Sharon Hill Sch

School Level Plan

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

Demographics

Sharon Hill Sch
701 Coates Street
Sharon Hill, PA 19079
(610)522-4355

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

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Baxter</td>
<td>Administrator</td>
</tr>
<tr>
<td>Stefanie McDevitt</td>
<td>Administrator</td>
</tr>
<tr>
<td>Charles Baxter</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Hykeem Green</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Keith Martinez</td>
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</tr>
<tr>
<td>Erin Power</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Jessica Thomas</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Deborah Gibbs-Tapper</td>
<td>Ed Specialist - School Psychologist</td>
</tr>
<tr>
<td>April Kaisner</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jennifer Teehan</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Carle Testa</td>
<td>Instructional Coach/Mentor Librarian</td>
</tr>
<tr>
<td>Brenn Basile</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Suzanne Carvin</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Margaret Bing</td>
<td>Parent</td>
</tr>
<tr>
<td>Annette Chandler</td>
<td>Parent</td>
</tr>
<tr>
<td>Tara Subah</td>
<td>Parent</td>
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School Accomplishments

Accomplishment #1:
Students that participated in the Elementary level Reading Olympics program attained 1st place in the county competition. Students that participated in the Middle School level Reading Olympics program were awarded the 3rd place ribbon for the evening.

Accomplishment #2:
Overall student progress is occurring. School achievement scores are slightly higher in Math and ELA according to the last two year's PSSA assessments.

Accomplishment #3:
DIBELS data collected for students in grades 1, 2, and 3. The students in grade 3 showed significant growth in all areas. Grade 3 Oral Reading Fluency was 52% Benchmark, 20% Strategic, and 28% Intensive. Students in Grade 3 demonstrated the most academic gain.

Accomplishment #4:
School Performance Profile:

<table>
<thead>
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<th>2015-16 School Year</th>
<th>2016-17 School Year</th>
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<tr>
<td>Science</td>
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</table>

Accomplishment #5:
Based on the collected district-wide data, students are receiving less suspensions (In School/ Out of School) when compared to the other 1-8 buildings.

- The building’s use of a Behavior Interventionist to focus on prevention and instilling/practicing coping strategies for students.
- The building’s use of the School Counselor to empower students to find their voice and teach the skills necessary to navigate difficult student/adult situations.

- The building’s use of a teacher on assignment to assist with student intervention, prevention, and assisting with parent communication and student consequences.

- Use of SAP referrals/assessments and CGRC (Mental Health) provide support for our students to help students focus on school and navigate social issues.

**Accomplishment #6:**
Students that participated in targeted Interventions (LLI; Math 180; Read 180; etc.) demonstrate positive growth in their academic performance in literacy and math computation.

**Accomplishment #7:**
Identified through the data collected in comparison to the students who participated vs. non-Read 180 participants. The program participants showed positive growth for student participants.

Read 180 growth goals met/exceeded

3rd: 83% averaging 291 point increase

5th: 72% averaging 199 point increase

6th: 86% averaging 214 point increase

School Average: 84% met or exceeded their anticipated Lexile growth goal according to the Reading Inventory (67 out of 80 total students)

**Accomplishment #8:**
Identified through the data collected in comparison to the students who participated vs. the non-Math 180 participants. Program participants showed growth during the program’s tenure.

Math 180 increase in Quantiles

5th: 70% of students increased from a range of 10-400 quantile points averaging 60 points

6th: 79% of the students increased from a range of 5-455 quantile points averaging 105 points

7th: 75% of the students increased from a range of 80-400 quantile points averaging 127 points

8th: 84% of the students increased from a range of 25-600 quantile points averaging 164 points
School Average: 114 quantile point increase

**School Concerns**

**Concern #1:**
Proficiency in the area of Mathematics is progressing at an incremental rate which is too slow to meet performance targets.

**Concern #2:**
A significant number of students in need of remediation/ prevention through Intervention (academic/ behavior) services combined with the number of staff available to assist them.

**Concern #3:**
Core instruction in areas that are tested (Math, Science, ELA) are a concern, combined with how to remediate a high number of students requiring remediation due to lack of achievement in one or more core subject areas.

**Concern #4:**
Students who are significantly lacking achievement in Mathematics (gr. 1-8). Specific areas of concern are in grades 4, 5, 6, 7, and 8. Student achievement drops significantly beginning in grades 4.

Student who are significantly lacking in their achievement levels in ELA.

**Concern #5:**
Implementation of the curriculum with fidelity. When a concern arises, educators have difficulty providing the necessary interventions in gr. 1-8 for all subject areas.

**Concern #6:**
More consistent school safety conversations, meetings, documentation, and practice of student safety drills. Use BERT as a vehicle to make the conversations easier for staff to highlight and share real concerns and information to ensure staff/ student’s safety.
Prioritized Systemic Challenges

**Systemic Challenge #1** *(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:**

Core instruction in areas that are tested (Math, Science, ELA) are a concern, combined with how to remediate a high number of students requiring remediation due to lack of achievement in one or more core subject areas.

Students who are significantly lacking achievement in Mathematics (gr. 1-8). Specific areas of concern are in grades 4, 5, 6, 7, and 8. Student achievement drops significantly beginning in grades 4.

Student who are significantly lacking in their achievement levels in ELA.

**Systemic Challenge #2** *(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:**

More consistent school safety conversations, meetings, documentation, and practice of student safety drills. Use BERT as a vehicle to make the conversations easier for staff to highlight and share real concerns and information to ensure staff/student's safety.

**Systemic Challenge #3** *(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:**

Proficiency in the area of Mathematics is progressing at an incremental rate which is too slow to meet performance targets.

A significant number of students in need of remediation/prevention through Intervention (academic/behavior) services combined with the number of staff available to assist them.
Implementation of the curriculum with fidelity. When a concern arises, educators have difficulty providing the necessary interventions in gr. 1-8 for all subject areas.

More consistent school safety conversations, meetings, documentation, and practice of student safety drills. Use BERT as a vehicle to make the conversations easier for staff to highlight and share real concerns and information to ensure staff/student's safety.
School Level Plan

Action Plans

**Goal #1:** 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:** Annual
  - **Data Source:** Progress Monitoring
  - **Specific Targets:** Student growth on AIMSweb

- **Type:** Interim
  - **Data Source:** 4Sight Assessment
  - **Specific Targets:** Student growth on 4Sight

**Strategies:**

**Intervention Selection**

**Description:**

Progress monitoring students using AIMSweb, Benchmarks assessments, Gates, DiBels Next, Rigby, and Study Island and designing interventions using materials from curriculum and other intervention materials based on student needs. Using administrative walkthroughs to ensure that teachers are implementing the district adopted curriculum and materials effectively to deliver instruction.

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

**Implementation Steps:**

**Selecting Resources that address instructional Priority**

**Description:**

Get baseline data for all students through Benchmark testing, Dibels, Rigby, and Gates Macginit test. Analyze student data to determine which intervention and enrichment programs and classroom supports should be used for each student. Have frequent professional development on how to effectively implement programs and differentiate instruction. During PLC meetings discuss student progress and response to programs and practices.
Start Date: 9/6/2013   End Date: 6/14/2015

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

Supported Strategies:

• Intervention Selection

Student Data Reviews

Description:
Discuss student progress and response to curriculum and intervention materials to determine if the programs and materials are effective. All students receiving interventions will improve one level.

Start Date: 9/6/2013   End Date: 6/14/2015

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

Supported Strategies:

• Intervention Selection

Increase least restrictive environment

Description:
Inclusion of special education students in regular education classes so they have access to grade appropriate materials and instruction. Special education students will be progress monitored bi-weekly through AIMSweb to see how students respond to instruction. Improved scores and levels on AIMSweb and Benchmark will help determine effectiveness.

Start Date: 9/6/2013   End Date: 6/14/2015

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

Supported Strategies:
Intervention Selection

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: Annual

Data Source: Professional Learning Communities

Professional Development Feedback

Specific Targets: Student achievement, motivation, and time on task are increasing.

Strategies:

Data Analysis Procedures

Description:

Building administrators and teachers will analyze formative and summative data during PLC meetings to determine the needs and which instructional practices will best impact student learning.

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

Instructional Conversations

Description:

PLC meetings amongst teachers and administrators will be held to improve instructional practices. iObservation dialogue will provide immediate feedback to teachers with suggestions for implementing best practices.

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

Implementation Steps:
Scheduled PLC meetings

Description:

PLC Meetings are held weekly in which teachers share, and learn how to implement effective teaching strategies that impact student learning.

Start Date: 9/4/2013  End Date: 6/14/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures
- Instructional Conversations

Administrative Walkthroughs

Description:

iObservations with building and district level administrators will be conducted in order to identify and promote effective teaching strategies. Feedback is provided with suggestions for improvement as well as effective strategies observed.

Start Date: 9/4/2013  End Date: 6/14/2015

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

Supported Strategies:

- Instructional Conversations

Data Based Professional Development

Description:

PLC topics will be developed that coincide with local assessment data and effective practices that promote student learning.

Start Date: 8/27/2013  End Date: 5/31/2015
Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Data Analysis Procedures
- Instructional Conversations

Goal #3: 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: PLC Meetings

Specific Targets: iObservation reports, classroom observations

Type: Interim

Data Source: District wide Professional Development

Specific Targets: iObservations, classroom observations

Strategies:

Data Analysis Procedures

Description:

Building administrators and teachers will analyze formative and summative data during PLC meetings to determine the needs and which instructional practices will best impact student learning.

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

Teacher Learning Walks
Description:

Teachers will visit other classes in order to observe effective teaching strategies and implement those strategies in their own instruction in order to impact student learning.

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

Effective Administrative Structure

Description:

Frequent Walkthroughs with feedback to promote growth and impact on teaching and learning. Focused PLC topics that directly address effective practices that positively impact teaching and student achievement.

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

Implementation Steps:

Scheduled PLC meetings

Description:

PLC Meetings are held weekly in which teachers share, and learn how to implement effective teaching strategies that impact student learning.

Start Date: 9/4/2013   End Date: 6/14/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures
- Teacher Learning Walks
- Effective Administrative Structure

Administrative Walkthroughs

Description:
Observations with building and district level administrators will be conducted in order to identify and promote effective teaching strategies. Feedback is provided with suggestions for improvement as well as effective strategies observed.

Start Date: 9/4/2013   End Date: 6/14/2015

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

Supported Strategies:

- Data Analysis Procedures
- Teacher Learning Walks
- Effective Administrative Structure

Data Based Professional Development

Description:

PLC topics will be developed that coincide with local assessment data and effective practices that promote student learning.

Start Date: 8/27/2013   End Date: 5/31/2015

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

Supported Strategies:

- Data Analysis Procedures
- Teacher Learning Walks
- Effective Administrative Structure

Goal #4: 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: Student Referrals to Guidance, Nurse, Safety Officer, Administration; Teacher Conversations; Parent Behavior Conferences
Specific Targets: Decrease in referrals (or actual occurrences) to Guidance, Nurse, Safety Official, Administration that indicate unsafe/ unsupportive learning environment exists

**Strategies:**

**Safe/ Supportive Schools**

**Description:**

Monitor and create a plan to decrease the amount of student occurrences resulting in referrals to Guidance, Nurse, and Administration.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Safe/ Supportive Schools Implementation Step**

**Description:**

Students are provided with tools during Responsive Classroom to implement during times of adversity.

**Start Date:** 8/30/2018    **End Date:** 6/14/2019

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

**Supported Strategies:**

- Safe/ Supportive Schools

**Consistent communication/ application of rules; tolerance/ capacity building**

**Description:**

Sharon Hill school staff and administration will consistently apply consequence to behaviors which impede learning. Evidence of this application can be found through the aggregated data of submitted referrals and/ or an analysis of data (e.g. suspension and detention) in the student information system.
Start Date: 8/30/2018    End Date: 6/14/2019

Program Area(s): Student Services

Supported Strategies:
- Safe/ Supportive Schools

Positive Behavior System

Description:
Schoolwide behavior program for the 2017-18 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: 8/30/2018    End Date: 6/14/2019

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

Supported Strategies:
- Safe/ Supportive Schools

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: 8/30/2018    End Date: 6/14/2019

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

Supported Strategies:
• Safe/ Supportive Schools

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: PLC Meeting Participation
Specific Targets: Teacher efficacy increase

Type: Annual
Data Source: Data Based Vision
Specific Targets: Student achievement indicates progress of meeting goals

Strategies:

Instructional Conversations

Description:
PLC meetings amongst teachers and administrators will be held to improve instructional practices. iObservation dialogue will provide immediate feedback to teachers with suggestions for implementing best practices.

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

Instructional Leadership Capacity Building

Description:
School Leadership teams will be established for School Planning, Student Support, Data Management, Building Emergency Responses and School Improvement. Each
committee/team will have a chair and meet monthly to determine needs associated teaching and learning and school safety. These teams will develop plans for PD and school programming based on the needs and best practices.

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

**Shared Reading**

**Description:**

Teachers will be provided scholarly articles that details best practices and discuss how they would implement practices in the classroom.

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

**Implementation Steps:**

**Create and communication shared vision**

**Description:**

Implement components of shared vision in PLC meetings and discuss implementation of practices that support both the vision and student learning in particular in order to increase student achievement.

**Start Date:** 9/6/2013   **End Date:** 6/14/2015

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

**Supported Strategies:**

- Instructional Leadership Capacity Building
- Instructional Conversations
- Shared Reading

**Goal setting**

**Description:**

We will reduce the number of students achieving below the proficiency level in Math, Reading, Science, and Writing by 10%.
Start Date: 10/1/2013   End Date: 6/3/2015

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

Supported Strategies:

- Instructional Leadership Capacity Building
- Instructional Conversations
- Shared Reading

Goal #6: Establish a system within the school that fully ensures the school has partnered with families and the community to support student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Home and School participation

Specific Targets: Increase parental involvement in school activities

Strategies:

School Community Building

Description:

Create a School Planning Committee that will work to incorporate activities and programs that include community businesses and outreach. Include school student groups in community outreach and community service such as volunteering at the local nursing homes.

SAS Alignment: Safe and Supportive Schools, Instruction

Parent and Community feedback system

Description:
School website will be updated monthly, monthly newsletters will be sent out, teacher websites will be updated with announcements and make email addresses available.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Home and School meetings**

**Description:**

Monthly scheduled meetings between building administration and the home and school.

**Start Date:** 9/28/2013  **End Date:** 6/28/2015

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

**Supported Strategies:**

- School Community Building
- Parent and Community feedback system

**Planning Activities**

**Description:**

School Planning committee will successfully plan and implement activities that are inclusive of parents and community members in order to increase parent and community engagement.

**Start Date:** 9/10/2013  **End Date:** 5/29/2015

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

**Supported Strategies:**

- School Community Building
- Parent and Community feedback system
**PSSA Night**

**Description:**

A PSSA information night will be held prior to the administration of the PSSA assessment in order to inform and educate parents about the assessment.

**Start Date: 2/13/2014   End Date: 2/20/2014**

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

**Supported Strategies:**

- School Community Building
- Parent and Community feedback system
Appendix: Professional Development Implementation
Step Details

| LEA Goals Addressed: 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. |
| Strategy #1: Intervention Selection |

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<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>9/6/2013</td>
<td>6/14/2015</td>
<td>Selecting Resources that address instructional Priority</td>
<td>Get baseline data for all students through Benchmark testing, Dibels, Rigby, and Gates Macginite testing. Analyze student data to determine which intervention and enrichment programs and classroom supports should be used for each student. Have frequent professional development on how to effectively implement programs and differentiate instruction. During PLC meetings discuss student progress and response to programs and practices.</td>
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<th>Person Responsible</th>
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<tr>
<td>Special Education teachers and interventionists</td>
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<tbody>
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<td>Heinemann Associates</td>
<td>For Profit Company</td>
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</tr>
</tbody>
</table>

**Knowledge**

Effective and proper implementation of Leveled Literacy Intervention Program for struggling readers, effective reading strategies

**Supportive Research**

Fountas and Pinnell instructional reading leveling

**Designed to Accomplish**

For classroom teachers, school counselors and education Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
For school and district administrators, and other educators seeking leadership roles:

- 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.

- 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**

**LEA Whole Group Presentation**

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>Classroom teachers</td>
<td>Elementary - Primary (preK - grade 1)</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
<td>Elementary - Intermediate (grades 2-5)</td>
</tr>
<tr>
<td>Other educational specialists</td>
<td></td>
</tr>
<tr>
<td>Related Service Personnel</td>
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</table>

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with evaluation.

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and...
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

standards, classroom environment, instructional delivery and professionalism.
  Standardized student assessment data other than the PSSA
  Classroom student assessment data
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Sharon Hill 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 Sharon Hill 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