

Ironton Sch

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Ironton Sch

3135 Levans Rd
Coplay, PA 18037
(610)351-5810

Federal Accountability Designation: Title I - Not Designated

Title I Status: Yes

Principal: Lynette Smith

Superintendent: Richard Sniscak

Planning Committee

Name	Role
Christina Apgar-Doll	Elementary School Teacher - Regular Education
Elizabeth Bender	Elementary School Teacher - Special Education
Matthew DeFazio	Elementary Specialist - Librarian
Monica Gutman	Parent
Robert Holmes	Administrator
Melissa Macia	Elementary School Teacher - Regular Education
Meredith Miller	Parent
Kay Piston	Elementary Specialist - Response to Intervention and Instruction Teacher
Lynette C. Smith	Administrator
Catherine Walkovic	Reading Specialist
Lisa Wolfe	Ed Specialist - School Counselor

Needs Assessment

School Accomplishments

Accomplishment #1:

1. A strong, positive school culture and climate permeates Ironton Elementary School.
2. The Ironton School staff is dedicated, highly motivated, and exemplifies a high level of professionalism.
3. The Ironton principal facilitates a supportive, caring relationship with staff, students, and families.
4. A strong sense of teamwork is prevalent throughout the school at both grade level and building levels.
5. A high level of family support is evident in school-wide activities and with individual student learning.
6. Instruction is individualized to meet student needs. The Ironton Staff believes in a student-centered learning environment in which all students will succeed. This belief permeates all decision making at Ironton.
7. School safety is a priority for the entire school community. A reflective, continuous improvement model is followed to ensure a safe school environment for all members of the Ironton School Community.
8. No Bullying and School Wide Positive Behavior programs are fully implemented and significantly impact the school community in a positive manner.
9. The school building is bright, colorful, inviting, and well maintained.
10. Data-based decision making guides instructional planning for individual students, small groups, and grade level classes.
11. Diverse learning opportunities are provided for students in the arts, technology, and student leadership.
12. Instructional materials and resources are plentiful and readily available to staff and students.
13. Technology support at the building level is outstanding.

14. Technology is fully integrated into the learning environment. Students have accessibility to desktop computers in the classroom and in the lab, as well as netbooks, kindles, iPod Touches, and iPad.
15. Daily intervention and enrichment periods are an integral part of the educational plan for all students.
16. The Ironton School Performance Profile score is 82%
17. PSSA data for the 2012-2013 school year indicates that 89.55% of third grade students scored at the proficient or above levels Reading.
18. PSSA data for the 2012-2013 school year indicates that 88.31% of fourth grade students scored at the proficient or above levels in Science.
19. PSSA data for the 2012-2013 school year indicates that 84.51% of fifth grade students scored at the proficient or above levels in Writing.
20. PVASS data for the 2012-2013 school year reflects that 100% growth for fifth grade students in Writing.

School Concerns

Concern #1:

1. Improve student achievement and growth in all subjects with a concentration on math. PVAAS indicates that student growth in math is at 55%.

Concern #2:

2. Improvement is needed in analyzing student data and planning for individualized instruction. This includes collaboration between the core team, classroom teachers, Title I and DRP staff, and special education staff.

Concern #3:

3. Additional communication with the parent community should be provided for curricular/initiative changes (new report card, Go Math), PA state assessments and reporting procedures, and the transition in administration.

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #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:

1. Improve student achievement and growth in all subjects with a concentration on math. PVAAS indicates that student growth in math is at 55%.

2. Improvement is needed in analyzing student data and planning for individualized instruction. This includes collaboration between the core team, classroom teachers, Title I and DRP staff, and special education staff.

Systemic Challenge #2 (*System #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:

1. Improve student achievement and growth in all subjects with a concentration on math. PVAAS indicates that student growth in math is at 55%.

2. Improvement is needed in analyzing student data and planning for individualized instruction. This includes collaboration between the core team, classroom teachers, Title I and DRP staff, and special education staff.

Systemic Challenge #3 (*System #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:

1. Improve student achievement and growth in all subjects with a concentration on math. PVAAS indicates that student growth in math is at 55%.

2. Improvement is needed in analyzing student data and planning for individualized instruction. This includes collaboration between the core team, classroom teachers, Title I and DRP staff, and special education staff.

Systemic Challenge #4 (*System #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:

1. Improve student achievement and growth in all subjects with a concentration on math. PVAAS indicates that student growth in math is at 55%.

Systemic Challenge #5 (*System #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:

3. Additional communication with the parent community should be provided for curricular/initiative changes (new report card, Go Math), PA state assessments and reporting procedures, and the transition in administration.

School Level Plan

Action Plans

Goal #1: 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: PSSA, Performance Tracker, PVAAS Data, Curriculum Benchmark Testing

Specific Targets: Grade Level Data Team Meetings

Grade Level Instructional Goals Based on Data Analysis

Strategies:

Use of Students Achievement Data

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: Standards, Curriculum Framework, Instruction, Materials & Resources

Instructional Coaching

Description:

The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

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SAS Alignment: Instruction

Standards-Based Grading and Report Card

Description: Teachers will become more familiar with standards-based grading. Grading will be based on what each student knows in relationship to the standards that are assessed.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Data Analysis

Description: Grade level teams will analyze data at the beginning of the year to determine high/low achievers.

STAR goals will not only be set up for low achieving students but also high achieving students. This data will be monitored monthly.

Enrichment/Remediation groups will be formed for Trot time. Focus will be on higher level thinking and problem solving skills.

Guidance for higher level activities and lower level activities via RtII teacher and reading specialists.

Start Date: 9/2/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Standards-Based Report Cards

Description:

Beginning in September 2014, PSD will implement a new Elementary Standards-Based Report Card. Teachers will receive professional development on standards-based grading. Parents will also receive information about the new report card.

Start Date: 5/5/2014 **End Date:** 11/1/2014

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Ironton Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Ironton Sch in the Parkland 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 **ESEA 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 Ironton Sch in the Parkland SD for the 2014-2015 school-year.

Affirmed by Richard Sniscak on 8/28/2014

Superintendent/Chief Administrator

Affirmed by Roberta Marcus on 8/28/2014

Board President

No signature has been provided

IU Executive Director

Ironton Sch
Goal Projected Costs

Goal #1: 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	\$0.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1: 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		
Strategies Use of Students Achievement Data		
Instructional Coaching		
Standards-Based Grading and Report Card		
Data Analysis		\$0.00
Standards-Based Report Cards		\$0.00
	Goal #1 Total	\$0.00

Ironton Sch Action Plans

Goal #1: 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				
Strategies Use of Students Achievement Data Instructional Coaching Standards-Based Grading and Report Card				
Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/12/2015	Data Analysis	<p>&nbsp;</p> <p>Grade level teams will analyze data at the beginning of the year to determine high/low&nbsp;achievers.</p> <p>STAR goals will not only be set up for low achieving students but also high achieving students. This data will be monitored monthly.</p> <p>Enrichment/Remediation groups will be formed for&nbsp;Trot time. Focus will be on higher level thinking and problem solving skills.</p> <p>Guidance for higher level activities and lower level activities&nbsp;via RtII teacher and reading specialists.</p> <p>&nbsp;</p>	Grade Level Teams and Core Team
5/5/2014	11/1/2014	Standards-Based Report Cards	<p>Beginning in September 2014, PSD will implement a new Elementary Standards-Based Report Card. Teachers will receive professional development on standards-based grading. Parents will also receive information about the new report card.</p>	Principal, Curriculum