Harris Sch

School Level Plan

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

Demographics

Harris Sch
501 Sharon Avenue
Collingdale, PA 19023
(610)522-4370

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Mr. Shawn McDougall
Superintendent: Dr. Stephen Butz

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Ruane</td>
<td>Administrator</td>
</tr>
<tr>
<td>Shawn McDougall</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Kenny Felker</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Anthony Lorine</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Anne Marie McCrohan</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Maggie McGonigle</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Peggie Schommer</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Desirae Putnick</td>
<td>Parent</td>
</tr>
<tr>
<td>Cindy Silverthorn</td>
<td>Primary Reading Interventionist</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
Harris is implementing PBIS with fidelity throughout the building.

Accomplishment #2:
Overall Harris had the highest science scores in the district at 46.2% proficient.

Accomplishment #3:
We increased our 8th grade PSSA math score from 7.9% to 18.7% proficient for the 2017-2018 school year.

Accomplishment #4:
We had 13 out of 13 8th grade students pass the Keystones for 2017-18.

Accomplishment #5:
Our 8th grade students went up 6.2% from 50% to 56.2% proficient on the ELA PSSA for the 2017-18 school year.

Accomplishment #6:
We made increases in parent involvement across the building at all grades. We held 14 parent events during the 2017-18 school year, an increase of 7 events from the previous year.

Accomplishment #7:
Harris has high participation in assessments.

School Concerns

Concern #1:
The overall Math scores across the building are a major concern. We have had pockets of success but overall the scores have declined the last 2 years.

Concern #2:
Special Education scores in both Reading and Math are a major concern due to a lack of achievement.

Concern #3:
Fidelity of curriculum implementation across all classrooms in grades 1-8 is not consistent enough to improve achievement scores.

**Concern #4:**
Students who are significantly below grade level have a difficult time progressing due to the staff resources needed to address such a high volume of at-risk learners.

**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:**

The overall Math scores across the building are a major concern. We have had pockets of success but overall the scores have declined the last 2 years.

Special Education scores in both Reading and Math are a major concern due to a lack of achievement.

Fidelity of curriculum implementation across all classrooms in grades 1-8 is not consistent enough to improve achievement scores.

Students who are significantly below grade level have a difficult time progressing due to the staff resources needed to address such a high volume of at-risk learners.

**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 overall Math scores across the building are a major concern. We have had pockets of success but overall the scores have declined the last 2 years.
Special Education scores in both Reading and Math are a major concern due to a lack of achievement.

Fidelity of curriculum implementation across all classrooms in grades 1-8 is not consistent enough to improve achievement scores.

Students who are significantly below grade level have a difficult time progressing due to the staff resources needed to address such a high volume of at-risk learners.

**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 overall Math scores across the building are a major concern. We have had pockets of success but overall the scores have declined the last 2 years.

Fidelity of curriculum implementation across all classrooms in grades 1-8 is not consistent enough to improve achievement scores.
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: Benchmark assessments, administrative observation/walk-through
- Specific Targets: Benchmark analysis of data. Schedule walk-through feedback meetings w teachers

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:

Administrative walk throughs

Description:

Administration will increase the number of walk-throughs per week to 15. A schedule for walk-throughs and then the follow-up meeting with the teacher will be set up for the Principal and Assistant Principal.

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

Program Area(s): Professional Education

Supported Strategies:
• Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

**PLC**

**Description:**

PLCs will be utilized to discuss best practices in instruction at particular grade levels. Notes/minutes of meetings based on agendas will be reviewed by administration. Questions/concerns raised by notes/minutes will be addressed at monthly meetings with building administration.

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

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

**Supported Strategies:**

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

**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 in grades 1-8

Specific Targets: Teachers analyze their students’ data by teachers and create action plans that identify the specific needs of their students.

**Strategies:**

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*
Description:


SAS Alignment: Assessment, Instruction

**Implementation Steps:**

*Data PLC meetings*

Description:

PLC schedule will be implemented to ensure teachers are meeting to discuss their students' data during at least 1 PLC a month. The data will be used to adjust intervention groups for the students.

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

*Program Area(s):* Professional Education

*Supported Strategies:*

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

*P.B.I.S.*

Description:

PBIS monthly meetings that will be held to review behavior data and address the building needs.

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

*Program Area(s):* Professional Education

*Supported Strategies:*

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
**Goal #3:** Establish a system within the school that fully ensures the school’s resources effectively address instructional priorities that are aligned with the school’s vision and mission.

**Indicators of Effectiveness:**

Type: Interim

Data Source: School Instructional Schedule

Specific Targets: Completed schedule maximizing instructional time. The schedule is directly related to the quantity of instruction received by students.

Type: Interim

Data Source: Resource Utilization

Specific Targets: Teachers and students will be given new instructional materials through program adoption in Reading and Mathematics. These materials are more closely aligned to Common Core standards and reflect an increased level of rigor in instruction.

Type: Interim

Data Source: RtII progress monitoring data

Specific Targets: Progress Monitoring data will be used to track and monitor the performance of individual students towards instructional goals.

**Strategies:**

**Interventions**

**Description:**

Intervention services under an RtII model are offered to all students who demonstrate a need for increased support in academics or behavior.
SAS Alignment: None selected

**Implementation Steps:**

**Daily Schedule**

**Description:**
Create a daily schedule that provides adequate time to meet student needs inside and outside of their core subject areas.

**Start Date:** 8/26/2013    **End Date:** 6/13/2014

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

**Supported Strategies:**
- Interventions

**Intervention grouping**

**Description:**
Based on Rigby running records, PSSA scores and DIBELS Next results students will be placed in Tier 2 or 3 RTII intervention. Groups were formulated based on the individual needs of students and their progress. Progress is monitored on a bi-weekly basis and adjustments to the groups are made based on data gathered. All instruction will be designed to remediate any deficiencies students may have.

**Start Date:** 8/26/2013    **End Date:** 6/13/2014

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

**Supported Strategies:**
- Interventions

**Intervention Programs**

**Description:**
Implementation of leveled literacy program in grades 1-4. Journeys write-in reader for grades 1-5. Reading edge for grades 6-8. Corrective reading for our Special Education population. These programs are designed to address skill-based deficiencies in groups of students.

**Start Date:** 8/26/2012  
**End Date:** 6/13/2014

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

**Supported Strategies:**

- Interventions

---

**Goal #4:** Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

**Indicators of Effectiveness:**

- **Type:** Interim

  **Data Source:** Classroom Observations

  **Specific Targets:** Data from formal and informal teacher effectiveness observations will be analyzed to gauge if an increased presence of administrators in classroom leads to improved teacher and student performance

- **Type:** Annual

  **Data Source:** Data meetings

  **Specific Targets:** Review of data from Benchmark Assessments, DIBELs, Rigby, and PSSA

---

**Strategies:**

**Substantial Professional Development**

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered
via workshops or summer institutes, supported by follow-up sessions and all
delivered by professional developers rather than train-the-trainer approaches).
Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Implementation Steps:

Building Level Professional Development

Description:

The creation of opportunities at the building level tailored to the needs of the
school and its teachers. Monthly PLC meetings targeting best practices in reading
instruction focused on below level readers. Grade level team action plans are
created and data collected to ensure that best practices are effective. These
sessions are designed to increase the consistency of good instructional practices
from classroom to classroom.

Start Date: 8/27/2012    End Date: 6/13/2014

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

Supported Strategies:

• Substantial Professional Development

Reach Associates

Description:

Jody Pittock from REACH Associates will be supporting the schools efforts to
effectively implement small group instruction strategies with below level readers in
grades 1-5. Targeted, small group instruction has shown evidence of increasing
student achievement.

Start Date: 8/26/2013    End Date: 6/13/2014

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

Supported Strategies:
• Substantial Professional Development

**PLC**

**Description:**

Structured PLC meetings designed to support our focus on below level readers. PLC’s will focus on best practices in small group instruction and the effect these strategies have on targeted students.

**Start Date:** 8/27/2012   **End Date:** 6/13/2014

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

**Supported Strategies:**

• Substantial Professional Development

**Goal #5:** Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate.

**Indicators of Effectiveness:**

Type: Interim

Data Source: eSchool discipline data

Specific Targets: Reduction of the number of incidents on a monthly basis

**Strategies:**

**Positive Behavioral Interventions and Supports**

**Description:** Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design,
implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g., number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

**Implementation Steps:**

**Positive Behavior System**

**Description:**

Schoolwide behavior program, "Harris High Five" for the 2013-14 school year. In addition the creation of "Think Sheets" which makes the students reflect on the behavior, the antecedent, and strategies to avoid repeating the negative behavior. Continuation of the Student Assistance Program that offers multiple layers of support for our students and families. It is believed that better behavior will lead to more time on task, higher levels of engagement, and increased student performance on standardized testing.

**Start Date:** 8/26/2013  **End Date:** 6/13/2014

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
Appendix: Professional Development Implementation
Step Details

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

We, the undersigned, hereby certify that the school level plan for Harris 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 Harris 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