School Profile

Demographics

Southeast Delco Kindergarten Center
1 School Ln
Glenolden, PA 19036
(610)522-4365

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

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Colleen Burke</td>
<td>Building Principal : Schoolwide Plan</td>
</tr>
<tr>
<td>April Kessler</td>
<td>Ed Specialist - School Counselor</td>
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<tr>
<td>Jackie Schloegel</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Suzanne Stratton</td>
<td>Elementary School Teacher - Special Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Stephanie Feeney</td>
<td>Parent : Schoolwide Plan</td>
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Needs Assessment

School Accomplishments

Accomplishment #1: The number of suspensions have decreased due to the implementation of a Positive Behavior Support System.

Accomplishment #2: Student achievement as measured by DIBELS demonstrates an increase in early reading skills from September to June.

Accomplishment #3: Regular meetings with the Delaware County Intermediate Unit have assisted in developing beneficial partnerships, aiding the transitions between institutions.

School Concerns

Concern #1: The observation of an increasing number of students that are lacking appropriate social behavior.

Concern #2: Student achievement as measured by DIBELS demonstrates that an increasing number of students begin the school year with limited or no readiness skills.

Concern #3: The lack of professional development sessions that promote successful instructional practices.

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:
The observation of an increasing number of students that are lacking appropriate social behavior.

Student achievement as measured by DIBELS demonstrates that an increasing number of students begin the school year with limited or no readiness skills.

The lack of professional development sessions that promote successful instructional practices.

**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 achievement as measured by DIBELS demonstrates that an increasing number of students begin the school year with limited or no readiness skills.

**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:**

The observation of an increasing number of students that are lacking appropriate social behavior.

Student achievement as measured by DIBELS demonstrates that an increasing number of students begin the school year with limited or no readiness skills.
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: Interim
- Data Source: Administrative Observations
- Specific Targets: Informal and formal observations, Surveys, Professional Learning Communities

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). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

Resource: [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development)

SAS Alignment: 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

**Instructional Practices for an Effective Classroom**

Description:


SAS Alignment: Instruction

**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: 8/29/2018    End Date: 6/12/2019

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

Supported Strategies:

- 5 Characteristics for High Quality Professional Development
- Instructional Practices for an Effective Classroom
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: A variety of data points such as DIBELS, local assessments and observation.

Specific Targets: An alignment to standards
Observation of Differentiated Instruction and Tiered Grouping
Observation of Modifications and adaptions to Materials and Resources

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:

Professional Learning Communities

Description:

PLCs by grade level that focus on data analysis (both behavioral and academic). The teachers will develop of instructional goals, individual accommodations and tiered instruction.

Start Date: 8/29/2018   End Date: 6/12/2019

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

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

**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:** Interim
- **Data Source:** Classroom Observation
- **Positive Behavior Support System**

Specific Targets: Implementation of a school-wide positive behavior support system with ongoing training and monitoring.

**Strategies:**

**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](http://effectivestrategies.wiki.caiu.org/file/view/SWPBS_Intro1213.pdf/528271388/SWPBS_Intro1213.pdf) Resource: [http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive](http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive)

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**
Positive Behavior Intervention System

Description:

The implementation of a school-wide Positive Behavior Support System with the support of the Delaware County Intermediate Unit.

Start Date: 8/29/2018    End Date: 6/12/2019

Program Area(s): Professional Education

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

No Professional Development Implementation Steps have been identified for Southeast Delco Kindergarten Center.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Southeast Delco Kindergarten Center 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 Southeast Delco Kindergarten Center 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