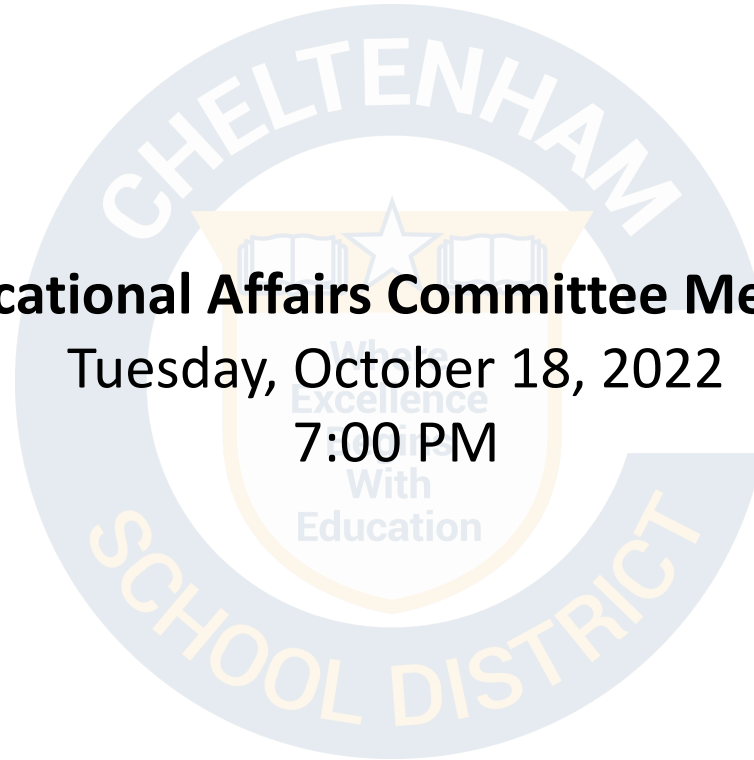


Educational Affairs Committee Meeting

Tuesday, October 18, 2022

7:00 PM



Mission Statement

Drawing on its cultural richness, creativity, and tradition of scholastic excellence, the Cheltenham School District strives to nurture each child through a wealth of academic endeavors and community partnerships that provide the skills and vision needed to lead a productive and meaningful life beyond our classroom walls.

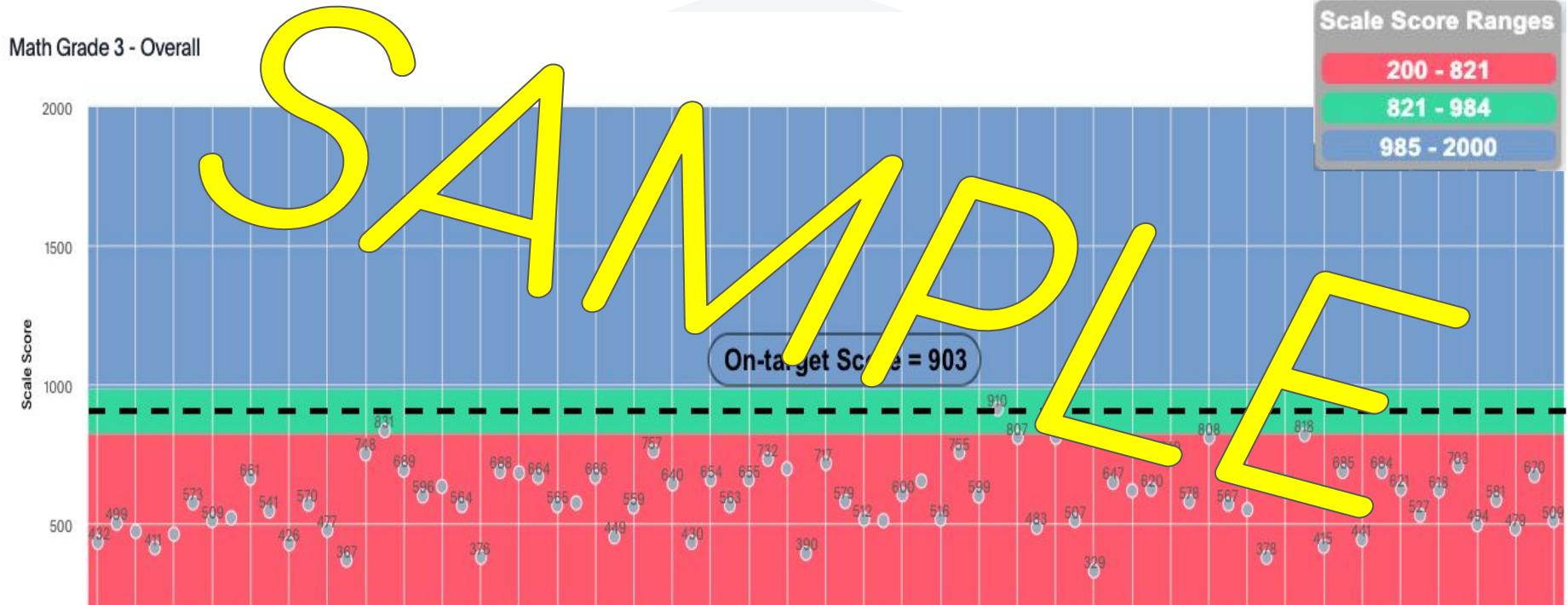
Vision Statement

With a clear connection between the classroom and the world, the Cheltenham School District will strive for excellence by:

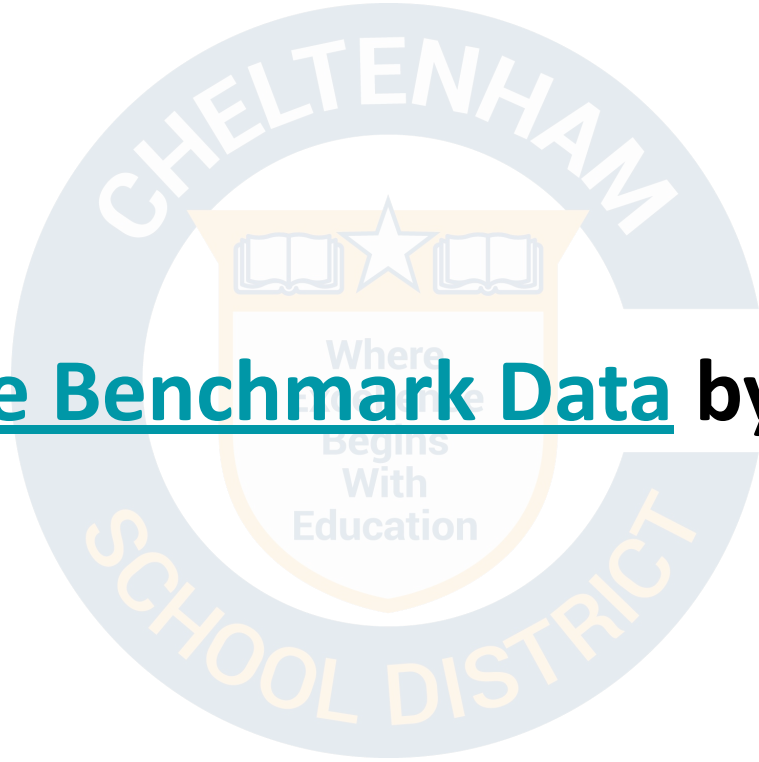
1. inspiring our students to develop principled and knowledgeable responses to the local, national, and global challenges of the 21st century;
2. actively engaging parents in their children's intellectual, social, and moral education;
3. encouraging faculty and staff to continually broaden the web of connections between their academic disciplines and the world on which they depend;
4. stimulating dynamic leadership of building and district administrators; and
5. creating partnerships with community individuals, institutions, organizations, and businesses that model real-world connections for all students.

- An assessment device **and** a learning tool
- The goal of benchmarking is to identify students' academic strengths and weaknesses and use that information to **guide future instruction, and support student outcomes** on summative assessments. The CSD began benchmarking in the fall of 2016.
- CSD has changed its benchmark system from Edmentum to Linkit! to [Classroom Diagnostic Tools](#) (CDTs).
 - Grades 1-2 continue to utilize Linkit!
- **Benefits of CDTs include:**
 - System and formatting mirror state summative assessments
 - Reporting system is fully integrated in the Standards Aligned System (SAS)
 - Available to districts at no cost
 - Because the CDT is diagnostic, the data may be used to dig deeper and form flexible groups
 - Teachers can then conduct ongoing formative and summative assessment to determine with students whether they are making progress or not

Math Grade 3 - Overall



Baseline Benchmark Data by School



The logo is a circular emblem. The outer ring contains the text "CHELTENHAM" at the top and "SCHOOL DISTRICT" at the bottom. Inside the ring is a shield-shaped crest. The crest features two open books on either side of a central five-pointed star. Below the star, the text "Where Begins With Education" is written in a smaller font.

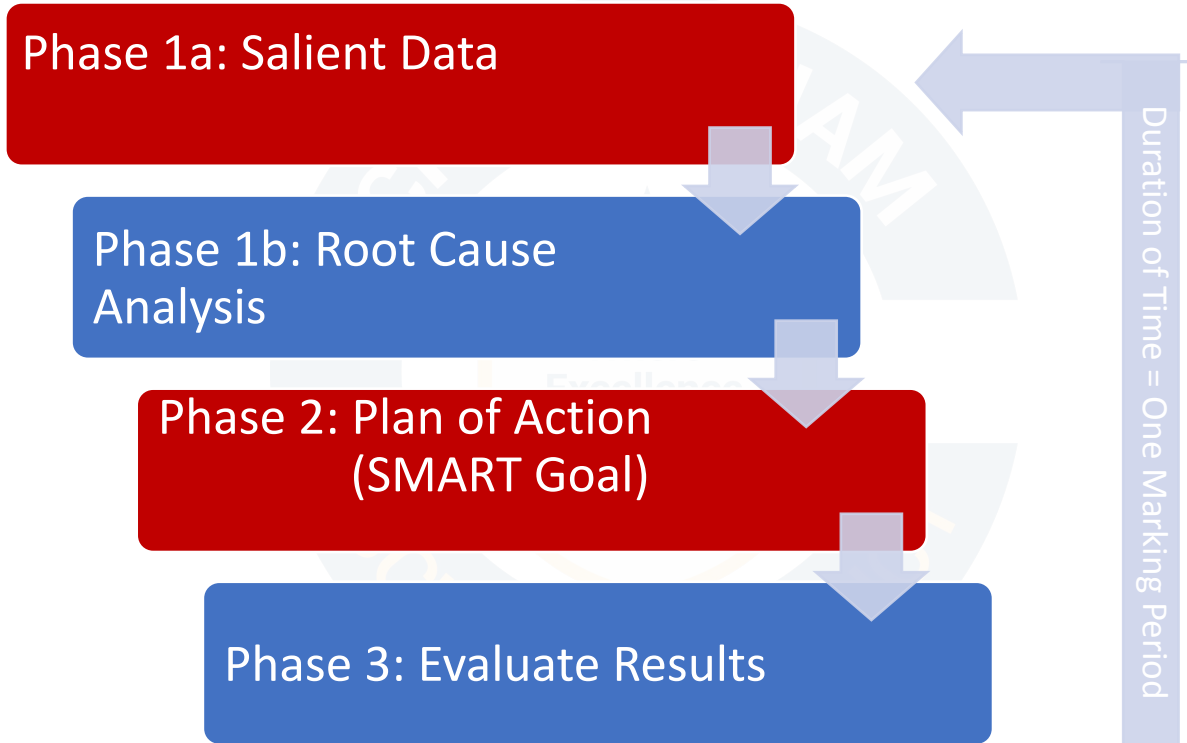
What is school improvement planning?

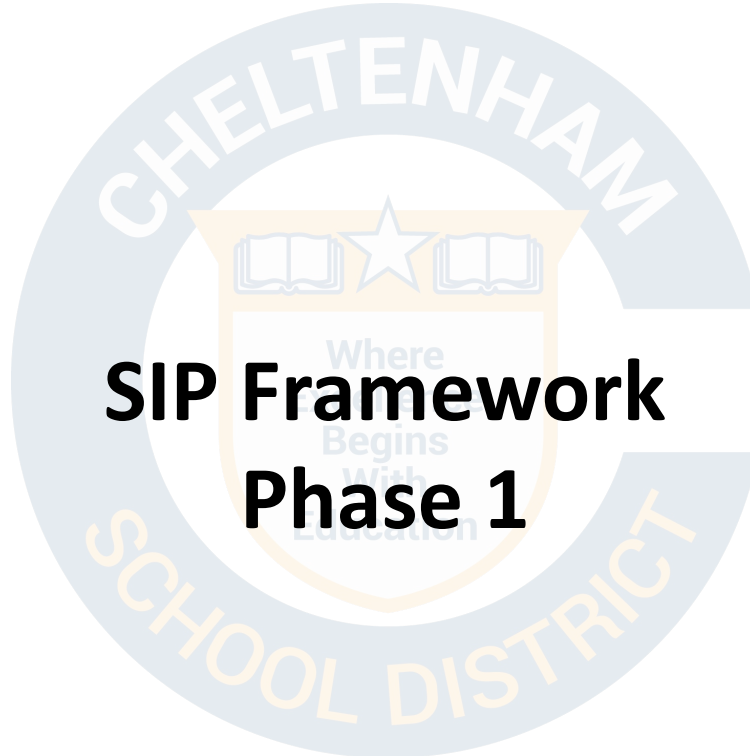
The logo is a circular emblem. The outer ring contains the text "CHELTENHAM" at the top and "SCHOOL DISTRICT" at the bottom. Inside the ring is a shield-shaped crest. The crest features two open books on either side of a central five-pointed star. Below the star, the text "Where Begins With Education" is written in a smaller font.

Who's involved in SIP?



SIP Timeline
Leadership Academy
Data Availability
Protocol
SMART goal





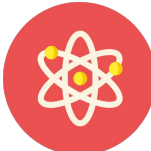


**SIP Framework
Phase 1**




School Improvement Planning









Subject	Salient Data	Root Cause	SMART Goal
	<p>Based on the results of the diagnostic assessment taken in mid-September, 68 percent of 10th grade students taking English 10 during 1st semester are predicted to score proficient or higher on the English Keystone Assessment in January,</p>	<ol style="list-style-type: none">1. Some students are not consistently demonstrating mastery of daily objectives.2. Some students are not reading at grade level.	<p>Using the results of the final benchmark assessment this semester, at least 78 percent (gain of 10 percentage points) of 10th grade students taking English during 1st semester will be predicted to score proficient or higher on the English Keystone Assessment in January.</p>
	<p>Based on the results of the diagnostic assessment taken in mid-September, 16 percent of 9th grade students taking Algebra 1 during 1st semester are predicted to score proficient or higher on the Algebra I Keystone Assessment in January.</p>	<ol style="list-style-type: none">1. Many students are not consistently demonstrating mastery of daily objectives.2. Many students do not have all of the foundational math skills that support success in Algebra I.	<p>Using the results of the final benchmark assessment this semester, at least 26 percent (gain of 10 percentage points) of 9th grade students taking Algebra I during 1st semester will be predicted to score proficient or higher on the Algebra I Keystone Assessment in January.</p>
	<p>Based on the results of the diagnostic assessment taken in mid-September, 60 percent of 9th grade students taking Biology during 1st semester are predicted to score proficient or higher on the Biology Keystone Assessment in January,</p>	<ol style="list-style-type: none">1. Some students are not consistently demonstrating mastery of daily objectives.2. Some students are not reading at grade level.	<p>Using the results of the final benchmark assessment this semester, at least 70 percent (gain of 10 percentage points) of 9th grade students taking Biology during 1st semester will be predicted to score proficient or higher on the Biology Keystone Assessment in January.</p>





Subject	CDT P or A Salient Data	PSSA P or A Salient Data	Root Cause	SMART Goal
	All:7-41% 8-35% B:7-25% 8-24% W:7-67% 8-52% SE: 7-13% 8-13% FR: 7-33% 8-23% EL:7-25% 8-25%	All:7-43% 8-52% B: 7- 42% 8-43% W: 7-79% 8-71% Spec Ed: 7- 21% 8-20% FR: 7- 43% 8-52% EL: 7-45% 8-18%	Pandemic: common assessments, pre-requisite skills deficit. Academic Seminar classes. Small group support in class and during WIN (work completion vs. targeted skills). EL scholars: PD needed to support teachers for academic progress. Black Scholars: stereotype threat, PLN Social Emotional Needs. Trauma informed instructional PD. Focus of Small Groups last year (Low Proficient and High Basic). WIN Schedule Rotations (Last year vs. this Year). Timing of beginning intervention. Intentional Standards Focus during WIN with content teachers.	We will support our scholars with achieving mastery in these standards:key ideas and details and craft and structure as it relates to literature/informational text. We will decrease the number of scholars who are performing below grade level by 10% on BM3 and decrease the number of scholars who are below proficiency by 10% on the 2023 PSSA.
	All:7-21% 8- 17% B::7-7% 8:-9% W::7- 46% 8-30% EL:7-5% 8-33% SE: 7-5% 8-5% FR: :7-16% 8-8%	All:7-30% 8-36% B::7th-19% 8-21% W::7-52% 8-56% EL:7-36% 8-9% SE: 7-15% 8-11% FR: :7-18% 8-21%	Pandemic: common assessments, pre-requisite skills deficit. Academic Seminar classes. Small group support in class and during WIN (work completion vs. targeted skills). EL scholars: PD needed to support teachers for academic progress. Black Scholars: stereotype threat, PLN Social Emotional Needs. Trauma informed instructional PD. Focus of Small Groups last year (Low Proficient and High Basic). WIN Schedule Rotations (Last year vs. this Year). Timing of beginning intervention. Intentional Standards Focus during WIN with content teachers.	We will support our scholars with achieving mastery in these standards: Ratios and proportions, expressions and equations, functions, Geometry, and number systems (6th grade). We will decrease the number of scholars performing below grade level by 10% on BM3 and the number of scholars performing below proficiency by 10% on the 2023 PSSA.
	All:8-50% B::8th-39% W: 8- 75% EL:8-58% SE: 8- 31% FR:8- 33%	All:8-45% B::8- 35% W:8: 70% EL:8-18% SE: 8- 17% FR: 8- 46%	Pandemic: common assessments, pre-requisite skills deficit. Small group support in class and during WIN (work completion vs. targeted skills). EL scholars: PD needed to support teachers for academic progress. Black Scholars: stereotype threat, PLN Social Emotional Needs. Trauma informed instructional PD. No Small group pull out support. WIN Schedule Rotations (Last year vs. this Year). Timing of beginning intervention. Intentional Standards Focus during WIN with content teachers.	We will support our scholars in Biological and Physical Science. We will decrease the number of scholars who are performing below grade level by 10% on BM3 and decrease the number of scholars performing below proficiency by 10% on the 2023 PSSA.





Subject	Salient Data	Root Cause	SMART Goal
	<p>From the CDT 5th and 6th grade Percentages indicate our “Middle of Green” students in the area of Information Key Ideas and Details who scored below proficiency for the overall PSSA and CDT ELA</p> <p>Standard was selected because 24-37% of the 5th-grade and 6th-grade PSSA focuses on informational reading. According to the first CDT Benchmark assessment, 91.8% of 5th-grade and 94.8% of 6th grade students are below the “blue” reporting category of informational Key ideas and Details.</p>	<p>Inconsistent implementation of curriculum and inconsistent application of resources, as well as a loss of momentum due to COVID-19, has led to inconsistent student progress.</p> <p>Interrupted PLC time to collaborate about resource to better align to standards</p>	<p>Fifth and sixth grade “Middle of Green” students will demonstrate a minimum of 5% increase in ELA proficiency on the January 2023 CDT, in the areas of informational Key Details and Ideas. These increases will be measured with monthly IXL data reports and CDT Benchmarking data each trimester.</p>
	<p>5th Grade - Percentages indicate “Middle of Green” students below proficiency for the overall PSSA and CDT math scores focusing on numbers and operations: base ten.</p> <p>Standard was selected because 50-58% of 5th-grade PSSA focuses on Numbers and Operations. According to the first CDT Benchmark assessment, 96.7% of 6th grade students are below the “blue” reporting category</p> <p>6th Grade - Percentages indicate “Middle of Green” below proficiency for the overall PSSA and CDT math scores focusing on algebraic concepts.</p> <p>Standard was selected because 26-30% of 6th-grade PSSA focuses on algebraic concepts. According to the first CDT Benchmark assessment, 77% of 6th grade students are below the “blue” reporting category.</p>	<p>Inconsistent implementation of curriculum and inconsistent application of resources, as well as a loss of momentum due to COVID-19, has led to inconsistent student progress.</p>	<p>Fifth and sixth grade “Middle of Green” students will demonstrate a minimum of 5% increase in Math proficiency on the January 2023 CDT, in the areas of Numbers and Operations and Algebraic Concepts. These increases will be measured with monthly IXL data reports and CDT Benchmarking data each trimester.</p>



Subject	Salient Data			Root Cause	SMART Goal
	Group	Data 1 Grade 3	Data 2 Grade 4	<p>Informal observation reveals that there is inconsistent use of curriculum resources.</p> <p>CDT administered during the first week of school before any direct instruction in Reading/ELA occurred.</p> <p>Student outcomes continue to be impacted by COVID 19. Chunk of time given to SEL, which is critically important, but does it take time from content areas.</p> <p>What is the role specialists play in moving this data?</p>	<p>By January 2023, Wyncote third graders who scored below basic on the September 2022 CDT will demonstrate minimum growth of 10% in the vocabulary acquisition.</p> <p>By January 2023, Wyncote fourth graders who scored below basic on the September 2022 CDT will demonstrate minimum growth of 10% in craft and structure.</p>
	All	80 (Overall) 39 (BB)	53 (Overall) 34 (BB)		
	Black	42 26	30 25		
	White	29 9	17 5		
	Special Education	14 12	11 9		
	Group	Data 1 Grade 3	Data2 Grade 4	<p>enVision is strong in application and in developing the “why” behind operations. Resource lacks in skill component to build automaticity with math facts.</p> <p>CDT administered before any instruction had taken place. Possible “summer slide”. 52% of current 4th graders scored prof/advanced on PSSA yet on CDT no students were above grade level.</p> <p>COVID 19 -- How strong a foundation was established in basic math facts?</p>	<p>By January 2023, Wyncote third and fourth graders who scored below basic on the September 2022 CDT will improve their performance in numbers and numeration by a minimum of 10%.</p>
	All	80 (Overall) 67 (BB)	53 (Overall) 44 (BB)		
	Black	42 37	30 28		
	White	29 22	17 11		
	Special Education	14 13	11 10		

Subject	Salient Data	Root Cause	SMART Goal
	<p>Data from our initial 3rd and 4th grade C.D.T. baseline assessments 22-23 reflected multiple areas of needed growth relevant to the PA Common Core standards.</p> <p>3rd Grade student performance in relation to their understanding of “Informational Text: Key Ideas & Details” reflected 43% of students scoring on or above grade-level, leaving 57% of students scoring below grade-level. Of that 57% of students that scored below grade-level in the area of Informational Text: Key Ideas & Detail, 54% scored more than one year below.</p> <p>4th Grade student performance in relation to their understanding of “Informational Text: Key Ideas & Details” reflected 58% of students scoring on or above grade-level, leaving 42% of students scoring below grade-level. Of that 42% of students that scored below grade-level in the area of Informational Text: Key Ideas & Detail, 67% scored more than one year below.</p>	<p><i>Students lacking prerequisite skills to access on grade level content</i></p> <p><i>Learning loss as a result of the pandemic</i></p>	<p>By the end of the 1st trimester (2nd CDT Math Assessment) of the 22-23 school year, student in grades in grades 3 & 4 relatively, will show an 12-14% increase in the number of students scoring in the Proficient/Advanced range on the Math EOY CDT assessment <u>on skills related to Numbers and Operations</u> when compared to the baseline Math CDT assessment administered in September 2022.</p>
	<p>3rd Grade student performance in relation to their understanding of Number and Operations reflected only 8% of students scoring on or above grade-level, leaving 92% of students scoring below grade-level. Of that 92% of students that scored below grade-level in the area of Numbers and operations, approximately 30% scored 1 year below, while the remaining 70% scored 2 or more years below.</p> <p>4th Grade student performance in relation to their understanding of Number and Operations reflected 50% of students scoring on or above grade-level, leaving 50% of students scoring below grade-level. Of that 50% of students that scored below grade-level in the area of Numbers and operations, 35% scored 1 year below, while the remainder scored 2 or more years below.</p>	<p><i>Students lacking prerequisite skills to access on grade level content</i></p> <p><i>Learning loss as a result of the pandemic</i></p>	<p>By the end of the 1st trimester (2nd CDT ELA Assessment) of the 22-23 school year, student in grades in grades 3 & 4 relatively, will show an 10-12% increase in the number of students scoring in the Proficient/Advanced range on the ELA EOY CDT assessment <u>on skills related to Informational Text: Key Ideas & Details</u> when compared to the baseline ELA CDT assessment administered in September 2022.</p>



Subject	Salient Data	Root Cause	SMART Goal
	<ul style="list-style-type: none"> <input type="checkbox"/> PSSA Achievement Spring 2022 56% (Current 4th Graders) <input type="checkbox"/> CDT Achievement Fall 2022 61% (Current 4th Graders) <input type="checkbox"/> Reading Informational Text and Writing about Literature has emerged as our area of opportunity 	<ul style="list-style-type: none"> <input type="checkbox"/> Pandemic schooling <input type="checkbox"/> Inconsistent opportunities for informational text engagement due to limited cross curricular opportunities (Sc/SS programming pending) <input type="checkbox"/> Inconsistent use of WIN time to provide targeted, focused and specific instruction that includes regular progress monitoring <input type="checkbox"/> Team Collaboration Struggles <input type="checkbox"/> Admin/Teacher relationship with data 	<p>80% or more 2nd - 4th grade scholars will demonstrate at least 5% growth in their ability to identify main idea and key details in informational and literature text as evidenced on benchmark assessments, IXL diagnostic, running records and class assessment data by December 2022.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> PSSA Achievement Spring 2022 48% (Current 4th Graders) <input type="checkbox"/> CDT Achievement Fall 2022 59% <input type="checkbox"/> Over the last 5 years geometry has emerged as an area of opportunity. <input type="checkbox"/> Numbers and Operations 94% BB in 3rd and 83% BB in 4th-this will be 80% of our focus Trimester 1. 20% Geometry focus all year long. 	<ul style="list-style-type: none"> <input type="checkbox"/> Pandemic schooling <input type="checkbox"/> Pending scope and sequence/pacing guide for math K-4 <input type="checkbox"/> Inconsistent use of WIN time to provide targeted, focused and specific instruction that includes regular progress monitoring <input type="checkbox"/> Inconsistent use of math routines <input type="checkbox"/> Team Collaboration Struggles <input type="checkbox"/> Inconsistent use of IXL <input type="checkbox"/> Admin/Teacher relationship with data <input type="checkbox"/> Time 	<p>80% or more 2nd- 4th grade scholars will demonstrate at least 5% growth in their ability to apply place value concepts to show an understanding of multi-digit whole numbers; use place value understanding and properties of operations to perform multi-digit arithmetic; and classify shapes by properties of their lines and angles as evidenced on benchmark assessments, IXL diagnostic and class data by December 2022.</p>



Subject	Salient Data	Root Cause	SMART Goal
	<p>Data indicates a need to focus on understanding of key idea and details in literature and demonstrating understanding of informational texts.</p> <p>3rd grade: Understanding Key Ideas/Details in Literature reflected only 27% of students were on or above grade level, 73% indicated below grade level on this standard.</p> <p>4th grade: Understanding Key Ideas/Details in Literature reflected only 17% of students were on or above grade level, 83% indicated below grade level on this standard.</p>	<p>-Instructional loss due to pandemic</p> <p>-Students lacking foundational skills</p>	<p>By December 2022 students in 3 & 4 grade will show a 10% increase of students reaching the Grade Level range on the Understanding Key Ideas and Details of Literature and Informational Texts category on the 2nd Reading CDT Assessments.</p>
	<p>Data indicates a need to focus on Numbers and Operations</p> <p>3rd grade: Number and Operations reflected only 5% of students scoring on or above grade-level, leaving 95% of students scoring below grade-level.</p> <p>4th grade: Numbers and Operations reflected only 94% of students scored below grade-level on CDT benchmark. This cohort in 3rd grade scored 68% B/BB on PSSA</p>	<p>-Instructional loss due to pandemic</p> <p>-Students lacking foundational skills</p>	<p>By December 2022 students in 3 & 4 grade will show an increase of 10% reaching the Grade Level range on the Numbers and Operations category on the 2nd Math CDT Assessments.</p>

- Coach and collaborate with principals, providing feedback on improvement planning and monitoring progress (monthly)
- Provide human and financial resources to support school improvement, specifically as it relates to school-based plans
- Arrange and support professional development opportunities for teachers and administrators
- Review administrators' observation data and feedback
- Include school improvement planning as a standing CIPD agenda topic
- Individualized leader and school support as supported by data

