

Kerr El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Kerr El Sch

341 Kittanning Pike
Pittsburgh, PA 15215
(412)781-4105

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Paul Noro

Superintendent: Gene Freeman

Stakeholder Involvement

Name	Role
Dan DiDesiderio	Administrator : Schoolwide Plan
Paul Noro	Building Principal : Schoolwide Plan
Patty Rosa	Community Representative : Schoolwide Plan
Jennifer Burmeister	Elementary School Teacher - Regular Education : Schoolwide Plan
Marguerite Kistler	Elementary School Teacher - Regular Education : Schoolwide Plan
Erin Wharton	Elementary School Teacher - Regular Education : Schoolwide Plan
Kelly Nail	Elementary School Teacher - Special Education : Schoolwide Plan
Jessica deBruyn	Parent : Schoolwide Plan
Windy Nef	Parent : Schoolwide Plan
Ashley Nestor	Student Curriculum Director/Specialist : Schoolwide Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The LEA provided a variety of staff trainings and data collection and analysis resources.

The LEA, through trainings, assisted in ensuring the understanding of benchmark data and connecting the results to instructional strategies and practices.

The data collection input allowed for the use of a variety of data that provided a comprehensive overview of the connection between curriculum, resources, instruction, assessment, and outcomes. The use of multiple data sets allowed teachers and administration to gain a better understanding of individual student needs in both ELA and Math.

Technical support occurs in many forms. Coordination of support is done by Dr. Dan DiDesiderio, Director of Student Achievement and Instructional Verification and Federal Program Coordinator. Through participation in trainings and collaborative sessions with colleagues, the district gains understanding of the required elements of Federal Program Requirements while also gaining perspectives and enhancing existing programs. This knowledge is integrated into the district professional development initiatives as well as the benchmarking process where student achievement and growth is monitored.

The technical assistance provided a focus that guided in the completion of the schoolwide plan in the Comprehensive Plan system. A committee made up of administrators,

principals, Title teachers, reading specialists, federal programs coordinator, parents, and community members worked through the process collaboratively and identified areas of success and opportunities for growth.

The outcome reflects a continuation of the outstanding building level achievements we have accomplished, and also sets a vision for future goals and enhancements to our program. In addition to the formal meeting dates listed in the next section, weekly building level team meetings (Tuesday mornings) to review student data, discuss the program, plan, and innovate occur. Notably, these meetings allow the participants to link progress monitoring data to instructional practices and resources and plan for areas of growth and need.

Provider	Meeting Date	Type of Assistance
Allegheny Intermediate Unit 3	5/4/2017	Federal Program Coordinator Training/Update
Building Principal	8/25/2016	Professional Development - Habit of Mind Book Study and Reflection
District Administration and Contracted Professional Development	8/24/2016	Curricular
District Office Administration	8/24/2016	Curriculum Kick-Off - Review of curriculum goals, scope and sequence, expectations
District Office Administration	1/10/2017	K-5 Curriculum Review Meeting
Dr. Dan DiDesiderio	5/5/2017	Schoolwide Committee Planning Meeting
Dr. Dan DiDesiderio	5/9/2017	PAFPC Annual Conference
Dr. Dan DiDesiderio	5/15/2017	Schoolwide Committee Planning Meeting
Dr. Dan DiDesiderio	5/17/2017	End of Year Title I Data Collection Training
Federal Program Staff	5/8/2017	PAFPC Annual Conference
Federal Programs Staff	5/10/2017	PAFPC Annual Conference
Middle School Reading Specialists	5/16/2017	Transitional and Title Plan Updates

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Through a comprehensive and collaborative data analysis process, teachers and administrators analyze student intervention and benchmark data to determine growth and achievement levels for all students. This information is then used to determine next steps, resources, and allocations of time to target specific areas of need for individual students. Kerr Elementary School utilizes a variety of summative, formative, and diagnostic assessments to monitor student progress. A minimum of four benchmarking sessions, using STAR 360, allows teachers to review individual progress and make comparisons to grade level and building level trends.

In addition, the following assessments and interventions are also used at the developmentally appropriate level for learners:

-AIMSweb Probes

Kindergarten

-Oral Counting, Number Identification, Number Discrimination, Missing Number, STAR Early Numeracy, Dreambox, Foundations

First Grade

-Oral Counting, Number Identification, Number Discrimination, Missing Number, STAR 360, Dreambox, Foundations

Second Grade

-AIMSweb Computation and Applications and Concept Probes, STAR 360, Dreambox, Foundations

Third Grade

-Imagine Math, STAR 360, Eureka Math Remediation Tools, LLI, Spellread, Rewards

Fourth Grade

-Imagine Math, STAR 360, Eureka Math Remediation Tools, LLI, Spellread, Rewards

Fifth Grade

-Imagine Math, STAR 360, Eureka Math Remediation Tools, LLI, Spellread, Rewards
Kerr Elementary and all of Fox Chapel Area School District is very data-driven, frequently monitoring growth and achievement as the primary means of assessing programming, fiscal and human resources, and professional development.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

Needs Assessment

School Accomplishments

Accomplishment #1:

Through collaboration with the Parent/Teacher Association, students are exposed to a variety of enriching activities such as:

- Provides funding for field trips to ensure all students have the opportunity to participate
- TAG (Traveling Art Gallery)
- ASK (After School at Kerr activities)
- Math Pentathlon
- Family Nights and other community events
- Books are purchased for all students
- Provides extended learning opportunities

Accomplishment #2:

School based and funded accomplishments take on many forms at Kerr. Below are examples of some of the great things we do for students in our school community.

- Local free events that support parent involvement (Kerrtoberfest, Art Show, Book Fair nights)
- Schoolwide Positive Behavior Program (PBIS) with consistent teacher/student expectations across the building
- Tier II & III behavior supports
- Family Resource Center filled with informational brochures to support academic, behavioral, and emotional needs
- Kindergarten transition meetings and story times
- Open House w/free transportation
- Title I Parent Informational Meetings w/free transportation
- Grade Level Curriculum Nights
- Extra Innings after school support
- Pre-K Creativity & Literacy Program
- Summer Learning Academy (extended days/hours) w/museum collaboration
- Fundraising efforts by staff for community (McTeacher night, Autism Awareness Walk)
- Backpack for Hunger program for students in need

School Concerns

Concern #1:

Student Attendance Rates are concerning as a group of students have missed an excessive amount of instructional days. This disruption to compulsory school attendance requirements has created a learning deficit identified through student benchmarking data as well as other qualitative issues such as classroom behavior.

Concern #2:

Due to the transition to PA CORE Standards and the simultaneous use of outdated materials and curriculum, the standards are not mapped and aligned for all courses and subjects.

Concern #3:

Student writing requirements have increased in both rigor and frequency. Writing continues to be an area of need for those students who at times struggle with reading language arts.

Concern #4:

While Kerr Elementary enjoys effective parent participation from many families, the need to engage certain families who do not participate in the educational process continues to be an identified area to address.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Due to the transition to PA CORE Standards and the simultaneous use of outdated materials and curriculum, the standards are not mapped and aligned for all courses and subjects.

Student writing requirements have increased in both rigor and frequency. Writing continues to be an area of need for those students who at times struggle with reading language arts.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Student writing requirements have increased in both rigor and frequency. Writing continues to be an area of need for those students who at times struggle with reading language arts.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Qualitative Data Collection, Survey through teacher meeting.

Specific Targets: Implementation of a new curriculum and resources is aligned, accessible, and provides rigorous learning opportunities for all students.

Type: Interim

Data Source: Quantitative Data Collection through Benchmarking

Specific Targets: Student Growth and Achievement increases, overall academic performance.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource:

<http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Implementation Steps:

New Curriculum and Resource Implementation

Description:

A new language arts and science curriculum and associated resources will be implemented in the next school year. All relevant staff will have a variety of live, virtual, and asynchronous learning opportunities to facilitate their understanding of the new programs.

Start Date: 8/24/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- Curriculum Mapping
- Data Walkthroughs

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: In-house assessments of various writing genres and tasks. PSSA anchor standards E.1 and D.1 as sub-assessments of overall ELA mastery.

Specific Targets: Student evidence of skill growth or mastery will be assessed formally while formative assessments by teachers will ensure that students can articulate their skills regarding analysis, synthesis, and final output of writing pieces.

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Teacher Observation and Feedback Process

Description:

Through a combination of staff observation, professional development, data analysis, and student achievement goals, the administration at all levels will ensure that effective instruction is being given to all students and evaluated against the Danielson Framework for teaching as described through Act 82-1.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Strategy #1: Curriculum Mapping
Strategy #2: Data Walkthroughs

Start	End	Title	Description	Provider	Type	App.
8/24/2017	6/8/2018	New Curriculum and Resource Implementation	A new language arts and science curriculum and associated resources will be implemented in the next school year. All relevant staff will have a variety of live, virtual, and asynchronous learning opportunities to facilitate their understanding of the new programs.	Professional Development Trainers from HMH and District Office Administration	Trainers from Houghlin-Mifflin Harcourt and District Level Administration	No

Knowledge

Teachers and administrator will gain knowledge in using the Journeys Reading Series and aligning the resource to the PA Core Standards and the School District curriculum. Teachers will learn effective practices for planning, instruction, and assessment.

Supportive Research

The new ELA resource is a researched based collection of instructional materials that will enhance the educational opportunities for all students in grades K-5. The format of professional development trainings followed by continued collaboration in professional learning communities reflects research based practices for implementation of a new program.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Online-Asynchronous
- Professional Learning Communities

Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity</p>

LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Start	End	Title	Description					
8/28/2017	6/8/2018	Teacher Observation and Feedback Process	Through a combination of staff observation, professional development, data analysis, and student achievement goals, the administration at all levels will ensure that effective instruction is being given to all students and evaluated against the Danielson Framework for teaching as described through Act 82-1.					
		Person Responsible District Office and Building Level Administration	SH 1	S 9	EP 25	Provider Building and District Administration	Type School Entity	App. No

Knowledge

Teachers will gain knowledge in effective instructional practices pertaining to planning and preparation, instruction, and assessment, with an emphasis on planning and implementing high level questioning practices during instruction. Feedback and learning for professional staff will occur through a newly adopted supervision software that allows for artifact collection and teacher documented reflection.

Supportive Research

Research suggests that frequent observer/observee communication regarding instruction is more effective than a single point in time formal observation. As such, the building principal and district office staff will work collaboratively to supervise and provide feedback to teachers based on the professional development goals listed above as well as other areas of individual focus.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other

Provides leaders with the ability to access and use appropriate data to inform decision-making.

educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex Dir
 Other educational specialists
 Related Service Personnel

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

Follow-up Activities

Analysis of student work, with administrator and/or peers
 Peer-to-peer lesson discussion
 Lesson modeling with mentoring
 Journaling and reflecting

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans
 Artifact and action plan collection

