CSD CHELTENHAM SCHOOL DISTRICT

# Educational Affairs Committee Meeting

Wednesday, May 17, 2023

7:00 PM

CSD CHELTENHAM SCHOOL DISTRICT

## MISSION STATEMENT

The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

## VISION STATEMENT

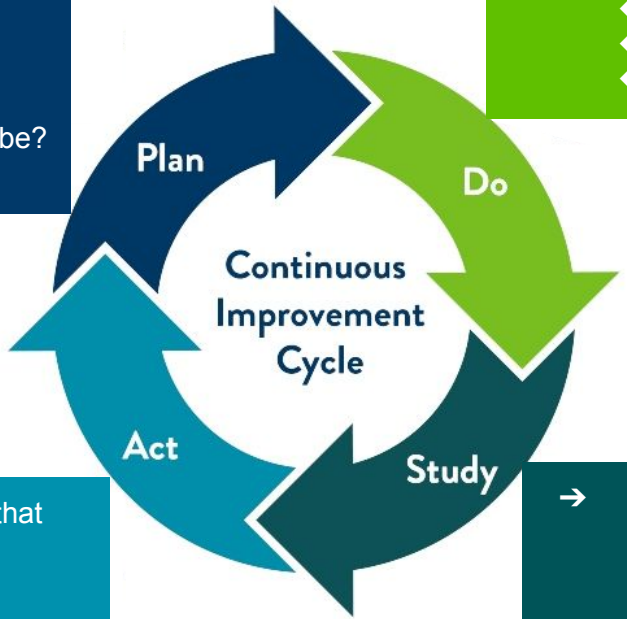
“Belong, Engage, Seek Justice”

Cheltenham School District is a community where all students know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.

CSD CHELTENHAM SCHOOL DISTRICT

- Where are we now?
  - Data
- How did we get to where we are?
  - Root cause analysis
- Where do we want to be?
  - SMART goal
- How are we going to get where we want to be?
  - School Improvement Plan (SIP)

- How are we going to implement?
  - Building leadership
  - Professional Learning Communities
  - Instructional best practices
  - Intervention




- How can we keep doing the things that make a difference?
  - Improve processes
  - Standardize improvements

- Is what we are doing making a difference?
  - Assess students
  - Analyze results
  - Evaluate progress

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| ELA<br>Math<br>Science | **S** PECIFIC<br>**M** EASUREABLE<br>**A** TTAINABLE<br>**R** ELEVANT<br>**T** IME-BASED<br><br>*85% of students will increase by 5% in the area of Numbers and Operations on the Math CDT in June 2023.* | These are the specific action items intended to impact students' acquisition of targeted skills and knowledge through learning experiences. These could include:<br>- Strategies<br>- Programs<br>- Processes<br>- People<br><br>1) *Students will utilize IXL for independent practice in the area of Numbers and Operations at least once per week.*<br><br>2) *Students will meet in small groups with the teacher for focused reteaching of concepts in Numbers and Operations.*<br><br>3) *Math Specialist will meet with intervention groups to provide targeted instruction and guided practice in Numbers and Operations.* | Determination of the degree of progress toward the SMART goal as a result of the school improvement plan.<br>- Review and analysis of classroom (formative and summative), local and state assessments and other data sets.<br>- Comparison of results to the SMART goal.<br><br>*75% of students increased by 5% or more on the Math CDT in the area of Numbers and Operations completed in January 2023.*<br><br>*Of the remaining students, 30% increased by at least 2% on the CDT in the area of Numbers and Operations in January. The other 70% did not show positive growth on the Math CDT in Numbers and Operations completed in January 2023.*<br><br>*The next benchmark will be taken at the end of May.* |

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| ELA<br><br>Math<br><br>Science | Data or other information that provides support for the Evaluation of Results. Not all local and state testing is complete at this time.<br><br>1) *91% of students have increased their scaled score in Numbers and Operations by at least 8%.*<br><br>2) *82% of students scored 80% or better on the topic assessments.*<br><br>3) *During Team Meetings, teachers report students are demonstrating greater understanding and use of place value.* | Existing targeted areas that can still be improved based on the Evaluation of Results.<br><br>New focus areas that were discovered through the data analysis conducted in accordance with the School Improvement Plan.<br><br>*While most students are performing better with place value, some still need additional practice. Additionally, new strategies should be developed for teaching fractions.*<br><br>*The CDT also suggests Geometry may be an area of need, so topic assessments and IXL will be evaluated to confirm.* | Ideas to end the 22-23 school year.<br><br>Suggestions for summer learning.<br><br>Initial ideas for the continuous school improvement process to be implemented in the 23-24 school year.<br><br>1) *Recommend interventions to be continued for the students not making progress – IXL, Khan Academy, Trapezium Math Club, and/or CSD Summer Program or ESY.*<br><br>2) *Evaluation of new practices for 23-24; should they be kept, tweaked or tossed.*<br><br>3) *Analyze PSSA data (summer). Continue to build a culture of data (beyond academic performance) among the instructional staff (23-24).* |

# CEDARBROOK MIDDLE SCHOOL

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | Decrease the number of scholars who are performing below grade level by 10% from BM1 to BM3.<br>ELA Focus: Key ideas and Details and Craft/Structure: Literature-Informational Text.<br><br>Math Focus: Ratios and proportions, expressions and equations, functions, Geometry, and number systems.<br><br>Science Focus: Biological and Physical Science. | • Win Schedule Change<br>• Data protocols<br>• Small group Instruction<br>• MTSS Process<br>• Mentoring Programs (Beacon and MTD)<br>• AFA-Putting data in scholars hands, making connections<br>• Common Assessments (ELA and Math)<br>• Restructuring of Academic Seminar<br>• Mode projects, SPM and IEP Goals | • Staff used Data Protocols to compare BM data<br>• Common Assessments<br>• Two week student progress monitoring for MTSS plans<br>• Walkthroughs<br>• Scholar goal setting and progress monitoring of their class data and their own student data<br>• **Noteworthy**: Algebraic Concepts growth of 16% for 7th and 24% for 8th, Geometry growth of 19% for 8th, Numbers and Op growth of 14% for 7th, and growth of 20% for Physic Sci. and 13% for Biological Sci for 8th |

| Subject | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|
| | 7th Grade ELA<br>• Key Ideas and Detail for Informational text: 6% increase<br>• Craft and Structure Literature text: 4% increase<br>8th Grade ELA<br>• Key Ideas and Detail for Informational text: 3% increase<br>• Vocabulary acquisition: 4% increase (Non SIP Focus Area):<br>7th Grade Math<br>• Measurement of Probability and Data: 8% Increase (Non SIP Focus Area)<br>• Geometry: 9% increase<br>8th Grade Math<br>• Measurement of Probability and Data: 4% Increase (Non SIP Focus Area)<br>• Numbers and Operations: 6% increase (Non SIP Focus Area)<br>8th Grade Science<br>• Earth Science: 4% increase (Non SIP Focus Area) | • Use of Navigator reports for all three benchmarks<br>• Peer Teacher Observations<br>• Continued PD on Small Group Instruction Support<br>• Continue AFAs after BM2 and BM3 before PSSAs<br>• Continued use of Data sharing with Parents<br>• Common Assessments<br>• Continued PLN coaching |

# CEDARBROOK MIDDLE SCHOOL

| Subject | 7th Grade Evidence of Improvement | 8th Grade Evidence of Improvement |
|---|---|---|

| Grade 7 ELA: | Grade level and Above Grade Level |
|---|---|
| Fall | 40.12% |
| Spring | 44.80% |
| Point Growth | 4.68% |
| Percentage Growth | 12% |

| Grade 7 ELA: | Below Level Decrease |
|---|---|
| Fall | 59.88% |
| Spring | 55.20% |
| Point Decrease | -4.68% |
| Percentage Decrease | -8% |

| Grade 7 ELA: Significant Growth | 21.68% |
|---|---|

| Grade 8 ELA: | Grade level and Above Grade Level |
|---|---|
| Fall | 34.70% |
| Spring | 50.77% |
| Point Growth | 16.07% |
| Percentage Growth | 46% |

| Grade 8 ELA: | Below Level Decrease |
|---|---|
| Fall | 65.30% |
| Spring | 49.23% |
| Point Decrease | -16.07% |
| Percentage Decrease | -25% |

| Grade 8 ELA: Significant Growth | 34.70% |
|---|---|

| Grade 7 Math: | Grade level and Above Grade Level |
|---|---|
| Fall | 20.59% |
| Spring | 32.08% |
| Point Growth | 11.49% |
| Percentage Growth | 56% |

| Grade 7 Math: | Below Level Decrease |
|---|---|
| Fall | 79.41% |
| Spring | 67.92% |
| Point Decrease | -11.49% |
| Percentage Decrease | -14% |

| Grade 7 Math: Significant Growth | 28.32% |
|---|---|

| Grade 8 Math: | Grade level and Above Grade Level |
|---|---|
| Fall | 16.51% |
| Spring | 38.20% |
| Point Growth | 21.69% |
| Percentage Growth | 131% |

| Grade 8 Math: | Below Level Decrease |
|---|---|
| Fall | 83.49% |
| Spring | 61.80% |
| Point Decrease | -21.69% |
| Percentage Decrease | -26% |

| Grade 8 Math: Significant Growth | 61.68% |
|---|---|

| Grade 8 Sci: | Grade level and Above Grade Level |
|---|---|
| Fall | 22.04% |
| Spring | 39.69% |
| Point Growth | 17.65% |
| Percentage Growth | 80% |

| Grade 8 Sci: | Below Level Decrease |
|---|---|
| Fall | 77.96% |
| Spring | 60.31% |
| Point Decrease | -17.65% |
| Percentage Decrease | -23% |

| Grade 8 Sci: Significant Growth | 40.63% |
|---|---|

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | 80% or more scholars will demonstrate at least 5% growth by December 2022. *Focus: Main Idea and Key Details in Informational and Lit. Text* | **Grade 3 and 4**<br>● Third and Fourth Grade team members met at the start of the year to discuss areas of opportunities in both main idea and key details. Teams planned and implemented the following:<br>● Students were consistently exposed to both informational and fictional texts daily through our shared reading lessons, guided reading groups as well independent reading opportunities.<br>● Additional read alouds and retells in their daily literacy routines<br>● MTSS Process<br>● Comprehension skills were focal points during our WIN periods, whole class and small group instruction.<br>● We implemented additional online practice on RAZ Kids and IXL, etc. CDT tests were administered on these skills to measure progress.<br>● Focus on student writing/ Text Dependent Analysis - When scholars are writing they are reading. | **<u>Classroom Diagnostic Tools (CDT)- Benchmark Data</u>**<br>**Grade 3 - ELA Key Ideas and Details - Informational Text**<br>● 58% grew by 5% or more<br>● 4% grew by 3-5%<br>● 6% grew by 0-3%<br>Total: 68% of students had positive growth from BM1 to BM2 in ELA in the target area of Key Ideas and Details - Informational Text<br>**Grade 3 - ELA Key Ideas and Details - Literature**<br>● 57% grew by 5% or more<br>● 6% grew by 3-5%<br>● 4% grew by 0-3%<br>Total: 67% of students had positive growth from BM1 to BM2 in ELA in the target area of Key Ideas and Details - Literature Text<br>**Grade 4 - ELA Key Ideas and Details - Informational Text** |

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| | In Literacy Scholars were assessed through reading comprehension assessments, listening comprehension assessments, IXL skill practice and running record assessments, guided reading and writing.<br><br>**<u>Classroom Diagnostic Tools (CDT)- Benchmark Data</u>**<br><br>**Grade 3 - ELA Key Ideas and Details - Informational Text**<br><br>• Total: 68% of students had positive growth from BM1 to BM2 in ELA in the target area of Key Ideas and Details - Informational Text<br><br>**Grade 3 - ELA Key Ideas and Details - Literature**<br><br>• Total: 67% of students had | • An area for improvement is finding materials that are more appropriate to student's proficiency levels at the beginning of the year.<br>• An area for improvement is to place greater focus on vocabulary.<br><br>**<u>Classroom Diagnostic Tools (CDT)- Benchmark Data</u>**<br><br>**Grade 4 - ELA Key Ideas and Details - Informational Text**<br><br>• Total: 67% of students had positive growth from BM1 to BM2 in ELA in the target area of Key Ideas and Details - Informational Text<br><br>**Grade 4 - ELA Key Ideas and Details - Literature**<br><br>• Total: 62% of students had positive growth from BM1 to BM2 in ELA in the target area of Key Ideas and | • Increase opportunities for students to read and discuss informationall text, including utilizing Science and Social Studies instructional opportunities to read subject related content.<br>• Foster a love of literature in the classroom. During shared reading make use of higher order questioning, make predictions, and discuss characters. Increase opportunities for students to independently read (Stop, Drop and Read) allowing theme to read and share the books they love both verbally and in writing.<br>• Continue to build a data driven culture at the Glenside School where teachers make use of formative and summative assessments to determine, inform |

CHELTENHAM ELEMENTARY

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | Students will show a 10% increase of students reaching the Grade Level range on the 2nd Reading CDT Assessments.<br><br>*Focus: Key Ideas & Details of Lit. Informational Text* | Actions Taken:<br>● PLC Planning<br>● SAS Portal<br>● iXL<br>● Targeted tutoring<br>● Data Protocol Action Planning<br>● Common Assessment on targeted standard area | PLC planning was helpful in aligning our focus and assessment schedule, SPM was focused on this target, iXL showed inconsistent usage across grade level, tutoring was challenging to target specific student due to transportation issues, common assessments demonstrated higher gains on average 19% increase between pre and post assessment. Adjustment needed in Tier II reading support to account for coverage issues. |
| | Students will show an increase of 10% reaching the Grade Level range on the 2nd Math CDT Assessments.<br><br>*Focus: Numbers and Operations.* | Actions Taken:<br>● PLC Planning<br>● SAS Portal<br>● iXL, xTra Math<br>● Data Protocol Action Planning<br>● Targeted tutoring<br>● Common Assessment on targeted standard area | PLC planning was helpful in aligning our focus and assessment schedule, SPM was focused on this target, iXL showed inconsistent usage across grade level, tutoring was challenging to target specific student due to transportation issues, common assessments demonstrated higher gains on average 16% increase between pre and post assessment. Adjustment needed in Tier II math support to account for coverage issues. |

# CHELTENHAM ELEMENTARY

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| | Grade 3: Fall-Winter CDT<br>• Scaled score increase by 57 points<br>• Highest subscore scale increase<br>• 40 point subscore scale increase from 21-22 data<br>• 9% increase F-W<br>**Grade 4: Fall-Winter CDT**<br>• Scaled score increase of 72 points<br>• 34 point subscore scale increase from 21-22 data<br>• 11% subscale increase F-W<br>**Common Assessment**<br>• 19% increase from Pre to Post test. | • Consistency in delivery of best practices in teaching key ideas and details of informational text.<br>• Professional development to support Tier II interventions for struggling students.<br>• Need to align our MTSS processes to offer additional Tier II/III interventions<br>• Expand the number of common assessments across all eligible content standards.<br>• Align curricular documents, best practices, and common assessments | • PLC work to analyze final CDT benchmark data<br>• Identify students for summer learning opportunities<br>• Explore Tier 2 program support (Lexia, iReady)<br>• Explore parent workshop opportunities to connect learning<br>• Explore RAS for AM care to increase tutoring opportunities. |
| | Grade 3: Fall-Winter CDT<br>• Scaled score increase of 46 points<br>• 42 point subscore scale increase from 21-22 data<br>• 1% increase F-W<br>**Grade 4: Fall-Winter CDT**<br>• Scaled score increase of 77 points<br>• 2nd highest subscore scale increase<br>• 18 point subscore scale increase from 21-22 data<br>• 5% subscale increase F-W<br>**Common Assessment**<br>• 16% increase from Pre to Post test. | • Numbers & Operations emcompasses a large number of standards<br>• Professional development to support Tier II interventions for struggling students.<br>• Need to align our MTSS processes to offer additional Tier II/III interventions<br>• Expand the number of common assessments across all eligible content standards.<br>• Align curricular documents, best practices, and common assessments | • PLC work to analyze final CDT benchmark data<br>• Identify students for summer learning opportunities<br>• Explore Tier 2 program support (iReady, Touch Math)<br>• Explore parent workshop opportunities to connect learning<br>• Explore RAS for AM care to increase tutoring opportunities. |

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | 3rd graders scoring below basic on the Sept. 2022 CDT will demonstrate minimum growth of 10% by Jan. 2023.<br>*Focus: Vocabulary Acquisition.*<br><br>4th graders scoring below basic on the Sept. 2022 CDT will demonstrate minimum growth of 10% by Jan. 2023.<br>*Focus: Craft & Structure* | Collaborative work with Penn Literacy Network (5 teachers observed 1 X month)<br><br>Guided Reading Lessons with targeted instruction on focus areas.<br>● Professional Development during Faculty meeting in November and December on Small Group Instruction<br>● Focused Walkthroughs<br><br>Diagnostic Use of IXL<br>● Targeted skill lessons in WIN based on benchmark data<br>Integration of Vocabulary across disciplines | The initial SIP was based on PSSA goals and aligned with Fall benchmarking. The plan allowed for direct teaching using aligned resources. Much of the initial plan was successful.<br><br>After T1 report cards, it became clear that additional support was needed on small group interventions<br>● PD on philosophical underpinnings of WHY small groups are targeted and *flexible*<br>● Management of small group instruction<br>● Focused walkthroughs<br><br>Mid-year TEACHER data protocols |
| | Students scoring below basic on the September 2022 CDT will improve their performance by a minimum of 10%.<br>*Focus: Numbers and Numeration.* | IXL Diagnostic Arena<br><br>Extra Math program for fact fluency<br>● Weekly shout outs on announcements for mastery of +, -, X, / facts<br><br>Lunch Bunch Group<br><br>Walkthroughs and Feedback (also for ELA) | Wake Up With Wyncote<br>● Data driven program using multiple measures (IXL, CDT) for Grades 3 and 4<br>● Collective decision to use “bubble” students<br>● 6 weeks of targeted skill development (both large, small and individual instruction)<br>● 2 mornings a week (6 teachers, 17 for reading/19 for math<br>● Data shows growth range of 10 to 70 points on IXL |

WYNCOTE ELEMENTARY

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| | Grade 3 - Vocabulary Acquisition<br>Grade 4 - Craft and Structure | Based on January 2023 CDT Data<br><br>Grade 1 --Multiple meaning words/key idea<br><br>Grade 2 -- Compare and contrast story events<br><br>Grade 3-- Craft and Structure/Vocabulary<br><br>Grade 4 -- Craft and Structure- Information | All steps apply to both ELA and Math<br><br>EOY: CDT and LinkIt data reviews for benchmark 3<br><br>Review SPM/IEP Goals<br><br>Summer: Comprehensive data review of PSSA data to develop goals in conversation with benchmark 3 data |
| | Grade 3 - Numbers and Operations<br>Grade 4 - Numbers and Operations | Based on January 2023 CDT Data<br><br>Grade 1 -- Using place value to + and -<br><br>Grade 2 -- Money, + and - of 3 digit numbers<br><br>Grade 3 -- Geometry, numbers/operations<br><br>Grade 4 -- Geometry, numbers/operations | Thoughts about 2023-24 School Year<br><br>Develop a PLC protocol for ongoing data review at Team Meetings<br><br>How do emotional/behaviors impact data? Intersectionality of PBIS and MTSS process. Multiple measures<br><br>Critical restructuring of WIN time (K-4) |

Grade 3 - Vocabulary Acquisition

| | Above Grade Level | At Grade Level | Below Grade Level |
|---|---|---|---|
| September 2022 | 11% (n=9) | 40% (n=32) | 49% (n=39) |
| January 2023 | 12% (n=10) | 46% (n=38) | 41% (n=34 |

Grade 4 - Craft and Structure

| | Above Grade Level | At Grade Level | Below Grade Level |
|---|---|---|---|
| September 2022 | 9% (n=5) | 26% ( n=14) | 64% (n=34) |
| January 2023 | 22% (n=12) | 30% (n=16) | 48% (n=26) |

Grade 3 - Numbers and Operations

| | Above Grade Level | At Grade Level | Below Grade Level |
|---|---|---|---|
| September 2022 | 0% | 16% (n=13) | 84% (n=67) |
| January 2023 | 4% ( n=3) | 25% (n=20) | 48% (n=26) |

Grade 4 - Numbers and Operations

| | Above Grade Level | At Grade Level | Below Grade Level |
|---|---|---|---|
| September 2022 | 2% (n=1) | 15% ( n=8) | 83% (n=44) |
| January 2023 | 4% (n=2) | 20% (n=11) | 76% (n=41) |

MYERS ELEMENTARY

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | Student will show a 10-12% increase in the number of students scoring in the Proficient/Advanced range on the ELA EOY CDT<br>*Focus: Informational Text: Key Ideas and Details.* | • Structuring systems to support teachers with disaggregating and using data to drive instruction.<br>• Increasing differentiated skill-based small group instruction daily<br>• Increasing and opportunities for students to engage meaningfully with the content through the Gradual Release Format of Instruction.<br>• Better utilizing grade level PLC meetings common planning time to work collaboratively and maintain intentional focus.<br>• Honing our MTSS Process to be more effective at address student needs<br>• Increasing feedback- Both administrator to teachers and teachers to students.<br>• Creating a school-wide culture related to data, with all stakeholders setting & monitoring individual goals. | Evaluation of multiple data sets including the Winter ELA CDT data showed progress towards the established EOY ELA SMART Goal.<br><br>**<u>Areas within the current plan that would benefit from continued focus include:</u>**<br>• Continued focus on using data to drive instruction.<br>• Continuing administrative classroom visits with teacher feedback<br>• Continued use of data driven skill based small group instruction.<br>• Continued intentionality in planning backward from the standard to form learning goals and lesson objectives.<br>• Ensuring maximum engagement by students in meaningful thinking and application through intentional planning and multiple means/opportunities for students to engage with the lesson content. |
| | Student will show a 12-14% increase in the number of students scoring in the Proficient/Advanced range on the Math EOY CDT.<br>*Focus: Numbers and Operations.* | | |

MYERS ELEMENTARY

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| 3rd Grade | **Informational Text: Key Ideas and Details.**<br>Scaled Score (F-683 Winter-766) **+83**<br><br>**Achievement Categories Overview**<br>**BLUE-** Fall 6% Winter 18%= **+12%**<br>**GREEN-** FALL 34% Winter 48%= **+14%**<br><br>**A.A. Achievement Categories Overview**<br>**RED-** Fall 62% Winter decreased by **20%**<br>**BLUE/GREEN** Fall 37%<br>Winter increased by **56%** | Focus skills related to **Informational Text Key Ideas** & Details (Gr. 1):<br>Ask and answer questions such as who, what, where, when, why, and how<br><br>Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text<br><br>Describe the connection between two individuals, events, ideas, or pieces of information in a text.<br><br>Ask and answer questions about key details in a text. Identify the main idea and retell key details of text.<br><br>*(4th Grade Specific)* Describe the connection between a series of events concepts, or steps in a procedures within a text. | Continue disaggregating of data to drive whole instruction (reteaching).<br><br>Continued utilization of differentiated instruction & small group instruction to target deficit skills & scaffold students toward mastery of OGL material in deficit areas.<br><br>Continued utilization of grade level PLC & Data Meetings and Common Planning Time to work collaboratively across grade level classrooms.<br><br>Continued use of the MTSS process as a tier two tool for collaboration and alignment & allocation of district resources and supports.<br><br>Increasing feedback targeted to areas of needed growth- Both administrator to teachers and teachers to students.<br><br>Maintaining a school-wide culture related to data, with all stakeholders setting & monitoring individual goals. |
| 4th Grade | **Informational Text: Key Ideas and Details.**<br>Scaled Score(F-880 Winter-946) +66<br><br>**Achievement Categories Overview**<br>**BLUE-** Fall 8% Winter 28%= **+20%**<br>**GREEN-** Fall 50% Winter **44%**= (**-6%**)<br>**RED-** Fall 42% Winter **28%**= **+14%**<br><br>**A.A. Achievement Categories Overview**<br>**RED-** Fall 63% Winter decreased by **16%**<br>**BLUE/GREEN** Fall 37% Winter increased by **14%** | | |

ELKINS PARK SCHOOL

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | Students will demonstrate a minimum of 5% increase in ELA proficiency on the January 2023 CDT. *Focus: Informational Key Details and Ideas* | Principal and Team reviewed the CDT Benchmark 1 to identify targeted areas of need.<br>- W.I.N Period is restructured so that teachers focus on the identified specific eligible content.<br><br>Administrators will consistently observe and assess teachers via observation / walkthroughs for curriculum alignment and resources<br><br>PLC's have been created so that teachers can review the data and collaborate with professional peers to develop strategies to drive instruction.<br><br>Students will receive targeted instruction that is aligned with the areas of most need. The IXL assessment is used to pinpoint baseline scores. Tiered instructional groups are developed to allow for targeted instruction on eligible content.<br><br>Students will chart and graph their progress each month<br>- Conferences and Data Folders will be made available to students to keep them understanding their own progress. | In 5th grade 133 students out of 293 exhibited 5% growth towards proficiency in the Informational Key Details and Ideas Category on CDT I to CDT II<br><br>In 6th grade 131 students out of 286 exhibited a 5% growth toward proficiency in the Informational Key Details and Ideas Category on CDT I to CDT II |
| | Students will demonstrate a minimum of 5% increase in Math proficiency on the January 2023 CDT. *Focus: Numbers and Operations and Algebraic Concepts.* | - W.I.N Period is restructured so that teachers focus on specific eligible content. After each CDT benchmark, students will receive targeted instruction that is aligned with the areas of most need. The IXL assessment is used to pinpoint baseline scores. Tiered instructional groups are developed to allow for targeted instruction on eligible content.<br><br>- Administrators will consistently observe and assess teachers via observation / walkthroughs for curriculum alignment and resources<br><br>- PLC's are created so that teachers can review the data and collaborate with professional strategies to drive instruction<br><br>- Students will chart and graph their progress each month; conferences and Data Folders will be made available to students to keep them understanding their own progress. | 174 students out of 319 made a 5% increase on the numbers and operation portion of the assessment from CDT I to CDT II.<br><br>177 students out of 308 made a 5% increase on the algebraic portion of the assessment from CDT I to CDT II. |

ELKINS PARK SCHOOL

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| | 5th grade Informational and Key Details<br>> 5% growth - 45.3 % of students<br>2 - 4.9% growth - 7.17% of students<br>< 2% growth - 47.44% of students<br><br>Furthermore to support this data 58% of 5th grade students made 5% or more in IXL growth<br><br>6th grade Informational and Key Details<br>> 5% growth - 45.8% of students<br>2 - 4.9% growth - 8% of students<br>< 2% growth - 53.14% of students<br><br>Furthermore to support this data 75% of 6th grade students made 5% or more in IXL growth | In 5th grade students grew .26% in proficiency in the Informational and Key Details category specifically on the following eligible content.<br>E05.B-K.1.1.1<br>E05.B-K.1.1.3<br>E05.B-K.1.1.2 | Continue to focus on the Informational and Key Details Category since more than 50% of students are still scoring below “proficient” and this category makes up 24%–37% of the PSSA. |
| | 5th Grade Numbers and Operations<br>> 5% growth - 58.4% of students<br>2 - 4.9% growth - 0.6% of students<br>< 2% growth - 35.2% of students<br><br>6th Grade Algebraic Concepts<br>> 5% growth - 56.3% of students<br>2 - 4.9% growth - 8.4% of students<br>< 2% growth - 35.3% of students<br><br>Additionally, IXL data shows 71% of 5th graders showing a minimum of 5% growth and 90% of 6th graders showing a minimum of 5% growth in their overall math level. | Specifically within the Number and Operations standard, eligible content pertaining to fractions is an area of need.<br>M05.A-F.1.1.1<br>M05.A-F.2.1.1<br>M05.A-F.2.1.4<br>M05.A-F.2.1.2<br><br>Specifically within the Algebraic Concepts standard, eligible content pertaining to inequalities and independent and dependent variables is an area of need.<br>M06.B-E.2.1.4<br>M06.B-E.3.1.1<br>M06.B-E.3.1.2 | Continued focus on Numbers and Operations and Algebraic Concepts since more than 50% of students are scoring below “proficient” and these categories cover a majority of the PSSA. |

CHELTENHAM HIGH SCHOOL

| Subject | SMART GOAL | SIP IMPLEMENTATION | EVALUATION of RESULTS |
|---|---|---|---|
| | 61% of 10th graders taking English during 1st semester will be predicted to score proficient or higher on the English Keystone Assessment in January. | • Enhanced PLC Processes<br>• Focus on Checking for Understanding<br>• Classroom Walkthroughs<br>• Penn Literacy Network Observations of PLC Classrooms | <u>Increase in Benchmark Performance</u><br>Benchmark 1: 54% proficient or higher<br>Benchmark 2: 55% proficient or higher |
| | 26% of 9th graders taking Algebra I during 1st semester will be predicted to score proficient or higher on the Algebra I Keystone Assessment in January. | • Enhanced PLC Processes<br>• Focus on Checking for Understanding<br>• Classroom Walkthroughs<br>• Penn Literacy Network Observations of PLC Classrooms | <u>Increase in Benchmark Performance</u><br>Benchmark 1: 9% proficient or higher<br>Benchmark 2: 23% proficient or higher |
| | 70% of 9th graders taking Biology during 1st semester will be predicted to score proficient or higher on the Biology Keystone Assessment in January. | • Enhanced PLC Processes<br>• Focus on Checking for Understanding<br>• Classroom Walkthroughs | <u>Increase in Benchmark Performance</u><br>Benchmark 1: 29% proficient or higher<br>Benchmark 2: 45% proficient or higher |

CHELTENHAM HIGH SCHOOL

| Subject | EVIDENCE of IMPROVEMENT | AREAS of NEEDED IMPROVEMENT | NEXT STEPS |
|---|---|---|---|
| | <u>January 2023 Keystones</u><br>59% proficient or higher overall<br>- 37% for Black students<br>- 79% for White students | • Racial Disparity in Performance<br>• Reading for Meaning<br>• Maximization of Block Periods<br>• Differentiation | • Summer Leadership Data Analysis & Planning<br>• Review of Grade 9 English Performance Data<br>• Focus on Planning for Mastery |
| | <u>January 2023 Keystones</u><br>25% proficient or higher overall<br>- 17% for Black students<br>- 38% for White students | • Racial Disparity in Performance<br>• Data Analysis<br>• Maximization of Block Periods<br>• Differentiation | • Summer Leadership Data Analysis & Planning<br>• Review of Grade 8 Math Performance Data<br>• Focus on Planning for Mastery |
| | <u>January 2023 Keystones</u><br>49% proficient or higher overall<br>- 35% for Black students<br>- 73% for White students | • Racial Disparity in Performance<br>• Ecology Category<br>• Maximization of Block Periods<br>• Differentiation | • Summer Leadership Data Analysis & Planning<br>• Focus on Planning for Mastery |