

Parkway Manor Sch

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Parkway Manor Sch

768 Parkway Rd
Allentown, PA 18104
(610)351-5850

Federal Accountability Designation: Title I - Not Designated

Title I Status: Yes

Principal: Scott Bartman

Superintendent: Richard Sniscak

Planning Committee

Name	Role
Ann Anderson	RTII Specialist
Mary Ann Anthony	Reading Specialist
Scott Bartman	Administrator
Marcie Kuhns	Encore Teacher/Art
Annette Lacko	Elementary School Teacher - Special Education
Melissa Leonzi	Parent
Steve Matulevicius	Ed Specialist - School Psychologist
Michelle Moser	Teacher of the Gifted
Kelly Richenaker	Elementary School Teacher - Regular Education
Meghan Thomas	Elementary School Teacher - Regular Education
Deb Wiener	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

School Wide Positive Behavior Support- Panther Pride- Common Language and School -Wide Expectations

Accomplishment #2:

School Performance Profile-88.3%

Accomplishment #3:

Flexible Grouping of Students in Reading, Math and Intervention and Enrichment.

Accomplishment #4:

Strong Parental Support and PTO Involvement

Accomplishment #5:

School Safety

Accomplishment #6:

Data Driven Decision making in Core Curriculum Instruction in Language Arts and Mathematics to meet the student needs

Accomplishment #7:

Grade Level and Specialist Teaming, Inclusion and goal setting

School Concerns

Concern #1:

Time to analyze data stored in multiple areas

Concern #2:

Increase our advanced achievement on the PSSA

Concern #3:

Communication between grade levels and buildings

Concern #4:

Technology integration and blending it with effective instruction

Concern #5:

Limited interventions for students in the area of Mathematics

Concern #6:

Parental opportunities to enhance student achievement

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Time to analyze data stored in multiple areas

Increase our advanced achievement on the PSSA

Communication between grade levels and buildings

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:

Increase our advanced achievement on the PSSA

School Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: STAR testing, Lead Unit tests, formative and summative assessments,

Specific Targets: Target is still to be decided

Strategies:

Meeting the Needs of At-Risk Students Through Early Intervention

Description:

We will look for early indicators to identify the at-risk students in our school. We will use STAR data and formative and summative assessments to help us find these learners. We will also use classroom writing samples, Go Math chapter tests, standardized tests including data from OLSAT and PSSA tests, math benchmark tests and progress monitoring associated with specific interventions.

SAS Alignment: Assessment

Implementation Steps:

Analysis of STAR data

Description: We will analyze STAR data at the three benchmark points and also analyze students who are progress monitored on the STAR system. This analysis will be done at grade-level team meetings and data team meetings and will include grade-level classroom teachers, the reading specialist, principal, and the RTII teacher. The guidance counselor, teacher of the gifted and the school psychologist will be able to attend these meetings on an as-needed basis.

Start Date: 9/10/2014 **End Date:** 6/10/2015

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

Supported Strategies:

- Meeting the Needs of At-Risk Students Through Early Intervention

Utilizing Extra Personnel to Boost Scores

Description: We plan to set up Parent-Action teams of highly trained parent volunteers to work in all classrooms with below basic and basic students. These parents will be trained to work individually and in-small groups with more struggling students. The teacher will set up an area in the classroom to work. We also plan to use retired teachers as volunteers in our new RTA organization (Retired Teachers Association). These people will be valuable assets as we move toward higher student success!

Start Date: 9/1/2014 **End Date:** 6/15/2015

Program Area(s): Student Services

Supported Strategies: None selected

Goal #2: 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: Performance Tracker, STAR assessment, Benchmark math tests, Go Math tests, Compass Learning, Extra Math

Specific Targets: We will look for growth in these scores. These scores will be analyzed utilizing the correct computer application. This technology will be accessed by grade level teams and other school faculty and staff.

Strategies:

Data Team Meetings

Description: We will meet as grade level teams to analyze data using technology which includes but is not limited to Performance Tracker, Benchmark Math Tests, Extra Math, STAR results, and Go Math tests and mid-chapter checkpoints. Because these results are able to be accessed using technology, all building staff and faculty will be able to see these scores and join in the discussions.

SAS Alignment: Assessment, Instruction, Materials & Resources

TIME to Meet

Description: As there are more and more demands on the classroom teacher each year, we will need to find creative ways to better use our "team" time. Grade-level teams will meet on regular scheduled days each month. Prior to these meetings, agendas will be distributed so that each person knows what materials to bring to the meeting and what the meeting's focus will be. All staff members will make attending these meetings a priority. Meetings will be held in a centrally-located space, fully stocked with working technological components (power cords, screen, etc.) and any other necessary documents and resources.

SAS Alignment: Materials & Resources

Utilizing Extra Personnel to Boost Scores

Description:

We plan to set up Parent-Action teams of highly trained parent volunteers to work in all classrooms with below basic and basic students. These parents will be trained to work individually and in-small groups with more struggling students. The teacher will set up an area in the classroom to work. We also plan to use retired teachers as volunteers in our new RTA organization (Retired Teachers Association.) These people will be valuable assets as we move toward raising PSSA scores.

SAS Alignment: Instruction

Implementation Steps:

Goal #3: Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Survey, Meetings with Grade Level Teams

Specific Targets: We will work with the Central Administration office to help design and implement appropriate Professional Development activities. We also plan to organize our early dismissals here at the building to maximize our PD opportunities. For example, if we have a 1:45 dismissal and we need time for data meetings we will use

that time for grade level data meetings rather than other activities. These needs will be accessed through on-line surveys.

Strategies:

Implementation Steps:

Goal #4: 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: Annual

Data Source: Data will be collected through school-wide surveys

Specific Targets: We hope to have a five-star rating from all sub-groups surveyed. This comprehensive survey will include questions about the climate of Parkway Manor. The sub-groups surveyed will be: students, parents, teachers, staff, Parkway Manor alumni and parents of alumni.

Strategies:

The Survey Process to Ensure and Promote Excellent School Climate

Description:

We will develop and create a survey template and several variations. We plan to target several sub-groups and distribute the survey under a controlled setting to allow for maximum understanding and participation. Then we will analyze the survey results and make changes in our building accordingly to improve school climate.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Survey Creation, Development and Implementation to Promote Change

Description:

A team of Parkway Manor professionals plan to create a survey template with several appropriate variations for various sub-groups. The targeted audience will

include: students, faculty, staff, parents of current students, Parkway Manor alumni, and parents of alumni. From the responses on the surveys we will create a team to facilitate positive changes in the building to enhance school climate.

Start Date: 9/10/2014 **End Date:** 6/10/2015

Program Area(s):

Supported Strategies: None selected

Continued Use of the Panther Pride Tickets and Assemblies

Description:

We use a "red ticket" system to reward students for practicing school-wide, positive behavior. These tickets can be distributed at any time by any adult associated with the school (teachers, cafeteria aides, bus drivers, etc.) We have quarterly assemblies where we recognize the great behavior. Excellent student citizenship enhances a positive school climate!

Start Date: 9/1/2014 **End Date:** 6/10/2015

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Parkway Manor Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Parkway Manor 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 Parkway Manor 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

Parkway Manor Sch
Goal Projected Costs

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	\$0.00
Goal #2: 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.	\$0.00
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.	
Goal #4: Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.	
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.		
Strategies Meeting the Needs of At-Risk Students Through Early Intervention		
Analysis of STAR data		\$0.00
Utilizing Extra Personnel to Boost Scores		\$0.00
	Goal #1 Total	\$0.00
Goal #2: 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.		
Strategies The Survey Process to Ensure and Promote Excellent School Climate		
Survey Creation, Development and Implementation to Promote Change		\$0.00
Continued Use of the Panther Pride Tickets and Assemblies		\$0.00
	Goal #2 Total	\$0.00
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.		
Strategies Data Team Meetings		
TIME to Meet		
Utilizing Extra Personnel to Boost Scores		
Goal #4: Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.		

Parkway Manor Sch Action Plans

Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategies Meeting the Needs of At-Risk Students Through Early Intervention

Start	End	Implementation Step Title	Description	Responsible
9/10/2014	6/10/2015	Analysis of STAR data	We will analyze STAR data at the three benchmark points and also analyze students who are progress monitored on the STAR system. This analysis will be done at grade-level team meetings and data team meetings and will include grade-level classroom teachers, the reading specialist, principal, and the RTII teacher. The guidance counselor, teacher of the gifted and the school psychologist will be able to attend these meetings on an as-needed basis.	Ann Anderson
9/1/2014	6/15/2015	Utilizing Extra Personnel to Boost Scores	We plan to set up Parent-Action teams of highly trained parent volunteers to work in all classrooms with below basic and basic students. These parents will be trained to work individually and in-small groups with more struggling students. The teacher will set up an area in the classroom to work. We also plan to use retired teachers as volunteers in our new RTA organization (Retired Teachers Association). These people will be valuable assets as we move toward higher student success!	Jen Schmoyer (Parent-Action Team) and Janice Carroll (RTA)

Goal #2: 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.

Strategies The Survey Process to Ensure and Promote Excellent School Climate

Start	End	Implementation Step Title	Description	Responsible
9/10/2014	6/10/2015	Survey Creation, Development and Implementation to Promote Change	A team of Parkway Manor professionals plan to create a survey template with several appropriate variations for various sub-groups. The targeted audience will include: students, faculty, staff, parents of current students, Parkway Manor alumni, and parents of alumni. From the responses on the surveys we will create a team to facilitate positive changes in the building to enhance school climate.	Jennifer Schmoyer

Parkway Manor Sch Action Plans

9/1/2014	6/10/2015	Continued Use of the Panther Pride Tickets and Assemblies	We use a "red ticket" system to reward students for practicing school-wide, positive behavior. These tickets can be distributed at any time by any adult associated with the school (teachers, cafeteria aides, bus drivers, etc.) We have quarterly assemblies where we recognize the great behavior. Excellent student citizenship enhances a positive school climate!	Janice Carroll
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. Strategies Data Team Meetings TIME to Meet Utilizing Extra Personnel to Boost Scores				
Start	End	Implementation Step Title	Description	Responsible
Goal #4: Establish a system within the school that fully ensures professional development is focused, strategic and implemented with fidelity.				
Start	End	Implementation Step Title	Description	Responsible