

Stonehurst Hills El Sch  
**School Improvement Plan**

07/01/2014 - 06/30/2019

*Improvement Revision 2018-2019 : Submitted On  
06/26/2018*

Stonehurst Hills Elementary School's comprehensive school improvement plan includes a focused set of goals that are aligned to identified school accomplishments and concerns. These goals are further aligned with strategies and implementation steps designed to target these concerns and students' academic, behavior, social, attendance and health needs. Stakeholders are involved in the development of Stonehurst Hills Elementary School's comprehensive school improvement plan through Home and School Association meetings, School Leadership Team meetings, faculty meetings and special parent advisory committee meetings with HSA members.

# School Profile

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## Demographics

### *Stonehurst Hills El Sch*

7051 Ruskin Ln  
Upper Darby, PA 19082  
(610)626-9111

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Aaronda Q. Beauford  
Superintendent: Daniel McGarry

## Stakeholder Involvement

Name	Role
Wendy Elgart	Administrator
Aaronda Beauford	Building Principal : School Improvement Plan Schoolwide Plan
John Clements	Community Representative : School Improvement Plan Schoolwide Plan
Zachary Kasabo	Ed Specialist - Other : School Improvement Plan Schoolwide Plan
Kimisha Simpson	Ed Specialist - Other : School Improvement Plan Schoolwide Plan
Margarita Christoforidis	Ed Specialist - School Counselor : School Improvement Plan Schoolwide Plan
Mary Kate Kleinberg	Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Elizabeth Terrell	Elementary School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Anne Pickett	Elementary School Teacher - Special Education : School Improvement Plan Schoolwide Plan
Lauren Poutasse	Intermediate Unit Staff Member
John Clements	Parent : School Improvement Plan Schoolwide Plan

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** The School Improvement Plan contains Action Plans that address identified weaknesses in the management and instruction within the school identified through a school level needs assessment.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** The district has identified whole-school meaningful interventions directly associated with the school's highest priority needs.
- **Assurance 5:** The school improvement plan covers a one-year period.
- **Assurance 6:** The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards
  - Frequent Monitoring of Teaching and Learning
  - Focused Professional Development
  - Supportive Learning Environment

- High Levels of Community and Parent Involvement
- **Assurance 7:** Schools must implement evidence-based interventions associated with the two or three highest priority systemic challenges identified through the needs assessment.
- **Assurance 8:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Assurance 9:** Establish specific annual, measurable targets for continuous and substantial progress at the school level and for each student group for whom an achievement gap is observed.
- **Assurance 10:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

### **Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- District web page
- Board meeting presentations
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has completed an evaluation of the previous school plan and updated the current plan based on the evaluation.

No

## 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 Superintendent holds mandatory monthly meetings where Principals receive training from all Central administrators and are responsible for sharing the information with building level staff. The Assistant Superintendent for Curriculum and Instruction provides bi-monthly training for the building-level administrative teams. The Assistant Director of Curriculum and Instruction, the Language Arts, Reading and World Languages Curriculum Supervisor, District Coaches, Director of Pupil Services, Director of Special Education, Director of Student Affairs and English Learners, the Manager of Data and Information, all Curriculum Supervisors and other central administrators are in attendance at these meetings to provide additional building support as needed.

Provider	Meeting Date	Type of Assistance
Dr. Cindy Goldsworthy	12/6/2018	1-1 Principal PVAAS Training
Robert Schwartz, Mathematics Supervisor	12/5/2018	Principal training on Effective Math Instruction
Shawn Levin, Charles Mohler	12/5/2018	Principal training on using MAP data to impact school improvement planning

### 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

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## School Accomplishments

### Accomplishment #1:

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As per PVAAS, for Grade 4 at Stonehurst Hills ES:

- there is evidence that the school met the standard for PA Academic Growth on the PSSA in grade 4 for Math in 2018.
- there is evidence that the school met the standard for PA Academic Growth on the PSSA in grade 4 for English Language Arts in 2018.
- there is evidence that the school met the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for Math in 2018.
- there is evidence that the school met the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for English Language Arts in 2018.

### Accomplishment #2:

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As per PVAAS, for Grade 5 at Stonehurst Hills ES:

- there is evidence that the school met the standard for PA Academic Growth on the PSSA in grade 5 for Math in 2018.
- there is significant evidence that the school exceeded the standard for PA Academic Growth on the PSSA in grade 5 for English Language Arts in 2018.
- there is evidence that the school met the standard for PA Academic Growth on the PSSA for the 3-year average in grade 5 for Math in 2018.

### Accomplishment #3:

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As per the PVAAS Growth Index, for the Black/African American student group at Stonehurst Hills ES:

- there is evidence that the school met the standard for PA Academic Growth in grade 5 for Math on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 4 for English Language Arts on the PSSA from 2017 to 2018.

- there is significant evidence that the school exceeded the standard for PA Academic Growth in grade 5 for English Language Arts on the PSSA from 2017 to 2018.

#### **Accomplishment #4:**

As per the PVAAS Growth Index, for the Economically Disadvantaged student group at Stonehurst Hills ES:

- there is evidence that the school exceeded the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 5 for Math on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 4 for English Language Arts on the PSSA from 2017 to 2018.
- there is significant evidence that the school exceeded the standard for PA Academic Growth in grade 5 for English Language Arts on the PSSA from 2017 to 2018.

#### **Accomplishment #5:**

As per the PVAAS Growth Index, for the Lowest Performing 33% of Students student group at Stonehurst Hills ES:

- there is evidence that the school met the standard for PA Academic Growth in grade 5 for Math on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 4 for English Language Arts on the PSSA from 2017 to 2018.
- there is moderate evidence that the school exceeded the standard for PA Academic Growth in grade 5 for English Language Arts on the PSSA from 2017 to 2018.
- there is moderate evidence that the school exceeded the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

#### **Accomplishment #6:**

As per the PVAAS Growth Index, for the Students with Individual Education Plans (IEPs) student group at Stonehurst Hills ES:

- there is evidence that the school exceeded the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 5 for Math on the PSSA from 2017 to 2018.

- there is significant evidence that the school met the standard for PA Academic Growth in grade 4 for English Language Arts on the PSSA from 2017 to 2018.
- there is moderate significant evidence that the school exceeded the standard for PA Academic Growth in grade 5 for English Language Arts on the PSSA from 2017 to 2018.
- there is evidence that the school met the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

#### **Accomplishment #7:**

##### **PARENT ENGAGEMENT:**

- Stonehurst Hills ES has a fully appointed active Home and School Association which has adopted effective bylaws, operations and procedures. The HSA has adopted the following as its objectives: (1) to promote open communication and support between the school, its teachers, administrators and families; (2) to raise funds for curriculum and activities to enhance the students' elementary experience; (3) to foster the relationship between home and school so that all may cooperate intelligently toward the better education and development of the students of Stonehurst Hills ES; and (4) to support and encourage school spirit and pride.
- The number of approved parent volunteers is increasing steadily.

#### **Accomplishment #8:**

##### **SCHOOL CULTURE/ PBIS:**

- Stonehurst Hills ES has been recognized and honored annually at Pennsylvania's Positive Behavior Interventions and Supports (PBIS) Implementers Forum for sustaining fidelity to Tiers I and II for years 1, 2 and 3. We have achieved between 92% and 97% over the past 3 years on our annual implementation evaluations conducted by Delaware County Intermediate Unit.

#### **Accomplishment #9:**

##### **COMMUNITY ENGAGEMENT:**

- Stonehurst Hills ES have been able to build several robust community and business partnerships to support Positive Behavior Interventions and Supports (PBIS) initiatives and other student and school needs.



## School Concerns

### Concern #1:

As per PVAAS, for Grade 4 at Stonehurst Hills ES:

- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA in grade 4 for Science in 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for English and Language Arts in 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for Science in 2018.

### Concern #2:

As per the PVAAS Growth Index, for the Black/African American student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

### Concern #3:

As per the PVAAS Growth Index, for the Economically Disadvantaged student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

### Concern #4:

As per the PVAAS Growth Index, for the Lowest Performing 33% of Students student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.

### Concern #5:

As per schoolwide disciplinary referral data, physical aggression has been identified as the schoolwide behavior of focus for targeted interventions and supports.

#### **Concern #6:**

Although parental involvement continues to trend in a positive direction, our goal of improving parent attendance to report card conferences and other curriculum-based school activities (i.e. Family Math and Literacy Night, etc.) continues to fall short. Also, Home and School Association meetings and functions are not well attended.

## **Prioritized Systemic Challenges**

**Systemic Challenge #1** (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

#### **Aligned Concerns:**

As per PVAAS, for Grade 4 at Stonehurst Hills ES:

- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA in grade 4 for Science in 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for English and Language Arts in 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth on the PSSA for the 3-year average in grade 4 for Science in 2018.

As per the PVAAS Growth Index, for the Black/African American student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

As per the PVAAS Growth Index, for the Economically Disadvantaged student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.
- there is significant evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Science on the PSSA from 2017 to 2018.

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As per the PVAAS Growth Index, for the Lowest Performing 33% of Students student group at Stonehurst Hills ES:

- there is moderate evidence that the school did not meet the standard for PA Academic Growth in grade 4 for Math on the PSSA from 2017 to 2018.

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As per schoolwide disciplinary referral data, physical aggression has been identified as the schoolwide behavior of focus for targeted interventions and supports.

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Although parental involvement continues to trend in a positive direction, our goal of improving parent attendance to report card conferences and other curriculum-based school activities (i.e. Family Math and Literacy Night, etc.) continues to fall short. Also, Home and School Association meetings and functions are not well attended.

**Systemic Challenge #2** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**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

**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.

**Systemic Challenge #5** (*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

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

### Indicators of Effectiveness:

Type: Annual

Data Source: Perceptual

Specific Targets: District Pacing Guides

Type: Annual

Data Source: Perceptual

Specific Targets: District-provided curriculum resources and materials

Type: Annual

Data Source: Perceptual

Specific Targets: Recruitment and the hiring of highly qualified personnel within two weeks of job postings

### Strategies:

#### *Parent Engagement & Community/Business Partnerships*

##### **Description:**

Parent Engagement: According to the PBIS OSEP Technical Assistance Center, "the presence of parents in schools not only provides additional academic supports but also creates community and cultural connections." Family members in our school participate in the problem solving process and help to create individualized Positive Behavior Support and interventions (PBIS) that support the student both at school and home. Our goal is to have parents participate in school life and a variety of activities with the ultimate aim of helping them promote their children's academic success. We encourage parents to participate in school events that promote student learning. We also provide other student activities and social events that promote school and community involvement.

Community Partnerships: Stonehurst Hills ES seeks to work with local organizations to engage families in meaningful ways that support student learning and school initiatives.

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

## *Behavior Committee*

### **Description:**

Stonehurst Hills ES is restructuring its Behavior Committee to provide support more effectively to teachers in identification of students' needs; provision of direct instruction of behavior expectations; development and facilitation of classroom procedures for responding to problem behaviors; alignment of classroom behavior management systems with the schoolwide PBIS initiative; and identification of a set of strategies, resources and interventions to increase positive student behavior. An ultimate focus of the Committee is to promote an instructional approach to behavior, to have a growth mindset toward behavioral skills deficits and to promote the teaching of desired behaviors and social skills to students with as much fidelity as the manner in which we address students' academic needs.

**SAS Alignment:** Instruction, Safe and Supportive Schools

## *Extended Student Learning Opportunities*

### **Description:**

Students are provided with extended learning opportunities beyond the school day and through an interactive home-school math technology program to support reading and math skills and fluency.

**SAS Alignment:** None selected

## *Effective Instructional Practices*

### **Description:**

The teacher is responsible for using effective instructional strategies and approaches to engage students in the learning process actively, working to assist students in meeting specific learning targets as aligned to the common core standards, aligning instruction with appropriate materials and resources, meeting all learning styles and developmental needs of all learners and resources and ensuring that students are equipped with the tools they need to be successful.

**SAS Alignment:** None selected

## *Schoolwide Positive Culture*

### **Description:**

Stonehurst Hills Elementary School aims to be a place where relationships, respect, and trust are valued.

**SAS Alignment:** None selected

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

#### *Home and School Association Meetings*

**Description:**

The Stonehurst Hills Home and School Association members, the Principal, the Teacher Representatives and parents work collaboratively to support students in meeting academic, behavioral and social growth goals.

Evidence(s) of implementation: HSA meeting agendas and minutes, event planning, fundraising and financial support

Evidence(s) of effectiveness: increased HSA meeting attendance, increased fundraising and financial support

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships

#### *Student Support Team*

**Description:**

The Student Support Team (SST) meets two to three times a week to identify and provide support for students encountering learning challenges in school.

Evidence of implementation: meeting agenda, meeting notes, individual student plan

Evidence of effectiveness: student achievement data (SST), student attendance data

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

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

**Supported Strategies:**

- Effective Instructional Practices

*Parent and Family Events and Activities*

**Description:**

Parents and students participate in several community-building events throughout the school year to promote school community spirit and to support the school's PBIS initiatives. These include:

- Family Math and Literacy Nights - Twice a year, parents participate in a math and literacy workshop in which they are taught instructional strategies and provided with math and reading materials that encourage the love of reading and improvement of reading and math fluency skills in their children. During these workshops parents work with their children, completing hands-on activities and practicing implementation of different literacy and math concepts as outlined in the school curriculum. Evidence of implementation: event planning sheets, invitations, workshop agendas, workshop schedules, sign-in sheets; Evidence of effectiveness: report cards, assessment data
- Basketball Group - Through the game of basketball, we teach students principles of the sport and allow a platform for students to practice their basketball skills by playing organized games against fellow students both in and beyond our school.
- Annual School Musical - Now in our 4th year, students participate in a rigorous audition process and rehearsal schedule for the opportunity to showcase their talents before their school community. They practice the skills of organization, cooperation, creativity and commitment and enjoy benefits such as confidence, improved grades and lifelong memories.
- Arts Group - Students work on art projects as facilitated by the school's art teacher.
- Annual Music and Arts Festival - Families are invited to view the displayed art created by their children and to enjoy musical performances starring their children.
- Lip Sync Battle - Families are invited to enjoy their children's and staff lip sync performances.
- Talent Show - Families are invited to enjoy their children's performances and talents of singing, dancing, lip-syncing and other activities that showcase their skills.
- Annual Ice Cream Social - Families are invited to visit the school prior to school opening to meet the principal, lead teacher, teachers and other staff.
- Multicultural Night - Families are invited to a night of fun and celebration of the many different cultures of students and families in the Stonehurst Hills Elementary School community.
- Black History Assembly & Activities - Families are invited to enjoy a celebration of the important contributions and achievements of African Americans and Black peoples throughout our nation's history. During assemblies, students are able to

meet former students and learn about their life and work post-Stonehurst Hills ES and about various Black peoples' cultures and values.

- Muffins for Moms - Moms are celebrated for their hard work and contributions to the Stonehurst Hills ES community and students' success
- Donuts for Dads - Dads are celebrated for their hard work and contributions to the Stonehurst Hills ES community and students' success
- Million Father March - Fathers and father-figures are invited to welcome all students in the Stonehurst Hills ES community to wish students a successful start to the new school year.
- Annual Walk to School Day - Stonehurst Hills ES families are invited to join children and adults around the world to celebrate the benefits of walking and pedestrian safety.
- Winter & Spring Dances - Students in grades 4 and 5 are invited to enjoy good music, food and activities together.
- Sock Hops - Students in grades 1, 2 and 3 are invited to enjoy good music, food and activities together.
- Distinguished Gentlemen of Stonehurst Hills Group - Students in grades 4 and 5 are invited to participate in character and confidence-building mentoring opportunities and discussions and activities. The facilitators are responsible for the following outcomes for participants so that students are able to explain the concept of leadership, identify helpful resources which aid in academic achievement, demonstrate effective small group dynamics, apply knowledge of university, and local policies and procedures while learning the impact on themselves and other constituents, apply intrapersonal and critical thinking competencies, develop a vision for professional/personal growth congruent with one's passions, values, and skills, articulate the advantages and challenges of a diverse society and develop an awareness of college and career-readiness skills.
- SHES Wellness Committee activities - The Wellness Committee organizes an annual schoolwide Wellness Fair to promote healthy living and to provide students with nutritional information, refusal and self-advocacy skills and pedestrian safety.

Evidence(s) of implementation: event planning, invitations

Evidence(s) of effectiveness: sign-in sheets

**Start Date:** 8/28/2017    **End Date:** 6/8/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships

*Positive Behavior Interventions and Supports (PBIS)*



**Description:**

Stonehurst Hills Elementary School promotes high expectations regarding school culture and an emphasis on schoolwide systems of supports by implementing Positive Behavior Interventions and Supports (PBIS). PBIS is implemented in all areas including the classroom and non-classroom settings with a focus on teaching social behaviors and community responsibility. Stonehurst Hills Elementary School continues in its partnership with Delaware County Intermediate Unit (DCIU) and a Training and Consulting Specialist from Devereux Center for Effective Schools in our implementation of Tiers I and II of School-wide Positive Behavioral Interventions and Supports (SWPBIS). DCIU continues to provide professional development to the core PBIS Committee in providing/supporting structure to the school's current system. Additionally, DCIU provides professional development that supports the development of positive learning environments.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Schoolwide Positive Culture

*School Leadership Team***Description:**

The Stonehurst Hills Elementary School Leadership Team's (SLT) mission is to help guide school-wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted Comprehensive School Improvement Plan (CSIP). SLT members are also responsible for communicating the vision and mission of Stonehurst Hills Elementary School to faculty, parents, students and other stakeholders. Besides the CSIP, areas of focus also include the School Safety & Emergency Evacuation Plans, school event planning, fundraising, parent and community engagement and other items relevant to school improvement planning. The principal provides ongoing professional development to members of the School Leadership Team on developing, facilitating and monitoring the comprehensive school improvement plan; the roles and responsibilities of the team and its members; and effective decision-making that is consistent with developing a culture in which students come first and there is a shared goal for all students to achieve high levels of learning.

The team is made up of the school Principal, Lead Teacher, Special Education Teacher Leader, MTSS Specialist, UDEA representative, teacher representatives from each grade level, a specialist teacher representative, a building assistant representative, and a noon-time aide representative.

The team's goals remain the same for the purpose of improving school climate and culture and the school's professional learning community.

- Continue to use this body to drive collaborative decision-making
- Ensure teacher leadership is accomplished through the principles of distributed leadership in which staff have meaningful collaborative activity to accomplish goals and boost student and teacher productivity

Evidence(s) of implementation: meeting agenda and minutes, professional development, grade-level meeting agendas and minutes

Evidence(s) of effectiveness: collaborative decision-making

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

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

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships
- Behavior Committee
- Extended Student Learning Opportunities
- Effective Instructional Practices
- Schoolwide Positive Culture

*Daily Math and Reading Response to Interventions and Instruction (RtII)*

**Description:**

RtII is a component of a schoolwide Multi-Tiered Student Support (MTSS) approach to supporting students and meeting their varied and changing needs.

Through the use of a comprehensive, multi-tiered, standards-aligned strategies, teachers and staff will continue to provide Math and Reading instruction and interventions to match the needs of students with the goal of proactively improving student achievement for all learners. These interventions include small group instruction for Reading and Math and whole-class Behavior lessons that support the development and sustainability of a climate for learning. Students are provided with 30 minutes of instruction targeted to their skills deficits as indicated by MAP assessments, teacher-created assessments and participate in these sessions four

times per week respectively. Students receiving tier 3 support in reading are progress monitored each week.

Evidence(s) of implementation

- RtII Reading and Math - Elementary school schedule, lesson plans, push-in schedule for interventionists

Evidence(s) of effectiveness

- RtII Reading and Math - MAP testing, Math fluency 90-second check Benchmarks, GoMath! chapter tests, DIBELS Next scores, progress monitoring, phonological CORE awareness inventory, data team meetings

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

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

**Supported Strategies:** None selected

### *Danielson Framework*

**Description:**

Research shows that effective instruction is the most important factor contributing to student achievement.

Through implementation of the Danielson Framework teachers are guided in the effective planning and preparation for instruction; creating a positive, supportive and orderly classroom environment; effective delivery of instruction; and demonstrating high commitment to professional responsibilities. The Danielson Framework Domains are used at Stonehurst Hills Elementary School as the foundation of lesson planning and preparation, instructional delivery, classroom environment and professional practices and responsibilities with the goal of improving student learning and achievement. Through coaching, professional development and the teacher evaluation process, teachers are further prepared and supported to reflect on their practice.

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

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

**Supported Strategies:** None selected

### *Behavior Committee Meetings*

**Description:**

The Behavior Committee at Stonehurst Elementary is responsible for supporting our students' academic achievement by addressing interfering, maladjusted behaviors. The committee accommodates the student's needs by identifying the function of their behavior and subsequently structures a plan comprised of interventions and strategies that target the identified function. The behavior plan is executed with fidelity for a set number of weeks and reevaluated when the committee reconvenes. Progress monitoring supports the maintenance or adjustment of interventions and strategies. Stonehurst Hills ES has restructured the School Behavior Committee to provide support more effectively to teachers in the identification of students' behaviors of real concern, students' social and behavioral needs; provision of direct instruction of behavior expectations; development and facilitation of classroom procedures for responding to problem behaviors; alignment of classroom behavior management systems with the schoolwide PBIS initiative; and identification of a set of strategies, resources and interventions to increase positive student behavior. An ultimate focus of the Behavior Committee is to promote an instructional approach to behavior, to have a growth mindset towards behavioral skills deficits and to promote the teaching of desired behaviors and social skills to students with as much fidelity as compared with the processes by which the school addresses students' academic needs.

Evidence(s) of implementation: meeting schedule, meeting notes

Evidence(s) of effectiveness: individualized student plans

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

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

**Supported Strategies:**

- Behavior Committee

*Title I After-School Reading and Math Tutoring Program***Description:**

Teachers work with students in grades 1 and 2 three days a week for 16 weeks in 1-1 and small group instruction with a focus on growing student reading and math achievement to proficiency.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Extended Student Learning Opportunities

*Morning Reading & Math Fluency Group***Description:**

Teachers work with students with a focus on growing their reading skills development and providing reading fluency, sight word and reading comprehension practice using sight word cards, fluency passages, reading passages and other resources as needed. Students are invited to participate based on English and Language Arts MAP scores, DiBELS Next scores, teacher recommendation and/ or Student Support Team referral. Teachers also work with students with a focus on growing their math skills development and providing math fluency practice using SumDog, Soar to Success, GoMath! problem-solving components and other resources as needed. Students are invited to participate based on Math MAP scores and Chapter tests, teacher recommendation and/ or Student Support Team referral.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Extended Student Learning Opportunities

*Sumdog***Description:**

Students are able to access this Math & English Language Arts standards aligned adaptive learning at school and at home.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Extended Student Learning Opportunities

### *Weekly Progress Monitoring*

**Description:**

Teachers, Reading Specialists and Math and Reading RtII Tutors assess students' academic performance once a week to monitor students' academic growth or responsiveness to instruction and to evaluate the effectiveness of instruction, programming and interventions.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Effective Instructional Practices

### *Learning Walks*

**Description:**

Teachers receive feedback on instructional practice through administration and peer Learning Walks .

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

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

**Supported Strategies:**

- Effective Instructional Practices

### *Supportive Relationships*

**Description:**

Stonehurst Hills ES staff is continuing in their work with the Center for Supportive Relationships which provides real-time coaching to teachers with the purpose of expanding ways to connect with students through meaningful relationships and

positive, supportive communication. All teachers have developed a goal in their formal teacher evaluation that is aimed at improving teacher-student relationships.

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

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

**Supported Strategies:**

- Schoolwide Positive Culture

### *Grade Level Team Meetings*

**Description:**

Grade level teams meet twice a month to collaborate on lesson plan development, consider reports from the Leadership Team, discuss best practices and effective instructional strategies and to provide support to one another. They examine student achievement data with a focus on aligning instruction to meet students' needs. District supervisors and coaches are invited to attend as needed.

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

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

**Supported Strategies:**

- Effective Instructional Practices

### *Data Team Meetings*

**Description:**

Grade level teams examine student achievement data with a focus on aligning instruction to meet students' needs.

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

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

**Supported Strategies:**

- Effective Instructional Practices

### *Student Support Team (SST)*

**Description:**

The team collaboratively addresses students' academic challenges that interfere with their learning.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Effective Instructional Practices

### *Staff Professional Development*

**Description:**

Instructional staff regularly participates in professional learning to enhance their instructional practice and understanding of curriculum materials, common core standards, the Danielson Framework, Text Dependent Analysis, learning targets and using data to impact instruction. Teachers receive targeted training in the effective use of the math curriculum materials, chapter components and student assessment and Math and Reading Response to Intervention (RtII) implementation.

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

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

**Supported Strategies:**

- Effective Instructional Practices

### *Instructional Coaching*

**Description:**



Teachers receive targeted support with a focus on improving instructional practice and student learning. Teachers also learn how to structure classroom-level systems to support all students academically, behaviorally and socially.

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

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

**Supported Strategies:**

- Effective Instructional Practices

### *Behavior RtII*

**Description:**

Through Behavior RtII, a component of the schoolwide is Multi-tiered Student Support (MTSS) system, teachers provide instruction on school climate expectations and behavioral interventions targeted to their students' needs. All staff are responsible for implementing the schoolwide progressive discipline plan with fidelity with the purpose of minimizing student behavior with effective student skills development. Social skills workshops are facilitated by expert staff.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Behavior Committee
- Schoolwide Positive Culture

### *Behavior Interventionist*

**Description:**

This Title I grant funded position is integral to the successful implementation of PBIS and MTSS for behavior throughout the school. The Behavior Interventionist helps children develop social skills, improve their ability to learn in school and eliminate or reduce negative or disruptive behaviors. He provides Weekly Behavior RtII lesson plans to teachers, facilitates targeted class and grade level

instruction to students on self-regulation exercises. He provides training on analysis of student disciplinary data and aligning RtII Behavior and PBIS resources and strategies with students' skills deficits. Using the growth model, he facilitates small social skills groups with students targeting the behaviors identified using disciplinary data and teacher and parent input. He facilitates Behavior Committee meetings. The Behavior Interventionist assists teachers in building a schoolwide student behavioral goal and implementing targeted interventions to address the identified need. He also provides 1-1 coaching to teachers on effective implementation of their training and use of resources.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships
- Behavior Committee
- Schoolwide Positive Culture

### *Child Guidance Resource Center (CGRC)*

**Description:**

CGRC provides support to students and families in managing students' behavioral health and attendance challenges. A satellite site is located on Stonehurst Hills ES' campus for family-based support as well. Also, through CGRC, training is provided to staff on identifying and utilizing strategies for recurrent Tier I behaviors that provide *a skill* to students that result in the changing of the undesired behavior. Through professional development workshops teacher trauma awareness is enhanced as they learn how trauma impacts student learning and self-regulation and how brain development is profoundly impacted by trauma.

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

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

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships
- Schoolwide Positive Culture

### *Lakeside Student Trauma-Informed Care Consultation and Training*

**Description:**

Through Lakeside organization, a cohort of teachers are provided with small group consultation and coaching on trauma-informed care of students.

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

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

**Supported Strategies:**

- Schoolwide Positive Culture

### *Principal Beauford's Monthly Chat and Chews*

**Description:**

The Principal extends a personal invitation to parents to join her for a cup of coffee and donuts on the last Friday of each month.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships

### *Student Attendance Improvement Committee*

**Description:**

The Principal, Attendance Clerk, School Social Worker, and Attendance Secretary work collaboratively to support students and families with attendance and truancy challenges.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Parent Engagement & Community/Business Partnerships
- Effective Instructional Practices
- Schoolwide Positive Culture

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Perceptual

Specific Targets: The school principal will share the School Improvement Plan and student achievement data with parents during the Back to School Night.

Type: Annual

Data Source: The school Principal will report out on student achievement as it relates to the School Improvement Plan during Home and School Association Meetings.

Specific Targets: The school Principal will ensure that the School Improvement Plan is posted to the school's website.

**Strategies:***Extended Student Learning Opportunities***Description:**

Students are provided with extended learning opportunities through before- and after-school tutoring programs and an interactive home-school math technology program to support reading and math skills and fluency.

**SAS Alignment:** Curriculum Framework, Instruction

*Professional Development***Description:**

Instructional staff regularly participates in professional learning to enhance their instructional practice and understanding of curriculum materials, common core standards, the Danielson Framework, Text Dependent Analysis, learning targets and using data to impact instruction. Teachers receive targeted training in effective use of the math curriculum materials, student assessment and chapter components. They also received targeted support in implementing effective Math Response to Interventions and Instruction (RtII). Through professional development workshops teacher trauma awareness is enhanced as they learn how trauma impacts student learning and self-regulation and how brain development is profoundly impacted by trauma. Some teachers are provided with small group consultation and coaching from Lakeside. Teachers also learn how to structure classroom-level systems to support all students academically, behaviorally and socially. Teachers receive feedback on instructional practice through Learning Walks and formal observations.

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

**Implementation Steps:***Danielson Framework***Description:**

Research shows that effective instruction is the most important factor contributing to student achievement.

Through implementation of the Danielson Framework teachers are guided in the effective planning and preparation for instruction; creating a positive, supportive and orderly classroom environment; effective delivery of instruction; and demonstrating high commitment to professional responsibilities. The Danielson Framework Domains are used at Stonehurst Hills Elementary School as the foundation of lesson planning and preparation, instructional delivery, classroom environment and professional practices and responsibilities with the goal of improving student learning and achievement. Through coaching, professional development and the teacher evaluation process, teachers are further prepared and supported to reflect on their practice.

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

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

**Supported Strategies:** None selected

### *School Leadership Team*

**Description:**

The Stonehurst Hills Elementary School Leadership Team's (SLT) mission is to help guide school-wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted Comprehensive School Improvement Plan (CSIP). SLT members are also responsible for communicating the vision and mission of Stonehurst Hills Elementary School to faculty, parents, students and other stakeholders. Besides the CSIP, areas of focus also include the School Safety & Emergency Evacuation Plans, school event planning, fundraising, parent and community engagement and other items relevant to school improvement planning. The principal provides ongoing professional development to members of the School Leadership Team on developing, facilitating and monitoring the comprehensive school improvement plan; the roles and responsibilities of the team and its members; and effective decision-making that is consistent with developing a culture in which students come first and there is a shared goal for all students to achieve high levels of learning.

The team is made up of the school Principal, Lead Teacher, Special Education Teacher Leader, MTSS Specialist, UDEA representative, teacher representatives from each grade level, a specialist teacher representative, a building assistant representative, and a noon-time aide representative.

The team's goals remain the same for the purpose of improving school climate and culture and the school's professional learning community.

- Continue to use this body to drive collaborative decision-making
- Ensure teacher leadership is accomplished through the principles of distributed leadership in which staff have meaningful collaborative activity to accomplish goals and boost student and teacher productivity

Evidence(s) of implementation: meeting agenda and minutes, professional development, grade-level meeting agendas and minutes

Evidence(s) of effectiveness: collaborative decision-making

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

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

**Supported Strategies:** None selected

### *Student Support Team*

**Description:**

The Student Support Team (SST) meets two to three times a week to identify and provide support for students encountering learning challenges in school.

Evidence of implementation: meeting agenda, meeting notes, individual student plan

Evidence of effectiveness: student achievement data (SST), student attendance data

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

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

**Supported Strategies:** None selected

### *Daily Math and Reading Response to Interventions and Instruction (RtII)*

**Description:**

RtII is a component of a schoolwide Multi-Tiered Student Support (MTSS) approach to supporting students and meeting their varied and changing needs.

Through the use of a comprehensive, multi-tiered, standards-aligned strategies, teachers and staff will continue to provide Math and Reading instruction and interventions to match the needs of students with the goal of proactively improving student achievement for all learners. These interventions include small group

instruction for Reading and Math and whole-class Behavior lessons that support the development and sustainability of a climate for learning. Students are provided with 30 minutes of instruction targeted to their skills deficits as indicated by MAP assessments, teacher-created assessments and participate in these sessions four times per week respectively. Students receiving tier 3 support in reading are progress monitored each week.

Evidence(s) of implementation

- RtII Reading and Math - Elementary school schedule, lesson plans, push-in schedule for interventionists

Evidence(s) of effectiveness

- RtII Reading and Math - MAP testing, Math fluency 90-second check Benchmarks, GoMath! chapter tests, DIBELS Next scores, progress monitoring, phonological CORE awareness inventory, data team meetings

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

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

**Supported Strategies:** None selected

**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: Performance

Specific Targets: Teachers will continue to meet in Grade Level Teams to analyze student performance data regularly and plan for instructional improvement.

Type: Annual

Data Source: Performance



Specific Targets: The Principal will continue to conduct informal observations of teacher instruction and provide meaningful feedback, instructional coaching and support.

Type: Annual

Data Source: Performance

Specific Targets: The Principal will continue to review weekly lesson plans as prepared by classroom teachers for alignment to the curriculum and core content standards and for implementation of best instructional practices, the setting of rigorous instructional outcomes and the use of assessment data to drive instruction.

### ***Strategies:***

#### *Data Team Meetings*

##### **Description:**

Teachers convene regularly to examine student performance data and to analyze the effectiveness of instructional strategies.

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

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

#### *Danielson Framework*

##### **Description:**

Research shows that effective instruction is the most important factor contributing to student achievement.

Through implementation of the Danielson Framework teachers are guided in the effective planning and preparation for instruction; creating a positive, supportive and orderly classroom environment; effective delivery of instruction; and demonstrating high commitment to professional responsibilities. The Danielson Framework Domains are used at Stonehurst Hills Elementary School as the

foundation of lesson planning and preparation, instructional delivery, classroom environment and professional practices and responsibilities with the goal of improving student learning and achievement. Through coaching, professional development and the teacher evaluation process, teachers are further prepared and supported to reflect on their practice.

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

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

**Supported Strategies:** None selected

### *School Leadership Team*

**Description:**

The Stonehurst Hills Elementary School Leadership Team's (SLT) mission is to help guide school-wide decisions with the goal of increasing overall student achievement and meeting the needs set forth by our adopted Comprehensive School Improvement Plan (CSIP). SLT members are also responsible for communicating the vision and mission of Stonehurst Hills Elementary School to faculty, parents, students and other stakeholders. Besides the CSIP, areas of focus also include the School Safety & Emergency Evacuation Plans, school event planning, fundraising, parent and community engagement and other items relevant to school improvement planning. The principal provides ongoing professional development to members of the School Leadership Team on developing, facilitating and monitoring the comprehensive school improvement plan; the roles and responsibilities of the team and its members; and effective decision-making that is consistent with developing a culture in which students come first and there is a shared goal for all students to achieve high levels of learning.

The team is made up of the school Principal, Lead Teacher, Special Education Teacher Leader, MTSS Specialist, UDEA representative, teacher representatives from each grade level, a specialist teacher representative, a building assistant representative, and a noon-time aide representative.

The team's goals remain the same for the purpose of improving school climate and culture and the school's professional learning community.

- Continue to use this body to drive collaborative decision-making
- Ensure teacher leadership is accomplished through the principles of distributed leadership in which staff have meaningful collaborative activity to accomplish goals and boost student and teacher productivity

Evidence(s) of implementation: meeting agenda and minutes, professional development, grade-level meeting agendas and minutes

Evidence(s) of effectiveness: collaborative decision-making

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

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

**Supported Strategies:** None selected

### *Student Support Team*

**Description:**

The Student Support Team (SST) meets two to three times a week to identify and provide support for students encountering learning challenges in school.

Evidence of implementation: meeting agenda, meeting notes, individual student plan

Evidence of effectiveness: student achievement data (SST), student attendance data

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

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

**Supported Strategies:**

- Data Team Meetings

### *Daily Math and Reading Response to Interventions and Instruction (RtII)*

**Description:**

RtII is a component of a schoolwide Multi-Tiered Student Support (MTSS) approach to supporting students and meeting their varied and changing needs.

Through the use of a comprehensive, multi-tiered, standards-aligned strategies, teachers and staff will continue to provide Math and Reading instruction and interventions to match the needs of students with the goal of proactively improving student achievement for all learners. These interventions include small group instruction for Reading and Math and whole-class Behavior lessons that support the development and sustainability of a climate for learning. Students are provided with 30 minutes of instruction targeted to their skills deficits as indicated by MAP assessments, teacher-created assessments and participate in these sessions four

times per week respectively. Students receiving tier 3 support in reading are progress monitored each week.

Evidence(s) of implementation

- RtII Reading and Math - Elementary school schedule, lesson plans, push-in schedule for interventionists

Evidence(s) of effectiveness

- RtII Reading and Math - MAP testing, Math fluency 90-second check Benchmarks, GoMath! chapter tests, DIBELS Next scores, progress monitoring, phonological CORE awareness inventory, data team meetings

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

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

**Supported Strategies:**

- Data Team Meetings

**Goal #4:** 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: District Curriculum Mapping development, review and professional development

Specific Targets: Completion of the district's curriculum mapping

***Strategies:***

***Implementation Steps:***

*Danielson Framework*

**Description:**

Research shows that effective instruction is the most important factor contributing to student achievement.

Through implementation of the Danielson Framework teachers are guided in the effective planning and preparation for instruction; creating a positive, supportive and orderly classroom environment; effective delivery of instruction; and demonstrating high commitment to professional responsibilities. The Danielson Framework Domains are used at Stonehurst Hills Elementary School as the foundation of lesson planning and preparation, instructional delivery, classroom environment and professional practices and responsibilities with the goal of improving student learning and achievement. Through coaching, professional development and the teacher evaluation process, teachers are further prepared and supported to reflect on their practice.

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

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

**Supported Strategies:** None selected

**Goal #5:** 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: Formal and informal classroom observations

Specific Targets: All teachers will modify and adapt identified instructional practices within their classrooms to increase student mastery.

***Strategies:***

***Implementation Steps:***

*Danielson Framework*

**Description:**

Research shows that effective instruction is the most important factor contributing to student achievement.

Through implementation of the Danielson Framework teachers are guided in the effective planning and preparation for instruction; creating a positive, supportive and orderly classroom environment; effective delivery of instruction; and demonstrating high commitment to professional responsibilities. The Danielson Framework Domains are used at Stonehurst Hills Elementary School as the foundation of lesson planning and preparation, instructional delivery, classroom environment and professional practices and responsibilities with the goal of improving student learning and achievement. Through coaching, professional development and the teacher evaluation process, teachers are further prepared and supported to reflect on their practice.

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

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

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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<p><b>LEA Goals Addressed:</b></p>	<p>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.</p> <p>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.</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><b>Strategy #1: Effective Instructional Practices</b></p>
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Start	End	Title	Description
8/28/2018	6/12/2019	Student Support Team	<p>The Student Support Team (SST) meets two to three times a week to identify and provide support for students encountering learning challenges in school.</p> <p>Evidence of implementation: meeting agenda, meeting notes, individual student</p>

plan

Evidence of effectiveness: student achievement data (SST), student attendance data

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Principal, Reading Specialists, School Psychologist, School Social Worker	1.0	1	50	School Principal, School Psychologist, School Social Worker	School Entity	Yes

**Knowledge** School staff will be able to learn how the Student Support Team and Student Assistance Program addresses referred students' academic, attendance, behavioral, social and/or health needs and how to implement their role in each effectively.

**Supportive Research** Best practices show that evaluation of students' academic and attendance challenges by a qualified team of educators and support staff impact student achievement positively.

**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.

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.

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team review of referrals and teacher input and participation; student support as appropriate	<b>Evaluation Methods</b>	Team review of referrals and teacher input and participation; student support as appropriate

**LEA Goals Addressed:** 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.

**Strategy #1: Parent Engagement & Community/Business Partnerships**

Start	End	Title	Description
8/28/2017	6/8/2018	Parent and Family Events and Activities	<p>Parents and students participate in several community-building events throughout the school year to promote school community spirit and to support the school's PBIS initiatives. These include:</p> <ul style="list-style-type: none"> <li data-bbox="989 415 1919 808">• <u>Family Math and Literacy Nights</u> - Twice a year, parents participate in a math and literacy workshop in which they are taught instructional strategies and provided with math and reading materials that encourage the love of reading and improvement of reading and math fluency skills in their children. During these workshops parents work with their children, completing hands-on activities and practicing implementation of different literacy and math concepts as outlined in the school curriculum. Evidence of implementation: event planning sheets, invitations, workshop agendas, workshop schedules, sign-in sheets; Evidence of effectiveness: report cards, assessment data</li> <li data-bbox="989 854 1919 1003">• <u>Basketball Group</u> - Through the game of basketball, we teach students principles of the sport and allow a platform for students to practice their basketball skills by playing organized games against fellow students both in and beyond our school.</li> <li data-bbox="989 1049 1919 1235">• <u>Annual School Musical</u> - Now in our 4th year, students participate in a rigorous audition process and rehearsal schedule for the opportunity to showcase their talents before their school community. They practice the skills of organization, cooperation, creativity and commitment and enjoy benefits such as confidence, improved grades and lifelong memories.</li> <li data-bbox="989 1281 1919 1344">• <u>Arts Group</u> - Students work on art projects as facilitated by the school's art teacher.</li> <li data-bbox="989 1390 1919 1414">• <u>Annual Music and Arts Festival</u> - Families are invited to view the displayed</li> </ul>

art created by their children and to enjoy musical performances starring their children.

- Lip Sync Battle - Families are invited to enjoy their children's and staff lip sync performances.
- Talent Show - Families are invited to enjoy their children's performances and talents of singing, dancing, lip-syncing and other activities that showcase their skills.
- Annual Ice Cream Social - Families are invited to visit the school prior to school opening to meet the principal, lead teacher, teachers and other staff.
- Multicultural Night - Families are invited to a night of fun and celebration of the many different cultures of students and families in the Stonehurst Hills Elementary School community.
- Black History Assembly & Activities - Families are invited to enjoy a celebration of the important contributions and achievements of African Americans and Black peoples throughout our nation's history. During assemblies, students are able to meet former students and learn about their life and work post-Stonehurst Hills ES and about various Black peoples' cultures and values.
- Muffins for Moms - Moms are celebrated for their hard work and contributions to the Stonehurst Hills ES community and students' success
- Donuts for Dads - Dads are celebrated for their hard work and contributions to the Stonehurst Hills ES community and students' success
- Million Father March - Fathers and father-figures are invited to welcome all students in the Stonehurst Hills ES community to wish students a successful

start to the new school year.

- Annual Walk to School Day - Stonehurst Hills ES families are invited to join children and adults around the world to celebrate the benefits of walking and pedestrian safety.
- Winter & Spring Dances - Students in grades 4 and 5 are invited to enjoy good music, food and activities together.
- Sock Hops - Students in grades 1, 2 and 3 are invited to enjoy good music, food and activities together.
- Distinguished Gentlemen of Stonehurst Hills Group - Students in grades 4 and 5 are invited to participate in character and confidence-building mentoring opportunities and discussions and activities. The facilitators are responsible for the following outcomes for participants so that students are able to explain the concept of leadership, identify helpful resources which aid in academic achievement, demonstrate effective small group dynamics, apply knowledge of university, and local policies and procedures while learning the impact on themselves and other constituents, apply intrapersonal and critical thinking competencies, develop a vision for professional/personal growth congruent with one's passions, values, and skills, articulate the advantages and challenges of a diverse society and develop an awareness of college and career-readiness skills.
- SHES Wellness Committee activities - The Wellness Committee organizes an annual schoolwide Wellness Fair to promote healthy living and to provide students with nutritional information, refusal and self-advocacy skills and pedestrian safety.

Evidence(s) of implementation: event planning, invitations

Evidence(s) of effectiveness: sign-in sheets

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Lead Teacher	1.0	11	600	Principal, Reading and Math Interventionists	School Entity	No

**Knowledge** Parents will be able to learn literacy and math instructional strategies to support their child's learning during the fall and spring Family Math and Literacy Nights, Back to School Night, monthly Home and School Association meetings and via Strategy Shareouts in our monthly school newsletter.

**Supportive Research** Research shows that parent engagement and participation in their child's learning and school activities enhances the school experience for their child and promotes positive school culture.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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  
School Whole Group Presentation

**Participant Roles**

Parents

**Grade Levels**

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

<b>Follow-up Activities</b>	Monthly inserts in school newsletter of how parents can support instruction at home	<b>Evaluation Methods</b>	Parent attendance (sign-in sheets), Informal parent feedback
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**LEA Goals Addressed:**

**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.**

**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.**

**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**

Start	End	Title	Description
8/28/2018	6/12/2019	Daily Math and Reading Response to Interventions and Instruction (RtII)	RtII is a component of a schoolwide Multi-Tiered Student Support (MTSS) approach to supporting students and meeting their varied and changing

needs.

Through the use of a comprehensive, multi-tiered, standards-aligned strategies, teachers and staff will continue to provide Math and Reading instruction and interventions to match the needs of students with the goal of proactively improving student achievement for all learners. These interventions include small group instruction for Reading and Math and whole-class Behavior lessons that support the development and sustainability of a climate for learning. Students are provided with 30 minutes of instruction targeted to their skills deficits as indicated by MAP assessments, teacher-created assessments and participate in these sessions four times per week respectively. Students receiving tier 3 support in reading are progress monitored each week.

Evidence(s) of implementation

- RtII Reading and Math - Elementary school schedule, lesson plans, push-in schedule for interventionists

Evidence(s) of effectiveness

- RtII Reading and Math - MAP testing, Math fluency 90-second check Benchmarks, GoMath! chapter tests, DIBELS Next scores, progress monitoring, phonological CORE awareness inventory, data team meetings

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	2.0	2	50	School Principal, Lead Teacher, Reading and Math Interventionists, Special Education Teachers, Behavior Interventionist	School Entity	Yes

**Knowledge**

Using the multi-tiered approach, teachers and instructional school staff will be able to implement effective

instructional strategies and practices in reading, math and student behavior management for all students.

**Supportive Research**

Best practices demonstrate that a focus on high quality instruction and interventions that are matched to students' needs and monitored on a frequent basis for evidences of fidelity of implementation and of effectiveness through progress monitoring allows teachers to better evaluate students' needs and match instruction, resources and interventions appropriately.

**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.

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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  
 Professional Learning Communities



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

**LEA Goals Addressed:**

**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.**

**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.**

**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**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>														
8/28/2018	6/12/2019	Student Support Team	The Student Support Team (SST) meets two to three times a week to identify and provide support for students encountering learning challenges in school.  Evidence of implementation: meeting agenda, meeting notes, individual student plan  Evidence of effectiveness: student achievement data (SST), student attendance data														
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<b>Knowledge</b>	School staff will be able to learn how the Student Support Team and Student Assistance Program addresses referred students' academic, attendance, behavioral, social and/or health needs and how to implement their role in each effectively.
<b>Supportive Research</b>	Best practices show that evaluation of students' academic and attendance challenges by a qualified team of educators and support staff impact student achievement positively.
<b>Designed to Accomplish</b>	<p data-bbox="825 542 1789 602">Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p data-bbox="825 613 1919 673">Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p data-bbox="825 685 1919 745">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 data-bbox="919 756 1860 786">Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p data-bbox="825 911 1894 1036">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 data-bbox="825 1047 1839 1107">Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p data-bbox="825 1118 1919 1179">Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p data-bbox="919 1190 1667 1224">Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	Series of Workshops Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team review of referrals and teacher input and participation; student support as appropriate	<b>Evaluation Methods</b>	Team review of referrals and teacher input and participation; student support as appropriate

**LEA Goals Addressed:** 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.

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.  
 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

Start	End	Title	Description
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Evidence(s) of effectiveness

- RtII Reading and Math - MAP testing, Math fluency 90-second check Benchmarks, GoMath! chapter tests, DIBELS Next scores, progress monitoring, phonological CORE awareness inventory, data team meetings

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	2.0	2	50	School Principal, Lead Teacher, Reading and Math Interventionists, Special Education Teachers, Behavior Interventionist	School Entity	Yes

**Knowledge**

Using the multi-tiered approach, teachers and instructional school staff will be able to implement effective instructional strategies and practices in reading, math and student behavior management for all students.

**Supportive Research**

Best practices demonstrate that a focus on high quality instruction and interventions that are matched to students' needs and monitored on a frequent basis for evidences of fidelity of implementation and of effectiveness through progress monitoring allows teachers to better evaluate students' needs and match instruction, resources and interventions appropriately.

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

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**Training Format**  
 Series of Workshops  
 School Whole Group Presentation  
 Professional Learning Communities

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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work,	<b>Evaluation Methods</b>	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
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 varied student learning styles  
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Standardized student assessment  
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 Review of participant lesson plans

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**Strategy #1: Data Team Meetings**



Start	End	Title	Description														
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**Knowledge** School staff will be able to learn how the Student Support Team and Student Assistance Program addresses referred students' academic, attendance, behavioral, social and/or health needs and how to implement their role in each effectively.

**Supportive Research** Best practices show that evaluation of students' academic and attendance challenges by a qualified team of educators and support staff impact student achievement positively.

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**Training Format**

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Related Service Personnel  
Parents

**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

Journaling and reflecting

**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

Review of participant lesson plans

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Stonehurst Hills 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 Stonehurst Hills El Sch in the Upper Darby SD for the 2014-2019 school-year.

**Affirmed by Daniel Nerelli on 6/13/2018**

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*Superintendent/Chief Executive Officer*

**Affirmed by Rachel Mitchell on 6/26/2018**

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*Board President*

**Affirmed by Maria Edelberg on 7/1/2018**

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2017-2018 Improvement Evaluation

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

There is evidence of academic growth on the PSSA in 3rd, 4th and 5th grades for Math, English and Language Arts and Science. Stonehurst Hills ES has been recognized and honored annually at Pennsylvania's Positive Behavior Interventions and Supports (PBIS) Implementers Forum for sustaining fidelity to Tiers I and II for years 1, 2 and 3. We received this honor again this school year. We have achieved between 92%, 97% and 98% over the past 3 years on our annual implementation evaluations conducted by Delaware County Intermediate Unit. We have a fully appointed active Home and School Association which has adopted effective bylaws, operations and procedures. The HSA has adopted the following as its objectives: (1) to promote open communication and support between the school, its teachers, administrators and families; (2) to raise funds for curriculum and activities to enhance the students' elementary experience; (3) to foster the relationship between home and school so that all may cooperate intelligently toward the better education and development of the students of Stonehurst Hills Elementary School; and (4) to support and encourage school spirit and pride. Additionally, Stonehurst Hills ES has developed several robust community partnerships to support school initiatives and students.

### **Describe the continuing areas of concern from past the year.**

There is evidence that Stonehurst Hills ES did not meet the standards for PA Academic Growth on the PSSA consistently in grades three through five. Although parental involvement continues to trend in a positive direction, our goal of improving parent attendance to report card conferences and other instruction-based school activities (i.e. Family Math and Literacy Night, etc.) continues to fall short. Also, home and school association meetings and functions are not well attended. As per disciplinary referral data, physical aggression has been identified as the schoolwide behavior of focus.

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

Stonehurst Hills ES has adopted MAP testing to determine the amount of growth that has occurred between testing sessions and to project proficiency on the tests. The school has adjusted the schoolwide PBIS plan to target students' skills deficits related to physical aggression using the Constructive and Appropriate Response to Conflict plan approach. The school has expanded the Family Math and Literacy Night to Winter and Spring events. Instructional staff continue to be flexible with parents regarding scheduling for report card conferencing and other meetings to discuss students' academic, behavioral and/or social needs.

## 2016-2017 Improvement Evaluation



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

As per PVAAS, there is (1) evidence that Stonehurst Hills Elementary School met the standard for PA Academic Growth on the PSSA in the 4th grade for Math in 2017; (2) there is evidence that Stonehurst Hills Elementary School met the standard for PA Academic Growth on the PSSA in 5th grade for Math in 2017; (3) there is moderate evidence that Stonehurst Hills Elementary School exceeded the 3-year average standard for PA Academic Growth on the PSSA in the 4th grade for Math in 2017; and (4) there is significant evidence that Stonehurst Hills Elementary School exceeded the standard for PA Academic Growth on the PSSA in 5th grade for Math in 2017. Parent and community engagement has increased. PBIS targets have been reached and improvements sustained.

### **Describe the continuing areas of concern from the past year.**

Although there has been some growth in some academic areas, students in grades 3-5 continue to consistently underperform on meeting all district and state academic achievement standards in reading, math and science.

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

Math MTSS has been included in the daily elementary schedule as of school year 2016-17. Behavior MTSS has been added to the elementary schedule for thirty minutes once per week as of school year 2016-17. Writing has been implemented across the curriculum as of school year 2016-17. Special Education full-inclusion has been implemented as of school year 2016-17.

## **2015-2016 Improvement Evaluation**

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

#### **Student Achievement Data Highlights**

	<b>Conclusions</b>	<b>Implications</b>
<b>StoryTown Benchmarks</b>	In each grade level, we doubled the amount of students meeting Proficiency on their Total Reading Score.	Although if we compare scores our students fall short in these skills areas with double the amount of students moving up toward F
<b>PSSA</b>	For grades 4 and 5 we saw moderate to significant evidence that students are exceeding the standard for PA Academic Growth in Math and ELA/Reading.	Based on our 3-year average growth in Math and ELA/Reading
<b>WWR</b>	65% of our 1st grade students reached Benchmark at MOY and can blend 8 three-letter words in one minute.  We were able to move 38 1st grade students from Well Below Benchmark on the DIBELS WWR to At	This success should be leading to more fluent readers  Themes 1 – 4 tests: Student comprehension, which means them. With upcoming Theme

	<p>or Above Benchmark and grew 11 students to Strategic.</p> <p>We were able to move 11 1st grade students from Well Below Benchmark on the DIBELS WWR up one proficient level to Below Benchmark. These students went from reading less than one whole word per minute to between 2 and 8 or more words.</p>	<p>well students can apply the b learning and practicing to rea</p>
CLS	<p>57.8% of our 1st graders reached Benchmark at MOY and can read 43 correct letter sounds per minute.</p> <p>We were able to move 8 students from Well Below Benchmark to At or Above Benchmark (43 CLS/minute) and grew 11 students from Well Below Benchmark (Intensive) to Strategic.</p> <p>We were able to move 19 students from Below Benchmark to At or Above Benchmark.</p>	<p>At 57.8% we are tren green (Proficient/At or Abov with Dr. Dunlap's student act</p> <p>Why is this importan letter has a sound, which is k</p>

**Describe the continuing areas of concern from the past year.**

Students in grades 3-5 continue to consistently underperform on meeting all district and state *academic* achievement standards in reading, math and science.

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

Math Response to Instruction and Interventions (RtII) programming will be implemented next school year.

## 2014-2015 Improvement Evaluation

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

A comprehensive Progressive Discipline Plan initiated this past school year in alignment with PBIS initiatives has contributed towards providing alternatives to out-of-school suspensions. As a result, students have been able to access any of 22 steps aimed at using restorative practices to return students to the traditional classroom learning environment as quickly and as consistently as possible.

**Describe the continuing areas of concern from the first year plan.**

Reading and math student achievement continues to falter in relevant growth areas.

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

Stonehurst Hills ES staff continues to focus on student achievement in the areas of both academics and behavior.

