 learning walks a week and email timely feedback. District Coach's will conduct Learning Walks and meet monthly for fidelity of implementation of curriculum. The Principal will conduct classroom observations of track 1 teachers. Track 1 tenured teachers will be observed twice a year and track 1 non-tenured teachers will be observed four times a year. Track 2 teachers will participate in action research projects that will be reviewed by the principal.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Explicit Instruction / Danielson Framework

Description:

Teachers will utilize explicit instruction as a tool to develop lessons that are systematic, direct, engaging, and success oriented. The Danielson Framework will guide teachers in the construction of lesson plans and the delivery of instruction. Teachers will have weekly grade level time to plan together and collaborate. The District Coaches will hold coach's corners once a month to share resources.

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

Data Meetings and Analysis

Description:

We will continue to use grade level meetings (monthly) and universal data review (3x's per year) to provide teachers with relevant data. Progress monitoring will be conducted bi-monthly to target students who are not making adequate progress.

Principal will review lesson plans and conduct learning walks to be sure lessons are differentiated and small group instruction is taking place in response to student data. Faculty in-service will focus on professional development for content areas and district initiatives. Lead teacher will work with MTSS math interventionists and classroom teachers to create flexible math groups using most current math data.

Map testing will occur three times during the school to measure student achievement and growth. District assessments will also provide information on each child's progress.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Parent Advisory Committee

Description:

Parent Advisory will meet monthly during the year. This group will be informed of the school-level plan. Feedback and input will be sought from this group. The parent advisory will also serve a sounding board for new ideas and to garner feedback for program initiatives and implementation. Some topics for monthly meetings will include homework help, supportive relationship trainings, Report card review, and MAP testing sessions.

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Family Literacy Activities

Description:

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. We have a Literacy night, a Reading Night, Open houses, American Education Week activity, and family fun nights planned

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

Implementation Steps:

Small Group/Individual Instruction

Description:

Continue the MTSS model utilizing small group instruction for tier 2 students and individualized instruction for tier 3 students in both math and ELA. Flexible grouping will continue to be provided within the classroom to provide differentiated instruction. Special education and ELL instruction is provided in a small group setting. The Social worker provides small group instruction to address social skills.

Start Date: 8/28/2018 **End Date:** 6/12/2019

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

Supported Strategies:

- Explicit Instruction / Danielson Framework
- Data Meetings and Analysis

Data Meetings

Description:

Universal data meetings are held three times per year (fall, winter, spring) with the principal, district coaches, reading team, special education and grade level teachers. We utilize the district data model to discuss student benchmark data and decide on appropriate instructional strategies based on individual data. Grade level meetings are scheduled monthly to discuss student data, individual student progress, best practices, district initiatives, behavior and building concerns. Follow-up occurs via principal formal observation and informal learning walks with principal, coaches and district staff. The Principal meets with teachers after learning walks and formal observations to give feedback. Coaches will provide classroom support as needed. Classroom teachers will analyze MAP test and Performance Plus data to plan instruction to provide remediation and to provide enrichment.

Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Learning Walks and Classroom Observations
- Explicit Instruction / Danielson Framework
- Data Meetings and Analysis

SST Process

Description:

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

Start Date: 8/28/2018 **End Date:** 6/12/2019

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

Supported Strategies:

- Data Meetings and Analysis

Continued Professional Development

Description:

In-service days in August and throughout the year, early dismissal days, faculty meetings, grade level meetings and optional professional developments are focused on district-wide initiatives, best practices and data analysis in all content areas. The district coaches will provide professional development for classroom teachers as well as provide feedback on instruction and teach model lessons.

Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Learning Walks and Classroom Observations
- Explicit Instruction / Danielson Framework
- Data Meetings and Analysis

Learning Walks and Classroom Observations

Description:

The principal and district coaches will conduct learning walks. Teachers will also be included on learning walks from time to time. Central administration will conduct learning walks periodically. The Principal will also observe and conference with track 1 teachers throughout the year. The Principal will check the progress of action research teams on a quarterly basis.

Start Date: 8/28/2018 **End Date:** 6/12/2019

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

Supported Strategies:

- Learning Walks and Classroom Observations
- Explicit Instruction / Danielson Framework

Parent Advisory Committee

Description:

Parent volunteers comprise the Parent Advisory Committee. It is a cross-section of the school demographics. This group provides ideas/initiatives to help improve school climate and academic achievement. We meet monthly and help parents support their children.

Start Date: 10/4/2018 **End Date:** 6/12/2019

Program Area(s):

Supported Strategies:

- Parent Advisory Committee

Literacy Night

Description:

Literacy Night is a teacher-led initiative that addresses literacy in both ELA and Mathematics. Families participate in group activities designed to increase/enhance literacy. This year we are also including Black history activities into our Literacy Night

Start Date: 11/1/2018 **End Date:** 3/26/2019

Program Area(s): Professional Education

Supported Strategies:

- Family Literacy Activities

Goal #2: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, MAP, PVAAS, EMETRIC, and Curriculum bases assessments.

Specific Targets: Raising our scores in evidence based analysis questions to be on par with the state average

Raising 5th grade math scores in the area of place value.

To increase our PVAAS growth on a school level and for individual teachers to show growth.

To increase parental involvement.

Strategies:

Learning Walks and Classroom Observations

Description:

Principal will conduct 5 learning walks a week and email timely feedback. District Coach's will conduct Learning Walks and meet monthly for fidelity of implementation of curriculum. The Principal will conduct classroom observations

of track 1 teachers. Track 1 tenured teachers will be observed twice a year and track 1 non-tenured teachers will be observed four times a year. Track 2 teachers will participate in action research projects that will be reviewed by the principal.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Explicit Instruction / Danielson Framework

Description:

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

Data Meetings and Analysis

Description:

We will continue to use grade level meetings (monthly) and universal data review (3x's per year) to provide teachers with relevant data. Progress monitoring will be conducted bi-monthly to target students who are not making adequate progress. Principal will review lesson plans and conduct learning walks to be sure lessons are differentiated and small group instruction is taking place in response to student data. Faculty in-service will focus on professional development for content areas and district initiatives. Lead teacher will work with MTSS math interventionists and classroom teachers to create flexible math groups using most current math data. Map testing will occur three times during the school to measure student achievement and growth. District assessments will also provide information on each child's progress.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Additional Resources Needed

Description:

Additional reading specialists or MTSS tutors would be helpful to create more opportunities for small group instruction. In addition, modification and revision of the SST process with an emphasis on developing more defined intervention plans is necessary. Continued professional development in reading, writing and math are needed. Updated technology is critical. The internet connection speed is a huge

need. The math lab computers and laptop carts need updating in order for them to be accessible to our students.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Continued Professional Development

Description:

In-service days in August and throughout the year, early dismissal days, faculty meetings, grade level meetings and optional professional developments are focused on district-wide initiatives, best practices and data analysis in all content areas.

The district coaches will provide professional development for classroom teachers as well as provide feedback on instruction and teach model lessons.

Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Additional Resources Needed

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Supported Strategies:

- Learning Walks and Classroom Observations

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Small Group/Individual Instruction

Description:

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

Supported Strategies:

- Learning Walks and Classroom Observations
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Description:

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Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Meetings and Analysis

*Staff Development***Description:**

Professional development on tier II and tier III interventions will be provided during an early dismissal in-service.

Start Date: 8/29/2018 **End Date:** 6/8/2019

Program Area(s):**Supported Strategies:**

- Data Meetings and Analysis

Goal #3: 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, PVAAS, MAP, and curriculum based assessments

Specific Targets: Raising our scores in evidence based analysis questions to be on par with the state average

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

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Parent Advisory Committee

Description:

Parent Advisory will meet monthly during the year. This group will be informed of the school-level plan. Feedback and input will be sought from this group. The parent advisory will also serve a sounding board for new ideas and to garner feedback for program initiatives and implementation. Some topics for monthly meetings will include homework help, supportive relationship trainings, Report card review, and MAP testing sessions.

SAS Alignment: Safe and Supportive Schools, Materials & Resources

Family Literacy Activities

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

PBIS Program

Description:

The Positive Behavior Intervention System program (PBIS), along with the 21-day planner, and Garrettford's Great Expectations provide a menu of strategies to address student behavior and to teach students appropriate behaviors to use within the school and community. Some of the strategies include positive behavior reinforcement in the form of student of the month, principal hallway and smile awards, and our school themes. This year's theme is "Change your words - Change your mind". This theme encourages students to be persistent, to persevere and to be resilient. Core behavior team meetings occur bi-weekly to review data and analyze the implementation of new programs/strategies to remediate areas of need as reflected by the data. Monthly whole school PBIS committee meetings occur to communicate and update the entire staff on concerns and new initiatives.

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Implementation Steps:

Continued Professional Development

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PBIS Program

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address student behavior and to teach students appropriate behaviors to use within the school and community. Some of the strategies include positive behavior reinforcement in the form of student of the month, principal hallway and smile awards, and our school themes. This year's theme is "Change your words - Change your mind". This theme encourages students to be persistent, to persevere and to be resilient. Core behavior team meetings occur bi-weekly to review data and analyze the implementation of new programs/strategies to remediate areas of need as reflected by the data. Monthly whole school PBIS committee meetings occur to communicate and update the entire staff on concerns and new initiatives.

SAS Alignment: Standards, Instruction, Safe and Supportive Schools

Implementation Steps:

SST Process

Description:

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

Start Date: 8/28/2018 **End Date:** 6/12/2019

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

Supported Strategies: None selected

Continued Professional Development

Description:

In-service days in August and throughout the year, early dismissal days, faculty meetings, grade level meetings and optional professional developments are focused on district-wide initiatives, best practices and data analysis in all content areas. The district coaches will provide professional development for classroom teachers as well as provide feedback on instruction and teach model lessons.

Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Learning Walks and Classroom Observations

Description:

The principal and district coaches will conduct learning walks. Teachers will also be included on learning walks from time to time. Central administration will conduct learning walks periodically. The Principal will also observe and conference with track 1 teachers throughout the year. The Principal will check the progress of action research teams on a quarterly basis.

Start Date: 8/28/2018 **End Date:** 6/12/2019

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

Supported Strategies:

- Learning Walks and Classroom Observations

Data Meetings

Description:

Universal data meetings are held three times per year (fall, winter, spring) with the principal, district coaches, reading team, special education and grade level teachers. We utilize the district data model to discuss student benchmark data and decide on appropriate instructional strategies based on individual data. Grade level meetings are scheduled monthly to discuss student data, individual student progress, best practices, district initiatives, behavior and building concerns. Follow-up occurs via principal formal observation and informal learning walks with principal, coaches and district staff. The Principal meets with teachers after learning walks and formal observations to give feedback. Coaches will provide classroom support as needed. Classroom teachers will analyze MAP test and Performance Plus data to plan instruction to provide remediation and to provide enrichment.

Start Date: 8/28/2018 **End Date:** 6/12/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Meetings and Analysis

Literacy Night

Description:

Literacy Night is a teacher-led initiative that addresses literacy in both ELA and Mathematics. Families participate in group activities designed to increase/enhance literacy. This year we are also including Black history activities into our Literacy Night

Start Date: 11/1/2018 **End Date:** 3/26/2019

Program Area(s): Professional Education

Supported Strategies:

- Parent Advisory Committee

Core Team Roles and Responsibilities

Description:

The core team meets twice a month to analyze student data and a third time each month with the whole school. At the whole school meetings, the core team decides on areas of concern and develops lessons and interventions to help with the area of concern. Strategies to work with Tier 2 students are discussed at these meetings. Each member has a specific role and responsibility.

Start Date: 8/28/2018 **End Date:** 6/8/2019

Program Area(s):

Supported Strategies:

- Explicit Instruction / Danielson Framework

Tier II and III Interventions

Description:

The Tier II team meets when a student receives 3 BIR's. They develop interventions to remediate the student's area of weakness. The team monitors, analyzes and evaluates tier II and III supports/interventions with some exiting

criteria. The Character Counts program is also used with Tier 2 and 3 children to remediate problem behaviors.

Start Date: 8/28/2018 **End Date:** 6/8/2019

Program Area(s):

Supported Strategies:

- Explicit Instruction / Danielson Framework

Staff Development

Description:

Professional development on tier II and tier III interventions will be provided during an early dismissal in-service.

Start Date: 8/29/2018 **End Date:** 6/8/2019

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Garrettford El Sch in the Upper Darby SD has been duly reviewed by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Garrettford El Sch in the Upper Darby SD for the 2018-2019 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