

**DELCROFT SCH**

799 School Lane

Schoolwide Title 1 School Plan | 2020 - 2021

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## **VISION FOR LEARNING**

The Delcrott School fosters a student-centered learning environment in which students are problem-solvers, informed decision makers, as well as collaborative and cooperative learners. All students have access to powerful technological tools that enable them to make connections between knowledge and understanding. In this stimulating atmosphere, access to information and communication with others is unlimited. This nurturing environment provides a quality education by which all our students can achieve academic excellence.

## STEERING COMMITTEE

Name	Position	Building/Group
Janine MacDonald	Counselor	Delcrot
Alice Furey	7th Grade ELA Teacher	Delcrot
Cindy Lees	6th Grade Science	Delcrot
Shannon Baxter	2nd Grade Teacher	Delcrot
Lisa McDonough	3rd Grade Teacher	Delcrot
Maria Toner	Interventionist	Delcrot
Beth Destephanis	Interventionist	Delcrot
Meg Shell	Learning Support Teacher	Delcrot
Sue Heaney	Autistic Support Teacher	Delcrot
Diane Condon	Autistic Support Teacher	Delcrot
Chris Long	Physical/Health Education Teacher	Delcrot
Rachael Doyle	Parent	Delcrot
Mark Pontzer	Assistant Principal	Delcrot
Shawn McDougall	Principal	Delcrot
Yasir Roundtree	Assistant Superintendent of Schools	Southeast Delco Administration Building

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Intervention programs in English Language Arts and Mathematics must be implemented with fidelity in order to drive gains in student achievement.	Essential Practices 3: Provide Student-Centered Support Systems
A school wide focus on mathematics along with consistent small group differentiated instruction must be provided to our students in order to assist them in mastering the Pennsylvania Core Standards.	Mathematics
In order to strengthen climate and culture and to see improved student outcomes across content areas, the school needs to be staffed by effective educators who can deliver high quality instruction and learning opportunities.	School climate and culture

## ACTION PLAN AND STEPS

Evidence-based Strategy			
Intervention Programming			
Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Interventions	Interventions will be held on a daily basis for 40 minutes in all classes and at all grade levels 1-8.		
Math small groups	Math small groups will take place 3 times a week in all classrooms for a minimum of 20 mins.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement small groups based on student needs in all grades.	2020-09-14 - 2021-06-11	Building administration, Teachers, Interventionists	PLCs focused on small groups. Appropriate intervention materials. Lesson/curriculum planning

**Anticipated Outcome**

Academic Intervention Programming is delivered with fidelity.

**Monitoring/Evaluation**

Scheduled Building Administration Walkthroughs and Informal Observations, Lesson Plan review, PLC Meetings

**Evidence-based Strategy**

Data Based Differentiation

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement small group math instruction, and interventions as needed for students	2020-09-14 - 2021-06-11	Building Administration	PLCs focused on small groups. Appropriate intervention materials

**Anticipated Outcome**

Formative and summative assessments

**Monitoring/Evaluation**

Scheduled Building Administration Walkthroughs and Informal Observations, Lesson Plan review, PLC Meetings

**Evidence-based Strategy**

## Staffing

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Staffing	Delcroft will have a fully staffed building from the beginning of the school year and any staffing needs arising during the school year will be immediately address by the Office of Human Resources.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Work with the Office of Human Resources department to ensure staffing needs are fulfilled to begin the year and to address needs as they arise throughout the year.	2020-07-01 - 2021-06-12	Building administration	Coordination between Assistant Superintendent of Schools and Chief Human Resources Officer to fill vacancies in a timely manner

### Anticipated Outcome

100 % fill rate everyday

### Monitoring/Evaluation

School-based and Central Office tracking of short and long-term vacancies.

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Interventions will be held on a daily basis for 40 minutes in all classes and at all grade levels 1-8. (Interventions)	Intervention Programming	Implement small groups based on student needs in all grades.	09/14/2020 - 06/11/2021
Math small groups will take place 3 times a week in all classrooms for a minimum of 20 mins. (Math small groups)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

#### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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School Board Minutes or Affirmation Statement \_\_\_\_\_ ;

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**Signature (Entered Electronically and must have access to web application).**

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Superintendent/Chief Executive Officer

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School Improvement  
Facilitator Signature

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Building Principal Signature

Shawn McDougall

2020-09-30

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Arts program offered to all students in the building.

Weekly health and Physical Education for all students

In ELA Black and Economically disadvantaged students scores exceed the state standard set for growth

In English Language Arts/Literature all student groups met the standard demonstrating growth

6th grade scores raised from 45.3 in 2018, to 59.7 in 2019.

Interventions and support for small group. The Read 180 classes clearly outperformed the other classes.

3rd grade scores are the highest across the district

The read 180 classes clearly outperformed the other classes.

4th grade math scores while not achieving proficiency rose from 19.6% to 35.5%

One teacher in 5th grade had 32% proficient or advanced. While this isn't a great score it was significantly higher than her grade partners.

We have a standards based Science Curriculum

We hold a yearly District Science Fair.

### Challenges

Facilities for the specials. Need for a true library w technology. We need a dedicated health room

Outdated curriculum and supplies/materials

Lack of technology dedicated to specialists.

Math scores overall are not meeting the goals across all groups.

We did not meet the attendance performance standard.

Science scores did not meet the standard for growth

The disparity in scores among grade levels. One teacher in 3rd had a score of 77% prof or adv while others were in the 40's. One teacher in the 4th grade had 70% prof or adv others were 40 and 50 prof and adv. A teacher in 5th grade had 77% prof or adv while others had 30,18 and 8%.

More support for interventions and small groups needed.

Lack of subs and staffing issues.

Lack of interventions for math. The district has focused on literacy and hired reading interventionists for each building and brought in Read 180 but did not hire Interventionists for math.

## Strengths

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ESL teacher in the building to serve our ESL population

MTSS process to help intervene with struggling students before we move to testing for possible special education services.

Progress monitoring for the learning support students.

We have implemented PBIS within the school. PBIS is guiding the efforts to move the building culture in a positive direction.

PLC meetings to focus on school initiatives such as small group teaching and interventions.

The curricular materials and lesson plans are aligned to the PA Standards

## Challenges

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Lack of small group focus in math.

Science only tested in 4th and 8th grade so hard to analyze two sets of data that are so far apart to determine why the disparity in scores.

ESL teacher in the building everyday as the ESL population and the needs increase.

Currently Learning support teachers are shared across grade levels which leads to scheduling/support issues. A Learning Support teacher per grade is needed.

Need more behavioral support services for the Autistic Support classrooms.

Engaging the community stakeholders to be a true support for the building.

Staffing issues this year that will hopefully be addressed at the district level prior to the start of the school year.

Using the data to truly drive instruction.

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## Most Notable Observations/Patterns

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The teams biggest concern this year for the building was the lack of substitutes and the coverage issues that it presented across the building. When there were no subs, Learning Support teachers and Interventionists had to cover and that affected their ability to perform their assigned responsibilities. The lack of subs and the staffing issues we had truly affected the whole building in different ways, not just specific grades. On a good note, everyone was confident that with PBIS we are moving in the right direction behaviorally in the building. The refinement and further training and emphasis on PBIS is the goal for the future.

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Challenges	Discussion Point	Priority for Planning
Facilities for the specials. Need for a true library w technology. We need a dedicated health room		
Lack of technology dedicated to specialists.		
Currently Learning support teachers are shared across grade levels which leads to scheduling/support issues. A Learning Support teacher per grade is needed.		
Need more behavioral support services for the Autistic Support classrooms.		
More support for interventions and small groups needed.	In classes where the extra support was given the students performed at a higher level.	
Lack of interventions for math. The district has focused on literacy and hired reading interventionists for each building and brought in Read 180 but did not hire Interventionists for math.	Lack of staff and time to do the math interventions.	
Lack of small group focus in math.		
Engaging the community stakeholders to be a true support for the building.		
Staffing issues this year that will hopefully be addressed at the district level prior to the start of the school year.		
Lack of subs and staffing issues.	Lack of substitute teachers for the daily teacher outs and the inability to find quality candidates for open positions	

ADDENDUM B: ACTION PLAN

Action Plan: Intervention Programming

Action Steps	Anticipated Start/Completion Date
Implement small groups based on student needs in all grades.	09/14/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Scheduled Building Administration Walkthroughs and Informal Observations, Lesson Plan review, PLC Meetings	Academic Intervention Programming is delivered with fidelity.

Material/Resources/Supports Needed	PD Step
PLCs focused on small groups. Appropriate intervention materials. Lesson/curriculum planning	yes

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## Action Plan: Data Based Differentiation

Action Steps	Anticipated Start/Completion Date
Implement small group math instruction, and interventions as needed for students	09/14/2020 - 06/11/2021

Monitoring/Evaluation	Anticipated Output
Scheduled Building Administration Walkthroughs and Informal Observations, Lesson Plan review, PLC Meetings	Formative and summative assessments

Material/Resources/Supports Needed	PD Step
PLCs focused on small groups. Appropriate intervention materials	yes

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## Action Plan: Staffing

Action Steps	Anticipated Start/Completion Date
Work with the Office of Human Resources department to ensure staffing needs are fulfilled to begin the year and to address needs as they arise throughout the year.	07/01/2020 - 06/12/2021

Monitoring/Evaluation	Anticipated Output
School-based and Central Office tracking of short and long-term vacancies.	100 % fill rate everyday

Material/Resources/Supports Needed	PD Step
Coordination between Assistant Superintendent of Schools and Chief Human Resources Officer to fill vacancies in a timely manner	no

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Interventions will be held on a daily basis for 40 minutes in all classes and at all grade levels 1-8. (Interventions)  Math small groups will take place 3 times a week in all classrooms for a minimum of 20 mins. (Math small groups)	Intervention Programming	Implement small groups based on student needs in all grades.	09/14/2020 - 06/11/2021
Interventions will be held on a daily basis for 40 minutes in all classes and at all grade levels 1-8. (Interventions)  Math small groups will take place 3 times a week in all classrooms for a minimum of 20 mins. (Math small groups)	Data Based Differentiation	Implement small group math instruction, and interventions as needed for students	09/14/2020 - 06/11/2021

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# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Year Long PLC focus on Small Group Learning, Differentiation, and Intervention based on student needs.	Classroom Teachers	Differentiation, Data Review/Analysis/Interpretation, Small Group Learning, Math Instructional Practices.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Math small group instruction at least three times a week, Daily Interventions, Student Achievement	09/14/2020 - 06/11/2021	Building Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	
4d: Participating in a Professional Community	
4a: Reflecting on Teaching	
4d: Participating in a Professional Community	
4e: Growing and Developing Professionally	
4e: Growing and Developing Professionally	
4d: Participating in a Professional Community	
4a: Reflecting on Teaching	
4f: Showing Professionalism	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Place School Level Plan on School Website	School Level Planning Process	Electronic	Staff, Families and Community	5/2020
Review at Fall Title 1 meeting and Open House	School Level Plan Goals, Strategies and Action Plans	Virtual , Digital	Families and Community	9/2020
Administer Parent/Community Survey to inform adjustments and other changes as plan is implemented.	School Level Plan Goals, Strategies and Action Plans	Digital	Family and Community	12/2020 - 6/2020

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