

Quakertown El Sch

**School Level Plan**

07/01/2020 - 06/30/2021

# School Profile

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## Demographics

### *Quakertown El Sch*

123 S 7th St  
Quakertown, PA 18951  
(215)529-2410

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Michael Zackon  
Superintendent: William Harner

## Stakeholder Involvement

| Name               | Role  |
|--------------------|---|
| Erin Oleksa-Carter | Administrator   |
| Michael Zackon     | Building Principal : Schoolwide Plan                              |
| Kerry Foley        | Ed Specialist - Other : Schoolwide Plan                           |
| Jane Germani       | Ed Specialist - Other : Schoolwide Plan                           |
| Karen Groller      | Ed Specialist - Other : Schoolwide Plan                           |
| Jeff Palen         | Ed Specialist - Other : Schoolwide Plan                           |
| Eileen Bruchak     | Ed Specialist - School Counselor : Schoolwide Plan                |
| Alicia Bolks       | Elementary School Teacher - Special Education:<br>Schoolwide Plan |
| Kathleen Megahan   | Family Service Coordinator  |
| Erika Storey       | Parent : Schoolwide Plan  |
| Katherine Yerger   | Parent : Schoolwide Plan  |
| Jenell Hilton      | Program Coordinator   |
| Corey McHugh       | Elementary School Teacher - Special Education:<br>Schoolwide Plan |

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# Ready: Prepare for Planning

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## Vision for Learning

Our vision is to prepare students to be lifelong learners, who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal is to achieve excellence in education consistent with its mission statement, while exercising responsible stewardship of community resources.

## Mission for Learning

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

## Educational Values

Values statements list the core principles that guide and direct the organization and its culture. In a values-led organization, the values create a moral compass for the organization and its employees. It guides decision-making and establishes a standard against which actions can be assessed. These core values are an internalized framework that is shared and acted on by all stakeholders throughout the LEA community.

| Students  |
|---|
| We believe we will show P.R.I.D.E.: Perseverance, Respect, In control, Dependability and Effort.<br>We believe our education is important in preparing us to be life-long learners. |

| Staff  |
|--|
| We believe that parents are key members of the school community and value their participation in making decisions that will impact their children's education.<br>We believe in providing on-going education, training and support to our students and families.<br>We believe in learning in a safe environment that is free from excuses.<br>We believe in an environment that is collaborative, flexible, friendly, and filled with dedicated individuals.<br>We believe in putting students first and doing whatever it takes for their success.<br>We believe in supporting all students' social and emotional needs.<br>We believe in working together as a team in a positive building culture that is built upon leadership, hard work, and trust.<br>We believe in humor and laughter in an environment that is fun for students, staff and families. |

## Administration

We believe we are responsible for preparing all students for life after graduation.  
We believe in providing a safe and student-centered culture and environment in all of our schools.  
We believe everyone must act with civility, responsibility, and integrity.  
We believe in the responsible stewardship of community resources.  
We believe education is a collaboration between students, parents and families, staff, school board, and community.  
We believe in communicating effectively and transparently with all stakeholders.  
We believe in using data, reflection, and evaluation to drive continuous improvement.

## Parents

We believe in the importance of working as partners with the school.  
We believe in the importance of participating in our children's education.  
We believe in providing structure and routine at home to best support our children's learning.  
We believe our children should show P.R.I.D.E. Perseverance, Respect, In control, Dependability and Effort.

## Community

We believe in supporting our students by creating a positive and safe environment.  
We believe in providing resources to our students, families and school.  
We believe in working collaboratively with all stakeholders to help our students become lifelong learners.

# Set: Complete a Needs Assessment

Conducting a thorough needs assessment is essential to establishing a successful improvement plan. A needs assessment is a systematic process that is used to identify strengths and challenges within the context and constraints of the organization and dig deeper into root causes of these challenges. The needs assessment goes beyond student data to include data on the prevalence of effective practices. It includes a thorough examination of practices, processes, and routines that impact teaching and learning. Through the needs assessment, the LEA should establish a deep understanding of the LEA's context, including internal community (e.g., teachers, student groups) and external community (e.g., parents, local area) and how these internal and external factors impact achievement of your vision and attainment of your long-term goals for students.

In the SET section, LEAs will conduct a thorough needs assessment by reviewing, analyzing and discussing a variety of relevant data sources. Throughout the needs assessment process, LEA strengths and challenges will be collected for review and prioritizing prior to completion of this section.

The **Future Ready PA Index** is Pennsylvania's public-facing school progress report that illustrates student and school success in three categories: academic performance, student progress, and college and career readiness.

## Strengths

| Indicator   | Comments/Notable Observations  |
|---|--|
| Mathematics/Algebra<br>All student group <b>meets</b> interim goal/improvement target (52.2%)                     | All student groups increase in performance from the previous year.   |
| Science/Biology<br>All student group <b>meets</b> interim goal/improvement target (82.5%)                         | All student groups increase in performance from the previous year.   |
| English Language Arts/Literature<br>All student group <b>meets</b> the standard demonstrating growth (PVAAS- 74%) | Economically disadvantaged increase in performance from the previous year. White and student with disabilities decrease in performance from the previous year. |
| Mathematics/Algebra<br>All student group <b>exceeds</b> the standard demonstrating growth (PVAAS- 97%)            | All student groups increase in performance from the previous year.   |
| Science/Biology<br>All student group <b>exceeds</b> the standard demonstrating growth (PVAAS- 92%)                | All student groups increase in performance from the previous year.   |

|   |  |
|---|--|
| Regular Attendance<br>All student group <b>exceeds</b> performance standard (97.2%) |  |
|---|--|

**Challenges**

| Indicator  | Comments/Notable Observations   |
|--|---|
| English Language Arts/Literature<br>All student group did not meet interim goal/improvement target (60.5%) | Hispanic and economically disadvantaged increase in performance from the previous year. White and student with disabilities decrease in performance from the previous year. |

**Review of Grade Level and Individual Student Groups: Strengths**

|  |
|--|
| Indicator: Early Indicator of Success      |
| Grade Level/Student Group: Grade 3 Reading |
| Comments/Notable Observations: 68.5%       |

**Review of Grade Level and Individual Student Groups: Challenges**

|  |
|--|
| Indicator: English Language Growth and Attainment  |
| Grade Level/Student Group: English Learner (14.3%)   |
| Comments/Notable Observations: English Learner decrease in performance from the previous year. |

|  |
|--|
| Indicator: English Language Arts/Literature- Proficient or Advanced            |
| Grade Level/Student Group: White (64.8%)                                       |
| Comments/Notable Observations: Decrease in Performance from the previous year. |

|  |
|--|
| Indicator: English Language Arts/Literature- Proficient or Advanced            |
| Grade Level/Student Group: Student with disabilities (22.4%)                   |
| Comments/Notable Observations: Decrease in Performance from the previous year. |

## Review of Grade Level and Individual Student Groups: Summary

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| <p>1. Mathematics/Algebra<br/>All student group <b>meets</b> interim goal/improvement target (52.2%)</p> <p>2. Science/Biology<br/>All student group <b>meets</b> interim goal/improvement target (82.5%)</p> <p>3. English Language Arts/Literature<br/>All student group <b>meets</b> the standard demonstrating growth (PVAAS- 74%)</p> <p>4. Mathematics/Algebra<br/>All student group <b>exceeds</b> the standard demonstrating growth (PVAAS- 97%)</p> <p>5. Regular Attendance<br/>All student group <b>exceeds</b> performance standard (97.2%)</p> |
|---|

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|   |
|---|
| <p>1. English Language Arts/Literature<br/>All student group did not meet interim goal/improvement target (60.5%)</p> <p>2. English Language Arts/Literature<br/>Student with disabilities did not meet interim goal/improvement target (22.4%)</p> |
|---|

## Student Performance Data

In addition to reviewing data on the Future Ready PA Index, other state-sponsored and local formative data sources should be reviewed in order to better understand your schools' performance on the Future Ready PA Index metrics. In this section, review other assessment data to gain a deeper understanding of patterns in student performance. List the specific formative data source examined for each area and document your steering committee's comments and notable observations for each data source.

| English Language Arts                             |  |
|---|--|
| Data  | Comments/Notable Observations                |
| <u>DIBELS Reading BOY to MOY Composite Scores</u> | Growth Noted<br>Meeting Benchmark: challenge |
| <u>NWEA Reading BOY to MOY Overall Score</u>      | Growth Noted                                 |

## Student Performance Data: Strengths

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

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|--|
| Growth is evident from BOY to MOY in the majority of grade levels in DIBELS and NWEA composite scores.   |
| <u>Research based ELA program implementation</u><br>Grades K-2 Foundations and ReadyGen<br>Grades 3-5 Wit and Wisdom   |
| <u>DIBELS Assessment implementation</u><br>Staff trainings include knowledge and understanding of the system to increase the probability of achieving subsequent early literacy goals. We meet biweekly to analyze trends, individual student progress in progress monitoring data. If we are making progress we continue as is, if we are not making progress we make changes to instruction. |
| Collaborative and coaching model implemented to continuously improve instructional practices.  |

## Student Performance Data: Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

|   |
|---|
| DIBELS- 51% of Quakertown Elementary students met the midyear composite benchmark score which indicates that they have developed the criteria to achieve subsequent early literacy goals. |
| Assessment data ended on March 13 due to school closure.  |

| Mathematics  |  |
|--|--|
| Data   | Comments/Notable Observations  |
| <u>DIBELS (Acadience) Math BOY to MOY Composite Scores</u> | Kindergarten - slightly fewer students met the proficiency threshold in winter than in fall (many ½ day Kindergarten students came in with a strong skill set)<br>1st grade - significant growth (18% higher in winter than in fall) |



|  |   |
|--|---|
| <p><u>NWEA Math BOY to MOY Overall Score</u></p> | <p>2nd grade - based on 1 data point (winter only); 39% of students scored in the Below Basic range (far higher than any other grade level)</p> <p>3rd grade - percentages remained relatively stable, but a number of students moved from 'Proficient' to 'Advanced'</p> <p>4th grade - 6 percent growth; increase in percentages in both the 'Proficient' and 'Advanced' categories</p> <p>5th grade - 3 percent growth; scale score averages were right in line with expected growth across the cohort</p> |
|--|---|

## Student Performance Data: Strengths

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

|   |
|---|
| <p><b>Programs: Eureka and Zearn</b><br/>The opportunity to use the Zearn program (online, aligned to the core curriculum) to reinforce and provide extra instruction and practice for students has been helpful in maximizing the learning during instructional time.</p>                |
| <p><b>Teacher knowledge of the program</b> - By and large, teachers are well-versed with the Eureka program at this point. This has had a profound impact on the pacing of lessons, as well as teachers' ability to hone in on the most essential learnings ('must do' vs. 'can do'),</p> |
| <p><b>Formative assessments</b> - The use of ongoing formative assessments has allowed teachers to target students in need of additional support or in need of acceleration of content</p>  |
| <p><b>Small group support</b> - The strategic use of teachers, the intervention specialist, and aides to support small groups of students has allowed for more remediation and individualized attention.</p>  |
| <p><b>PLT collaboration</b> - Weekly, focused PLT (professional learning time) meetings have allowed for a heightened level of collaboration, pacing, and alignment, as the instructional coach and teachers have shared the load for planning, instruction, and assessment.</p>          |
| <p><b>Progress monitoring (Acadience)</b> - Students who scored in the 'red' were progress monitored throughout the year, and this data was taken into account when making small group support decisions.</p>   |
| <p><b>Progress monitoring (Acadience - computation)</b> - All 1st graders were progress monitored monthly with the computation assessment. This provided students with multiple exposures to the assessment format, and this is the area in which we saw the highest level of growth.</p> |

**Flexible numeracy groups (Acadience)** - Kindergarten and 1st graders participated in flexible numeracy groups, which allowed teachers (and other staff members) to hone in on specific activities that aligned to the curriculum as well as the early numeracy indicators. These groups were engaging, activity-oriented, and allowed students to interact with classmates.

## Student Performance Data: Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

**Lost face-to-face instructional time** - Due to the COVID pandemic, our last day of face-to-face instruction was March 13th. Many students have had limited participation over the past three months. This is going to lead to significant gaps as they enter into the next grade.

**Math fluency mindset** - One thing that a cohort of teachers is investigating is the topic of Math fluency. In the past, Math fluency referred more or less to speed and accuracy in computation. However, a much greater predictor of success lies in a student's ability to use numbers flexibly and possess a knowledge of the relationship between numbers.

**More well-defined Tier 2 Math interventions** - Another thing that is currently being explored is the idea of Tier 2 Math interventions. This includes finding a student's last point of success, and building forward from there to build the prerequisite skills necessary for success in grade-level content.

**Repetitiveness of certain concepts** - Although teachers are doing a great job of honing in on the most essential learnings, there is still work to be done in this area. As we approach the spring, we need to strategically compress certain modules to better prepare students for high-stakes testing. If we are able to eliminate some of the redundancy in earlier modules, we can continue to improve in this area.

### **Assessment concerns:**

**2nd grade** - Currently, 2nd grade does not have as many data points to reference throughout the year to determine how students are doing relative to standards. 2nd graders take the NWEA assessment in the Winter and Spring, but we do not have that beginning of the year data point to reference. Additionally, 2nd graders don't take the Acadience assessments, which we use at the beginning, middle, and end of year for Kindergarten and First Grade.

**NWEA assessment** - Although the NWEA assessment is comprehensive, adaptive, and contains useful, relevant data, it is only administered 3 times throughout the year, and does not contain any type of progress monitoring component. Also, the length of the assessment can be overwhelming for some students, and would probably be more effective if it were broken down into shorter, more frequent assessments.

| <b>Science, Technology, and Engineering Education</b>                                   |  |
|---|--|
| Data  | Comments/Notable Observations  |
| Science NWEA Data   | 4th grade - 10% drop in proficiency from fall to winter. Although proficiency numbers went down, the cohort did make scale score growth. This scale score growth is relatively consistent with the rest of the district.<br>5th grade - 15% drop in proficiency from fall to winter. |
| Digital Literacy<br>Power School: enrollment data (K-5) minus half day K = 301 students | (Class is 45 minutes - 1 day out of 6 day cycle)   |

### **Student Performance Data: Strengths**

Identify the strengths that are most positively contributing to achievement of your mission, vision and Future Ready PA Index interim targets and could be leveraged in your efforts to improve upon your most pressing challenges.

|   |
|---|
| <b>Science NWEA participation</b> - Because our fourth and fifth grade students take the Science NWEA assessment, they are exposed to Science questions, concepts, and vocabulary to supplement what they do in the core curriculum.  |
| <b>Incorporation of Reading skills/strategies into the Science curriculum</b> - An effort has been made to infuse more literacy into the Science curriculum. This has allowed our departmentalized Science/Social Studies teacher to hone in on critical reading strategies and address them through the content areas.   |
| <b>Emphasis on nonfiction reading</b> - Through the development of the CCSS, as well as a strategic push within our district, there is more of an emphasis on nonfiction reading. As a result of this, classroom libraries are more replete with content-based resources. This allows students to develop knowledge of content-based vocabulary and exposure to nonfiction text features. |
| <b>Digital Literacy curriculum</b> - The fact that we have a digital literacy program for students in grades K-5 is a celebration. This course has provided students with a heightened level of computer literacy, and serves as the building blocks for technology skills that they will acquire in the future.  |

## Student Performance Data: Challenges

Identify which challenges noted in your analysis, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures.

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|--|
| <p><b>Lost face-to-face instructional time</b> - Due to the COVID pandemic, our last day of face-to-face instruction was March 13th. Many students have had limited participation over the past three months. This is going to lead to significant gaps as they enter into the next grade.</p> |
| <p><b>Continued cross-curricular alignment</b> - Although we have started to incorporate reading skills and strategies in the Science program, there is still more work to be done. This is an ongoing goal that we can continue to focus on as we move forward.</p>                           |

## Related Academics

In this section, review other content areas in order to better understand your schools' performance in related subjects and skill areas.

| Arts and Humanities   |   |
|---|---|
| Data  | Comments/Notable Observations   |
| Art and Music<br>Power School Enrollment= 301 students  | (Class is 45 minutes - 1 day out of 6 day cycle)  |
| Chorus enrollment= 23 students<br>Band enrollment= 28 students<br>Orchestra enrollment= 26 students | Chorus practice held before school<br>Chorus/Band/Orchestra Performances scheduled throughout the school year |

| Environment and Ecology |  |
|-------------------------|--|
| Data                    | Comments/Notable Observations  |
| Science NWEA Data       | 4th grade - 10% drop in proficiency from fall to winter. Although proficiency numbers went down, the cohort did make scale score growth. This scale score growth is relatively consistent with the rest of the district.<br>5th grade - 15% drop in proficiency from fall to winter. |

| Health, Safety, and Physical Education  |   |
|---|---|
| Data  | Comments/Notable Observations                               |
| Health- 5th grade lessons (54 students)   |   |
| <p><b>NCI Certification</b> - 38% of staff is currently NCI certified (19 out of 50)</p> <p><b>ALICE Training</b> - 96% of staff has completed the ALICE certification (48/50)</p> <p><b>SafeSchools Trainings:</b></p> <ul style="list-style-type: none"> <li>● PA Act 126 - Part 1 (Child Abuse and Mandatory Reporting): 13/46 staff members completed (28.3%) - Due 5/8/2021</li> <li>● PA Act 126 - Part 2 (Educator Discipline Act): 12/46 staff members completed (26.1%) - Due 5/8/2021</li> <li>● Sexual Harassment: Staff to Staff - 35/46 staff members completed (76.1%) - Due 6/16/2020</li> <li>● Bullying: Recognition and Response (OPTIONAL TRAINING) - 19/46 staff members completed (41.3%)</li> </ul> |   |
| Physical Education Enrollment<br>Power School= 301 students   | Class is 45 minutes - 1 day out of 6 day cycle<br>Field Day |
| Structured Recess   | 2 days a week for 30 minutes                                |

| Social Studies(Civics and Government, Economics, Geography, History |  |
|---|--|
| Data  | Comments/Notable Observations  |
|   | Wide variety of content areas offered in initial and ongoing preparation of students gaining the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship |
|   | <b>Incorporation of Reading skills/strategies into the Social Studies curriculum</b> - An effort has been made to infuse more literacy into the Social Studies curriculum. This has allowed                  |

|  |   |
|--|---|
|  | our departmentalized Science/Social Studies teacher to hone in on critical reading strategies and address them through the content areas. |
|--|---|

**Related Academics: Summary**

*Strengths*

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

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| Students are exposed to a variety of related academics   |
| Structured recess helps develop student relationships, as well as help promote a healthy lifestyle |

*Challenges*

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|--|
| Student participation in chorus has declined from recent years due to timing of practice (before school practice vs. during school practice) |
| All students did not complete the CEW portfolio assignments. Create a system of accountability.  |

**Equity Considerations**

| English Learners  |   |
|---|---|
| Data  | Comments/Notable Observations   |
| 91% of ELs made growth in WIDA ACCESS composite score   | 5 students were reclassified after scores were released   |
| 100% ELs made growth in Reading DIBELS Reading Dibels (cont.)   | The majority of ELs (71%) made average, above average or well above average growth from Fall to Winter<br><br>Benchmark challenge |
| 93% of ELs met projected growth on NWEA-Reading from Fall to Winter<br>57% of ELs met projected growth on NWEA-Language Usage from Fall to Winter<br>50% of ELs met projected growth on NWEA Math from Fall to Winter | Growth evident in Reading<br>Math growth challenge  |

| Students with Disabilities  |   |
|---|---|
| Data  | Comments/Notable Observations   |
| <p><u>IEP # of students who met goal K - 3</u></p> <ul style="list-style-type: none"> <li>Total - 87% students made sufficient progress on their goals</li> </ul>   | <p>The total percentage of students who progressed in their goals was affected in part to the fact that we did not have a third trimester to show student progress.</p>   |
| <p>Curriculum Measures for Students with Disabilities (K-3)<br/><u>NWEA</u></p> <ul style="list-style-type: none"> <li>100% of Learning Support students in grade 3 met their projected growth on at least one of the four assessments.</li> </ul> <p><u>DIBELS Math</u></p> <ul style="list-style-type: none"> <li>100% of Learning Support students in grades K -3 made growth on the Acadience Math Benchmark assessments.</li> </ul> <p><u>DIBELS Reading:</u></p> <ul style="list-style-type: none"> <li>13% of Learning Support students in grades k -2 met their MOY Benchmark in the DIBELS Reading Composite</li> </ul>      | <p>Students made significant progress on NWEA.</p> <p>One other note: Student NWEA growth in reading outpaced student growth in DIBELS (Amplify) reading scores. Because many of these students are not reading at grade level, and DIBELS tests are given at grade level, this likely has a major impact on IEP student scores in this area.</p> |
| <p><u>Grades 4 &amp; 5 data</u></p> <ul style="list-style-type: none"> <li>95% of Learning Support students in grades 4 and 5 made progress and/or met at least one of their IEP goals.</li> </ul> <p><u>NWEA</u></p> <ul style="list-style-type: none"> <li>90% of Learning Support students in grades 4 and 5 met their projected growth on at least one of the four assessments.</li> </ul> <p><u>DIBELS</u><br/>100% of Learning Support students in grades 4 and 5 made growth on the DIBELS assessments.</p> <p><u>PSSA</u><br/>60% of Learning Support students in grades 4 and 5 were proficient in at least one subject.</p> |   |

| Students Considered Economically Disadvantaged (Free & Reduced Lunch)                        |  |
|--|--|
| Data   | Comments/Notable Observations                    |
| <u>% of free/reduced lunch</u><br>Free= 149 students, 47.15 %<br>Reduced= 28 students, 8.86% | <a href="#">QE Eligibility Summary - F&amp;R</a> |

| Student Groups by Race/Ethnicity |  |
|----------------------------------|--|
| Data                             | Comments/Notable Observations  |
| Powerschool<br>Data              | <a href="#">QE Enrollment Summary - Race/Ethnicity</a><br>6/1/2020<br>Blue= Male Student Totals/<br>Pink=Female Student Totals |

## Equity: Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|   |
|---|
| ELs and students with disabilities made significant growth in Reading NWEA and the majority of ELs made average to well above average gains in DIBELS reading as well. The EL teacher's ability to co-teach with the classroom teacher as well as provide small groups has helped to improve their reading. |
| ELs made a high level of growth on the annual WIDA ACCESS. 5 students were reclassified.  |
| Students with disabilities made significant growth in Math NWEA.  |
| The majority of students with disabilities made growth towards and/or met their individualized IEP goals.   |
| Exposure to on grade level curriculum and assessments helped students to demonstrate improvement.   |

### Challenges

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|--|
| The ELs and students with disabilities NWEA scores are stronger than their DIBELS scores. Difficulties in processing speed and anxiety are possible contributing factors (timed assessment). |
| The math growth on NWEA is not a strength for ELs. Math language may be a contributing factor.   |



Students often receive their individualized interventions or specialized services during science/social studies instruction if they are already receiving other interventions during WIN time.

## Conditions for Leadership, Teaching and Learning

There is a substantive evidence base identifying explicit conditions and practices that are most critical for improved teaching and learning for all students. The PA Essential Practices for Schools is divided into four core conditions necessary for school-level improvement efforts to flourish: (1) Focus on Continuous Improvement of Instruction, (2) Empower Leadership, (3) Provide Student-Centered Support Systems, and (4) Foster Quality Professional Learning. Within each of the four conditions, discrete practices are defined to provide a clear playbook for schools in their efforts to establish and maintain these core conditions for continuous improvement of student achievement.

| Focus on Continuous Improvement of Instruction  |                 |          |             |           |
|---|-----------------|----------|-------------|-----------|
|   | Not yet Evident | Emerging | Operational | Exemplary |
| Align curricular materials and lesson plans to the PA Standards   |                 |          |             | X         |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based  |                 |          |             | X         |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices |                 |          |             | X         |
| Identify and address individual student learning needs  |                 |          | X           |           |
| Provide frequent, timely, and systematic feedback and support on instructional practices  |                 | X        |             |           |

| Empower Leadership  |                 |          |             |           |
|---|-----------------|----------|-------------|-----------|
|   | Not yet Evident | Emerging | Operational | Exemplary |
| Foster a culture of high expectations for success for all students, educators, families, and community members  |                 |          |             | X         |
| Collectively shape the vision for continuous improvement of teaching and learning   |                 |          |             | X         |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school |                 |          |             | X         |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community                         |                 |          | X           |           |
| Continuously monitor implementation of the school improvement plan and adjust as needed   |                 |          | X           |           |

| Provide Student-Centered Support Systems   |                 |          |             |           |
|--|-----------------|----------|-------------|-----------|
|  | Not yet Evident | Emerging | Operational | Exemplary |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically |                 |          |             | X         |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports  |                 |          |             | X         |
| Implement a multi-tiered system of supports for academics and behavior   |                 | X        |             |           |
| Implement evidence-based strategies to engage families to support learning   |                 |          |             | X         |

|  |  |  |  |   |
|--|--|--|--|---|
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school |  |  |  | X |
|--|--|--|--|---|

| <b>Foster Quality Professional Learning</b>  |                 |          |             |           |
|--|-----------------|----------|-------------|-----------|
|  | Not yet Evident | Emerging | Operational | Exemplary |
| Identify professional learning needs through analysis of a variety of data                       |                 |          | X           |           |
| Use multiple professional learning designs to support the learning needs of staff                |                 |          |             | X         |
| Monitor and evaluate the impact of professional learning on staff practices and student learning |                 | X        |             |           |

## Conditions for Leadership, Teaching and Learning: Summary

### *Strengths*

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
|--|
| Implement parent engagement through school and community programs and activities.  |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically through our school wide positive behavior program. We have a strong Tier 1 and Tier 2 team to support this. |
| Collaborate across grade levels with teachers and instructional coaches  |
| Challenge students and communicate high expectations through research based curriculum and assessments   |
| Offer many professional development opportunities on many different topics and platforms   |

### *Challenges*

|   |
|---|
| Provide frequent, timely, and systematic feedback and support on instructional practices                              |
| Due to school closure, we were unable to fully implement a multi-tiered system of supports for academics and behavior |

Monitor and evaluate the impact of professional learning on staff practices and student learning

## Summary of Strengths and Challenges from the Needs Assessment

Our mission is to prepare all students with the knowledge, habits, and skills they need to graduate ready for college or career and for engaged citizenship, all at the best value to our community.

Our vision is to prepare students to be lifelong learners, who are able to pursue academic and career excellence, exhibit personal responsibility, participate as citizens in our democracy, and contribute to society. The goal is to achieve excellence in education consistent with its mission statement, while exercising responsible stewardship of community resources.

Identify the **strengths** which are most pressing at this time for your LEA and if improved would have the most pronounced impact in achieving your mission and vision (highlighted).

- Mathematics/Algebra
  - All student group meets interim goal/improvement target (52.2%)
  - All student group exceeds the standard demonstrating growth (PVAAS- 97%)
- Science/Biology
  - All student group meets interim goal/improvement target (82.5%)
- English Language Arts/Literature
  - All student group meets the standard demonstrating growth (PVAAS- 74%)
- Regular Attendance
- All student group exceeds performance standard (97.2%)
- Growth is evident from BOY to MOY in the majority of grade levels in DIBELS and NWEA composite scores.
- Research based ELA program implementation
  - Grades K-2 Foundations and ReadyGen
  - Grades 3-5 Wit and Wisdom
- DIBELS Assessment implementation
  - Staff trainings include knowledge and understanding of the system to increase the probability of achieving subsequent early literacy goals. We meet biweekly to analyze trends, individual student progress in progress monitoring data. If we are making progress we continue as is, if we are not making progress we make changes to instruction.
- Collaborative and coaching model implemented to continuously improve instructional practices.

- Programs: Eureka and Zearn
  - The opportunity to use the Zearn program (online, aligned to the core curriculum) to reinforce and provide extra instruction and practice for students has been helpful in maximizing the learning during instructional time.
  - Teacher knowledge of the program - By and large, teachers are well-versed with the Eureka program at this point. This has had a profound impact on the pacing of lessons, as well as teachers' ability to hone in on the most essential learnings ('must do' vs. 'can do'),
- Formative assessments - The use of ongoing formative assessments has allowed teachers to target students in need of additional support or in need of acceleration of content
- Small group support - The strategic use of teachers, the intervention specialist, and aides to support small groups of students has allowed for more remediation and individualized attention.
- Science NWEA participation - Because our fourth and fifth grade students take the Science NWEA assessment, they are exposed to Science questions, concepts, and vocabulary to supplement what they do in the core curriculum.
- Incorporation of Reading skills/strategies into the Science curriculum - An effort has been made to infuse more literacy into the Science curriculum. This has allowed our departmentalized Science/Social Studies teacher to hone in on critical reading strategies and address them through the content areas.
- Emphasis on nonfiction reading - Through the development of the CCSS, as well as a strategic push within our district, there is more of an emphasis on nonfiction reading. As a result of this, classroom libraries are more replete with content-based resources. This allows students to develop knowledge of content-based vocabulary and exposure to nonfiction text features.
- Digital Literacy curriculum - The fact that we have a digital literacy program for students in grades K-5 is a celebration. This course has provided students with a heightened level of computer literacy, and serves as the building blocks for technology skills that they will acquire in the future.
- Students are exposed to a variety of related academics
- Structured recess helps develop student relationships, as well as help promote a healthy lifestyle
- ELs and students with disabilities made significant growth in Reading NWEA and the majority of ELs made average to well above average gains in DIBELS reading as well. The EL teacher's ability to co-teach with the classroom teacher as well as provide small groups has helped to improve their reading.
- ELs made a high level of growth on the annual WIDA ACCESS. 5 students were reclassified.
- Students with disabilities made significant growth in Math NWEA.
- The majority of students with disabilities made growth towards and/or met their individualized IEP goals.
- Exposure to on grade level curriculum and assessments helped students to demonstrate improvement.
- Implement parent engagement through school and community programs and activities.

- Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically through our school wide positive behavior program. We have a strong Tier 1 and Tier 2 team to support this.
- Collaborate across grade levels with teachers and instructional coaches
- Challenge students and communicate high expectations through research based curriculum and assessments
- Offer many professional development opportunities on many different topics and platforms

Examine the Summary of **Challenges**. Identify the challenges which are most pressing at this time for your LEA and if improved would have the most pronounced impact in achieving your mission and vision (highlighted).

- English Language Arts/Literature
  - All student group did not meet interim goal/improvement target (60.5%)
  - Student with disabilities did not meet interim goal/improvement target (22.4%)
  - DIBELS- 51% of Quakertown Elementary students met the midyear composite benchmark score which indicates that they have developed the criteria to achieve subsequent early literacy goals.
  - Assessment data ended on March 13 due to school closure.
- Lost face-to-face instructional time - Due to the COVID pandemic, our last day of face-to-face instruction was March 13th. Many students have had limited participation over the past three months. This is going to lead to significant gaps as they enter into the next grade.
- Math fluency mindset - One thing that a cohort of teachers is investigating is the topic of Math fluency. In the past, Math fluency referred more or less to speed and accuracy in computation. However, a much greater predictor of success lies in a student's ability to use numbers flexibly and possess a knowledge of the relationship between numbers.
- More well-defined Tier 2 Math interventions - Another area that is currently being explored is the idea of Tier 2 Math interventions. This includes finding a student's last point of success, and building forward from there to build the prerequisite skills necessary for success in grade-level content.
- Repetitiveness of certain concepts - Although teachers are doing a great job of honing in on the most essential learnings, there is still work to be done in this area. As we approach the spring, we need to strategically compress certain modules to better prepare students for high-stakes testing. If we are able to eliminate some of the redundancy in earlier modules, we can continue to improve in this area.

- Lost face-to-face instructional time - Due to the COVID pandemic, our last day of face-to-face instruction was March 13th. Many students have had limited participation over the past three months. This is going to lead to significant gaps as they enter into the next grade.
- Continued cross-curricular alignment - Although we have started to incorporate reading skills and strategies in the Science program, there is still more work to be done. This is an ongoing goal that we can continue to focus on as we move forward.
- Student participation in chorus has declined from recent years due to timing of practice (before school practice vs. during school practice)
- All students did not complete the CEW portfolio assignments. Create a system of accountability.
- The ELs and students with disabilities NWEA scores are stronger than their DIBELS scores. Difficulties in processing speed and anxiety are possible contributing factors.
- The math growth on NWEA is not a strength for ELs. Math language may be a contributing factor.
- Students often receive their individualized interventions or specialized services during science/social studies instruction if they are already receiving other interventions during WIN time.
- Provide frequent, timely, and systematic feedback and support on instructional practices
- Due to school closure, we were unable to fully implement a multi-tiered system of supports for academics and behavior

## Notable Observations and Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

| English Language Arts/Literature  |
|---|
| <p><i>Future Ready Index:</i> All student group <b>meets</b> the standard demonstrating growth (PVAAS- 74%) However, All student group did not meet interim goal/improvement target (60.5%)</p> <p><i>Student Performance Data:</i> Growth is evident from BOY to MOY in the majority of grade levels in DIBELS and NWEA composite scores. However, DIBELS schoolwide data shows that 51% of Quakertown Elementary students met the midyear composite benchmark score which indicates that they have developed the criteria to achieve subsequent early literacy goals.</p> |
| Provide frequent, timely, and systematic feedback and support on instructional practices  |
| We agree that as a staff we are implementing Before/During/After (BDA's) lesson reviews,  |

Qualitative Lesson Reviews (QLR's),and learning labs. However, we know we can continue to improve in frequency and systematic feedback.

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# Go: Prepare for Planning

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In the GO section, schools develop their plans for improvement. Building upon the strengths and challenges identified in the SET section, planning teams will move to identify their most significant priorities to focus for improvement over the next year. From these priorities, measurable goals, evidence-based strategies, and action plans, inclusive of professional development and communication steps, are developed to guide the work for ongoing school improvement.

## Analyzing Challenges

Select 2-4 challenges your school will adopt as your priorities for your improvement plan. For each prioritized challenge selected, conduct a root cause analysis to identify the primary reason your school is experiencing the challenge. Type the hypothesized root cause in the "Discussion Points" space provided.

**Challenge: ELA: All student groups did not meet the interim goal/improvement target on DIBELS (60.5%)**

| Discussion Points   |
|---|
| <p>We are currently working on the root causes of gaps with performance goals.<br/>2019-2020</p> <ul style="list-style-type: none"><li>• Year 1 of Grades K-2 Foundations Implementation</li><li>• Year 2 of DIBELS assessment implementation<ul style="list-style-type: none"><li>◦ Focus on teacher professional development, progress monitoring, collaboration</li></ul></li><li>• Year 1 of frequent, systematic fluency routines</li></ul> <p>We will continue our work above and add the following for the 2020-2021 school year.</p> <ul style="list-style-type: none"><li>• Year 1 of Grade 3 Foundations Implementation<ul style="list-style-type: none"><li>◦ Foundations professional development and collaboration</li></ul></li><li>• Science of Reading Professional Development</li></ul> |

**Challenge: ELA: Provide frequent, timely, systematic feedback and support on instructional practices.**

| Discussion Points  |
|--|
| <p>Continuation of...</p> <ul style="list-style-type: none"><li>• Actionable steps of professional goals to include use of BDA's, QLR's, peer observations, and learning labs.</li><li>• Grade level collaboration</li></ul> <p>Additionally</p> <ul style="list-style-type: none"><li>• Create timeline, schedule of events</li></ul> |

- Suggest teachers participate in two coaching protocols (BDA's, QLR's, peer observations, and learning labs) during the 2020-2021 school year
- Work collaboratively with building coaches to develop and implement professional goals
- Work collaboratively with building coaches to plan, participate, and reflect on a coaching session

## Analyzing Strengths

Review the strengths your school marked for consideration. Identify how these strengths can be leveraged in your efforts to improve the checked prioritized challenges.

### **Strength: Mathematics: All student groups meet interim goal/improvement targets (52.2%)**

#### Discussion Points

- As per our coaching protocols, what engagement strategies and instructional practices are teachers using in math that we can bring into our reading instruction.
- Foundational skills are taught systematically and explicitly

### **Strength: ELA: All student groups meet the PVAAS standard for demonstrating growth.**

#### Discussion Points

- Not only progress monitor at student's instructional level, but also on grade level norms.

### **Strength: Regular Attendance: All student groups exceed performance standard (97.2%).**

#### Discussion Points

- Weekly meetings to discuss attendance, pull attendance reports, and then contact families with chronic absences.

### **Strength: DIBELS Assessment Implementation: All student groups exceed performance standard (97.2%).**

#### Discussion Points

- Teacher ownership of the data promotes instructional decisions.

### **Strength: Collaborative Coaching model implemented to continuously improve instructional practices**

#### Discussion Points

- Scheduled grade level meetings with a working agenda to collaborate on data and lesson planning.

**Strength: Formative Assessments: The use of ongoing formative assessment has allowed teachers to target students in need of additional support.**

Discussion Points

- Use of exit tickets, check for understanding promotes instructional decisions.

**Strength: Equity: Els and students with disabilities made significant growth in reading NWEA and the majority of ELS made average to well above average growth.**

Discussion Points

- Teacher ownership, experience, and high expectations

**Strength: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school.**

Discussion Points

- Strong Tier I PBIS in place and positive school culture

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## Analyzing Challenges

For each prioritized challenge, write a priority statement to restate the primary root cause as an actionable statement. Your priority statements should answer the question of what practice, structure, or system do we need to change to better support educators, students, parents/guardians, or our community?

## Goal Setting: Develop a Plan

An essential step in the planning process is to establish clear, measurable goals for each priority that will allow the school to track whether it is on track to improving the prioritized challenge areas. Carefully constructed benchmarks for every measurable goal statements serve as leading indicators that provide early evidence that can be used to gauge whether a school is on track to improve and to guide mid-course corrections that can increase the success of improvement efforts. The measurable goals and yearly benchmarks should be well-defined, measurable, and represent significant gains for your teachers, students, or other stakeholders. All staff members should be able to recite the goals in the plan readily.



Priority: Continuation of... Actionable steps of professional goals to include use of BDA's, QLR's, peer observations, and learning labs. Grade level collaboration Additionally Create timeline, schedule of events

Outcome Category: Focus on Continuous Improvement of Instruction

Measurable Goal Statement: Each teacher engages in coaching protocols throughout the 2020-2021 School Year and applies new learning to instructional practice.

Measurable Goal Nickname: Instructional Coaching

| Target 1st Quarter  | Target 2nd Quarter  | Target 3rd Quarter   | Target 4th Quarter   |
|---|---|--|--|
| Teachers establish a professional goal based on an area of inquiry. | Teacher has met with a coach to collaborate and plan for a coaching session | Teacher has worked in coordination with a coach/coaches to participate in a coaching session | Teacher and coach reflect on the coaching session and add evidence into the teacher's professional goal document |



Priority: We are currently working on the root causes of gaps with performance goals. 2019-2020 Year 1 of Grades K-2 Foundations Implementation Year 2 of DIBELS assessment implementation Focus on teacher professional development, progress monitoring, collaboration Year 1 of frequent, systematic fluency routines We will continue our work above and add the following for the 2020-2021 school year. Year 1 of Grade 3 Foundations Implementation Foundations professional development and collaboration Science of Reading Professional Development



Priority: While in implementation year 2 of new ELA programs, all teachers have begun to internalize the programs. As this continues, teachers will internalize the curriculum and better differentiate for individual students while maintaining high expectations for all students. Additionally, as we build upon foundational skills in primary grades, students will more readily access grade level content.

Outcome Category: Early Literacy/ELA

Measurable Goal Statement: 70% of students will meet the reading benchmark composite score according to the DIBELS assessment.

Measurable Goal Nickname : Reading DIBELS

| Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|--------------------|--------------------|--------------------|--------------------|
| Baseline           | 40-50%             | 50-60%             | 70%                |

Once priorities for improvement have been identified with established goals to measure progress and improvement, the steering committee (in consultation with other stakeholders) will next develop the action plans to meet the goals. The first step in action planning is to determine the strategies that will best address the priorities. By using rigorous and relevant evidence and assessing the local capacity to implement the strategy (e.g., funding, staff, staff skills, stakeholder support), schools are more likely to implement interventions successfully and meet established

goals. After selecting the strategy, the next step is to map out a plan for how your school will implement each selected evidence-based strategy.

Measurable Goal: Reading DIBELS - Measurable Goal Statement: 70% of students will meet the reading benchmark composite score according to the DIBELS assessment.

| Measurable Goal: Reading DIBELS - Measurable Goal Statement: 70% of students will meet the reading benchmark composite score according to the DIBELS assessment.  |            |                 |   |                                    |                  |
|---|------------|-----------------|---|------------------------------------|------------------|
| Action Step   | Start Date | Completion Date | Lead Person                               | Materials/Resources/Support Needed | PD Step (yes/no) |
| <ul style="list-style-type: none"> <li>-Collect baseline data and identify intervention students</li> <li>-Review and/or provide additional trainings on assessment administration for classroom teachers</li> <li>-Progress monitor biweekly</li> <li>-Participate in data meetings to make decisions on instructional practices to make further growth</li> <li>-Change frequency, group size and/or intervention skills based on progress monitoring data. Groups are fluid based on the data.</li> <li>-Continue cycle of reviewing, training, progress monitoring, analyzing data, changing interventions when appropriate.</li> <li>-Conduct benchmark assessment at the middle and end of year.</li> </ul> | 9-1-20     | 6-14-21         | Title I Reading Specialist: Karen Groller | -mClass DIBELS online platform     | yes              |

| Anticipated Output   | Monitoring/Evaluation  |
|--|--|
| <ul style="list-style-type: none"> <li>● Classroom teachers will be able to review and administer progress monitoring assessments.</li> <li>● Classroom teachers will be able to analyze data and identify instructional practices they will use for further growth.</li> <li>● 50-60% of students will meet the reading composite benchmark score in the middle of the year.</li> </ul> | <p>The DIBELS assessment team and teachers will administer the mClass DIBELS Reading Assessments.</p> <p>Tools needed: mCLASS platform, Ipads, and data analysis documents</p> |

Measurable Goal: Instructional Coaching - Each teacher engages in coaching protocols throughout the 2020-2021 School Year and applies new learning to instructional practice.

| Action Step   | Start Date | Completion Date | Lead Person               | Materials/Resources /Support Needed   | PD Step (yes /no) |
|---|------------|-----------------|---------------------------|---|-------------------|
| <ul style="list-style-type: none"> <li>-Teachers establish a professional goal based on an area of inquiry.</li> <li>-Teacher meets with a coach to collaborate and plan for a coaching session</li> <li>-Teacher works in coordination with a coach/coaches to participate in a coaching session</li> <li>-Teacher and coach reflect on the coaching session and add evidence into the teacher's professional goal document</li> </ul> | 9-1-20     | 6-14-21         | Principal: Michael Zackon | <ul style="list-style-type: none"> <li>-Principal, building coaches, district coaches, teachers</li> <li>-Professional Goal Documents, coaching tools, timeline, schedule of coaching sessions</li> </ul> | yes               |

| Anticipated Output   | Monitoring/Evaluation   |
|--|---|
| <ul style="list-style-type: none"> <li>-Collaboration centered around instructional practice</li> <li>-Growth in instructional practice due to coaching cycle</li> </ul> | <ul style="list-style-type: none"> <li>Observation of teacher instruction</li> <li>Growth in instruction</li> </ul> |

## Goal Setting: Professional Development

|                       |   |
|-----------------------|---|
| PD activity name      | Utilizing Data to Inform Instruction  |
| Action Step           | <ul style="list-style-type: none"> <li>-Review and/or provide additional trainings on assessment administration for classroom teachers.</li> <li>-Teacher works in coordination with a coach/coaches to participate in a coaching session</li> <li>-Teacher and coach reflect on the coaching session and add evidence into the teacher's professional goal document</li> </ul> |
| Audience              | K-5 Teachers  |
| Topics to be Included | <ul style="list-style-type: none"> <li>Various forms of student data</li> <li>Analysis of data</li> </ul>   |
| Evidence of Learning  | <ul style="list-style-type: none"> <li>Teacher practice</li> <li>Student data improvement</li> </ul>  |
| Lead Person           | Karen Groller   |

|                        |           |
|------------------------|-----------|
| Anticipated Start Date | 9/1/2020  |
| Anticipated Completion | 6/14/2021 |
| Frequency              | weekly    |

|                        |  |
|------------------------|--|
| PD activity name       | Science of Reading   |
| Action Step            | -Attend and share various webinars/OTL PD<br>-Teacher works in coordination with a coach/coaches to participate in a coaching session<br>-Teacher and coach reflect on the coaching session and add evidence into the teacher's professional goal document |
| Audience               | K-5 Teachers   |
| Topics to be Included  | mClass<br>Foundations<br>Instructional Coaching  |
| Evidence of Learning   | Teacher practice<br>Student data improvement   |
| Lead Person            | Karen Groller  |
| Anticipated Start Date | 9/1/2020   |
| Anticipated Completion | 6/14/2021  |
| Frequency              | bi-weekly  |