School Profile

Demographics

Delcroft Sch
799 School Lane
Folcroft, PA 19032
(610)522-4360

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Mrs. Stacey Ray
Superintendent: Dr. Stephen Butz

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Mark Pontzer</td>
<td>Administrator : School Improvement Plan</td>
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<tr>
<td>Stacey Ray</td>
<td>Building Principal : School Improvement Plan</td>
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<tr>
<td>Bill Bair</td>
<td>Community Representative : School Improvement Plan</td>
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<tr>
<td>Janine Bristow</td>
<td>Ed Specialist - School Counselor : School Improvement Plan</td>
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<tr>
<td>Shannon Baxter</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
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<tr>
<td>Lisa McDonough</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
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<tr>
<td>Sarah Warner</td>
<td>Elementary School Teacher - Special Education : School Improvement Plan</td>
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<tr>
<td>Beth DeStephanis</td>
<td>Instructional Coach/Mentor Librarian : School Improvement Plan</td>
</tr>
<tr>
<td>Alice Furey</td>
<td>Middle School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Eileen Chappelle</td>
<td>Parent : School Improvement Plan</td>
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<tr>
<td>Elise Graham</td>
<td>Parent : School Improvement Plan</td>
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Needs Assessment

School Accomplishments

Accomplishment #1:
DIBELS data collected for students in grades 1, 2, and 3 shows significant growth in all areas. In grade 1; Nonsense Word Fluency data showed 52% Benchmark, 8% Strategic, and 40% Intensive, with an increase in goal settings identified from the January to May scoring rubric. Also in grade 1; Oral Reading Fluency data showed 68% Benchmark, 14% Strategic, and 18% Intensive. Grade 2 Oral Reading Fluency data was 61% Benchmark, 16% Strategic, and 23% Intensive, again this was with an increase in the goal from January to May data collection timelines. Grade 3 Oral Reading Fluency was 49% Benchmark, 30% Strategic, and 21% Intensive. Identified through data collected in comparison to students who participated in the READ180 program showed 86% of students scored in the strategic core range. The implementation of a READ 180 cohort has shown an increase in student’s Lexile levels through assessments completed in the READ 180. The students in the program for grade 3 showed Lexile level growth for every student in the grade 3 homeroom cohort of the student in the grade 3 cohort 76% scored proficient or advanced in the 3rd grade cohort - with 2 student’s scores at the basic by one point- however no students in the 3rd grade cohort scored at the below basic level

Students in the Read 180 grade 4 cohort for the 2018 PSSA (who were previously in the 3rd grade cohort in 2017) scored overall 58% proficient or advanced - there were 5 students added to the cohort for the 2018 school year - all of which scored proficient or advanced in the 2018 school year.

In the grade 5 Math 180 cohort of 22 students - 77% of the students scored proficient or advanced on the Math 2018 PSSA.

School Performance Profile scores did not give specific data points to compare to the previous school year, however; through calculations of student growth from the previous school year, areas of growth were identified in specific grade levels, and content areas. Grade 3 ELA proficient levels (50.60) showed an increase from previous year's percentage. The growth indicators for academic growth (PVAAS) in the performance profile showed growth (68.17 for Mathematics / Algebra I, 53.00 for ELA, and 64.00 for Science/ Biology.

Accomplishment #2:
Delcroft School was named a Distinguished Title I school for growth in the 2014-2015 school year. Delcroft School was recognized as a Distinguished Title I School for the 2015-2016 school year. Delcroft students continue to show growth in the areas of Mathematics and English Language Arts - specifically noting a decreased number of students scoring in the below basic range in both English Language Arts and Mathematics.
School Concerns

Concern #1:
Core instruction in the tested areas is a concern, combined with how to remediate a high amount of students requiring remediation due to lack of achievement in one or more subject areas.

Concern #2:
The high quantity of various student needs requiring remediation through the MTSS framework.

Concern #3:
Increasing the amount of students scoring proficient or advanced in both subject areas, as well as maintaining or increasing student academic growth in both academic areas tested.

Concern #4:
Providing students with a positive school climate, which includes a reduction of student discipline incidents, as well as, reducing disruptive behaviors to increase instructional time in the classroom.

Prioritized Systemic Challenges

Systemic Challenge #1 (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:
Core instruction in the tested areas is a concern, combined with how to remediate a high amount of students requiring remediation due to lack of achievement in one or more subject areas.

The high quantity of various student needs requiring remediation through the MTSS framework.

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:
The high quantity of various student needs requiring remediation through the MTSS framework.

**Systemic Challenge #3 (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:**

The high quantity of various student needs requiring remediation through the MTSS framework.

**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:**

Core instruction in the tested areas is a concern, combined with how to remediate a high amount of students requiring remediation due to lack of achievement in one or more subject areas.

Increasing the amount of students scoring proficient or advanced in both subject areas, as well as maintaining or increasing student academic growth in both academic areas tested.

**Systemic Challenge #5 (Guiding Question #3)** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

Core instruction in the tested areas is a concern, combined with how to remediate a high amount of students requiring remediation due to lack of achievement in one or more subject areas.

The high quantity of various student needs requiring remediation through the MTSS framework.
Increasing the amount of students scoring proficient or advanced in both subject areas, as well as maintaining or increasing student academic growth in both academic areas tested.
School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:
- Type: Interim
- Data Source: Course assessments, benchmark assessments, administrative walk-throughs
- Specific Targets: completion of administrative walk-throughs, assessment of benchmark analysis and use.

Strategies:

Instructional Practices for an Effective Classroom

Description:

SAS Alignment: Instruction

Implementation Steps:

Instructional Practices

Description:
Staff identify meaningful instructional practices that will address differing needs in the classroom - staff will create action plans which include specific instructional practices to address student's needs in all areas.

Start Date: 8/30/2017   End Date: 6/1/2018
Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

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: Benchmark Data

Specific Targets: Completion of Benchmark data analysis and instructional planning based on data analysis

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)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Analysis

Description:

Staff will receive additional professional development on reading data received from Benchmark Assessments and CDT data - for grades 4 and 8. Identify and compare data analysis strategies and identify starting points for instructional action plans- including implementation steps.
**Start Date:** 8/30/2017  **End Date:** 6/1/2018

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

**Supported Strategies:** None selected

**Goal #3:** 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: Interim

Data Source: Benchmark data (grades 1, 2, 3, 5, 6, and 7) and CDT data (grades 4 and 8)

Specific Targets: Evidence of data analysis and action plans created, which identify the specific needs of students through data analysis

**Strategies:**

**Comprehensive Planning**

**Description:**

Comprehensive Planning is a web-based framework for thoughtful data-driven and research-based district and school planning. Comprehensive Planning facilitates communication and collaboration, promotes shared practices and resources, and ensures that every stakeholder is working toward common goals. Additionally, Comprehensive Planning assists local education agencies (school districts, charter schools, area vocational technical schools/career and technical centers, and intermediate units) to create and manage a continuous, comprehensive plan to submit to the Department in order to maintain compliance with state and federal mandate. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. Using disaggregated student data to determine educators’ learning priorities. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas...
that need further alignment. Professional Development activities are developed that support implementation of strategies identified in your action plan. Clear expectations in terms of teacher practice are identified for staff implementation. An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative. The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development. Administrators participate fully in all professional development sessions targeted for their faculties. Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation. The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations). Professional Education is evaluated to show its impact on teaching practices and student learning. (Source: http://www.education.pa.gov/Teachers%20-%20Administrators/Comprehensive%20Planning/Pages/default.aspx#.VuBT9_krJxA) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

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

**Implementation Steps:**

*Comprehensive Planning Implementation*

**Description:**

Staff will analyze data to determine specific instructional practices and identify specific professional development resources or opportunities to effectively address the specific areas of need identified in the data analysis.

**Start Date:** 8/30/2017  **End Date:** 4/30/2018

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

**Supported Strategies:** None selected

**Goal #4:** 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:** Interim
Data Source: Intervention group planning, differentiated resources

Specific Targets: data collection through progress monitoring of intervention grouping

**Strategies:**

**Implementation Steps:**

**Goal #5:** 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: staff participation in curriculum review/analysis and updating

Specific Targets: completion of individual subject/grade level curriculum review

**Strategies:**

**Curriculum Mapping**

**Description:**

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: [http://www.curriculummapping101.com/materials/curriculum-mapping-research](http://www.curriculummapping101.com/materials/curriculum-mapping-research); the following link provides an overview of curriculum mapping: [http://webserver3.ascd.org/handbook/demo/mapping2.html](http://webserver3.ascd.org/handbook/demo/mapping2.html)

**SAS Alignment:** Standards, Materials & Resources

**Implementation Steps:**

*curriculum framework*

**Description:**

Staff will utilize curriculum mapping to identify areas of need and specific areas identified in school-wide data analysis and specific classroom needs analysis based on assessments given and analyzed (stated in previous implementation steps).

**Start Date:** 8/30/2017    **End Date:** 6/1/2018

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

**Supported Strategies:** None selected
Appendix: Professional Development Implementation
Step Details

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

We, the undersigned, hereby certify that the school level plan for Delcroft 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 Delcroft 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**