Darby Twp Sch

School Level Plan

07/01/2018 - 06/30/2019
School Profile

Demographics

Darby Twp Sch
801 Ashland Avenue
Glenolden, PA 19036
(610)522-4375

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Ms. LeAnne Hudson
Superintendent: Dr. Stephen Butz

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Damon Wade</td>
<td>Administrator : Schoolwide Plan</td>
</tr>
<tr>
<td>LeAnne Hudson</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Shab Custer</td>
<td>Ed Specialist - School Counselor : Schoolwide Plan</td>
</tr>
<tr>
<td>Jeanine Gannon</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Cathy Preston</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Meg Hawkins</td>
<td>Instructional Coach/Mentor Librarian : Schoolwide Plan</td>
</tr>
<tr>
<td>Carl Breithaupt</td>
<td>Middle School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Melissa Cooke</td>
<td>Middle School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Paul Smith</td>
<td>Middle School Teacher - Special Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Fran Barley</td>
<td>Parent : School Improvement Plan</td>
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<tr>
<td>Jennifer Bentzley</td>
<td>Parent : Schoolwide Plan</td>
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Needs Assessment

School Accomplishments

Accomplishment #1:
In 2018, 8th grade students showed growth in ELA from their 7th grade PSSA average of 42.1% to this year's average of 47.5%

The overall Science PSSA scores had an overall increase of 6.6%

School Concerns

Concern #1:
Student academic achievement needs to continue to grow. Additional programs and resources (like System 44) have been added for the 2018-2019 school year to help students grow academically.

Concern #2:
Need for systematic quality instruction. Teachers will be offered professional development opportunities, opportunities to observe other teachers, and the continued support of interventionists and administration.

Concern #3:
Student discipline. Staff will work together to utilize PBIS to minimize consequences while creating a safe learning environment. Administration will review and analyze discipline data and patterns with PBIS team members.

Concern #4:
Student attendance. In collaboration with the PBIS initiatives, staff will put incentives in place for perfect attendance on a daily (per homeroom), monthly, marking period, and school year basis. Administration, the guidance counselor, and the attendance clerk will review data and attempt to contact parents to address truancy issues.

Concern #5:
Communication with parents needs to expand and improve.

Prioritized Systemic Challenges

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

**Aligned Concerns:**

Student academic achievement needs to continue to grow. Additional programs and resources (like System 44) have been added for the 2018-2019 school year to help students grow academically.

Need for systematic quality instruction. Teachers will be offered professional development opportunities, opportunities to observe other teachers, and the continued support of interventionists and administration.

Communication with parents needs to expand and improve.

**Systemic Challenge #2 (Guiding Question #2)** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

**Aligned Concerns:**

Student academic achievement needs to continue to grow. Additional programs and resources (like System 44) have been added for the 2018-2019 school year to help students grow academically.

Need for systematic quality instruction. Teachers will be offered professional development opportunities, opportunities to observe other teachers, and the continued support of interventionists and administration.
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

**Aligned Concerns:**

Student academic achievement needs to continue to grow. Additional programs and resources (like System 44) have been added for the 2018-2019 school year to help students grow academically.

Need for systematic quality instruction. Teachers will be offered professional development opportunities, opportunities to observe other teachers, and the continued support of interventionists and administration.

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

**Aligned Concerns:**

Student academic achievement needs to continue to grow. Additional programs and resources (like System 44) have been added for the 2018-2019 school year to help students grow academically.

Need for systematic quality instruction. Teachers will be offered professional development opportunities, opportunities to observe other teachers, and the continued support of interventionists and administration.

Systemic Challenge #5 (Guiding Question #6) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

Student discipline. Staff will work together to utilize PBIS to minimize consequences while creating a safe learning environment. Administration will review and analyze discipline data and patterns with PBIS team members.

Student attendance. In collaboration with the PBIS initiatives, staff will put incentives in place for perfect attendance on a daily (per homeroom), monthly, marking period, and school year basis. Administration, the guidance counselor, and the attendance clerk will review data and attempt to contact parents to address truancy issues.
School Level Plan

Action Plans

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

Indicators of Effectiveness:
Type: Annual
Data Source: SPP level
Specific Targets: Student academic growth

Strategies:

Data Walkthroughs
Description:
Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: http://effectivestrategies.wiki.caiu.org/Using+Data

SAS Alignment: Assessment, Instruction

5 Characteristics for High Quality Professional Development

Description:
"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source http://files.eric.ed.gov/fulltext/ED510366.pdf)

Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools
Implementation Steps:

Professional Learning Communities

Description:

Monthly PLCs by grade level that focus on data analysis, development of instructional goals and instructional strategies.

Start Date: 8/29/2018   End Date: 6/11/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Walkthroughs
- 5 Characteristics for High Quality Professional Development

Goal #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

Indicators of Effectiveness:

Type: Interim

Data Source: Available assessment data

Specific Targets: Student academic growth

Strategies:

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

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
Pennsylvania's Schoolwide Positive Behavior Support System

Description:

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

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS

Description:

DTS is starting the process to become a state recognized PBIS school.

The MTSS process was implemented in the 2016-2017 school year and will be maintained in the 2017-2018 and 2018-2019 school years.

Start Date: 8/29/2018   End Date: 6/11/2019

Program Area(s): Professional Education

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

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

Indicators of Effectiveness:
Type: Interim

Data Source: Attendance and Discipline data

Specific Targets: Reduced student absences and tardiness.
Reduced student negative behaviors

**Strategies:**

**Character and Social Skill Building Programs**

**Description:**

WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: [http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf](http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf) and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

**Resource:** [http://effectivestrategies.wiki.caiu.org/Programs](http://effectivestrategies.wiki.caiu.org/Programs)

**SAS Alignment:** Safe and Supportive Schools

**Increased Communication with Students**

**Description:**


**SAS Alignment:** Assessment, Instruction

**Multi-Tiered Systems of Support (MTSS-RtII)**

**Description:**
Pennsylvania’s Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII) Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

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

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

**Description:**

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

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Professional Learning Communities**

**Description:**

Monthly PLCs by grade level that focus on data analysis, development of instructional goals and instructional strategies.

**Start Date:** 8/29/2018    **End Date:** 6/11/2019

**Program Area(s):** Professional Education
Supported Strategies: None selected
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Darby Twp Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Darby Twp Sch in the Southeast Delco 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 Darby Twp Sch in the Southeast Delco SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director