

GLENSIDE EL SCH

500 Lackawanna St

TSI Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Vision Statement: Glenside Elementary School will empower all students to recognize and realize their fullest potential. The collective efforts of all adults in the Reading School District are focused on this very ambitious goal. Glenside will establish a culture of belonging and high expectations for all, challenging students with rigorous learning and engaging students in real world situations. Mission Statement: The Reading School District ignites the infinite potential of its students and transforms that potential into reality.

STEERING COMMITTEE

Name	Position	Building/Group
Mr. John Mahoney	Principal	Reading School District
Mrs. Andrea Salsano	Reading Specialist	Glenside Teacher
Mrs. Stacy Fritz	Special Education	Glenside Teacher
Mrs. Julia Meyer	Kindergarten Teacher	Glenside Teacher
Dr. Elaine Meils	College of Ed. Professor	Penn State Berks/Community
Pastor Bruce Osterhout	Pastor/Community	Christ Lutheran Church
Mrs. Anaddy Toribio	Parent	Glenside Parent
Dr. Jennifer Murray	Chief School Administrator	RSD Superintendent
JuliAnne Kline	Chief School Administrator	School Improv. Facilitator
Jade Stern	Other	School Counselor

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
School leaders and educators engage in regular discussions of student learning, expectations, and effective instructional practices, horizontally and vertically.	Essential Practices 1: Focus on Continuous Improvement of Instruction
School leaders utilize effective processes to provide targeted instructional guidance, support and feedback through formal and informal classroom visits providing constructive feedback to educators.	Essential Practices 2: Empower Leadership
Professional learning opportunities will include enough time to think carefully about, try and evaluate new ideas and work productively with colleagues.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy	
Organizing instruction and study to improve student learning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
feedback	By June 15, 2023, 100% of teacher walkthrough anecdotal notes, and classroom observation data will indicate

Goal Nickname	Measurable Goal Statement (Smart Goal)			
	the use of a variety of data collection and assessments to monitor student learning and will include at least one adjustment to programming and instructional practices to ensure student needs are being met at the highest level			
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed	
Select implementation lead and team for this action plan.	2023-08-01 - 2023-08-04	Administration	Action plan & SIP Team agreement	
Administration schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.	2023-08-15 - 2023-09-01	Administration		
Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members	2023-08-15 - 2023-09-01	Administration	SIP monthly meeting schedule with dates/time, Rolling agenda, bi-weekly monitoring template	
SIP team will meet to review action plans, steps and communication for staff regarding the SIP	2023-08-15 - 2023-09-01	SIP team, Administration		
Share SIP with staff and check for understanding	2023-08-23 - 2023-08-25	SIP team, Administration	SIP	
Establish monthly school based committee meeting dates and times for the year	2023-08-23 - 2023-08-25	Administration, Committee		

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
		Leaders	
Establish meeting protocols to ensure priorities and objectives are outlined and each team member is actively participating in discussion (e.g., rolling agenda, norms, round robin)	2023-08-23 -	Administration, Committee Leaders	Sample rolling agenda and norms list

Anticipated Outcome
Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.

Monitoring/Evaluation
Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 15, 2023, 100% of teacher walkthrough anecdotal notes, and classroom observation data will indicate the use of a variety of data collection and assessments to monitor student learning and will include at least one adjustment to programming and instructional practices to ensure student needs are being met at the highest level (feedback)	Organizing instruction and study to improve student learning	Share SIP with staff and check for understanding	08/23/2023 - 08/25/2023

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.

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

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

9.1% of ELL students reached proficiency on 2022 Math PSSA for grades 3- 4, which is an increase of 5.5% from 2019 Math PSSA .

5.4% of students with disabilities reached proficiency on 2022 Math PSSA for grades 3- 4, which is an increase of 1.4 % from 2019 Math PSSA .

54.5% of Hispanic students reached proficiency on 2022 Science PSSA for grade 4, which is an increase of 11.6% from 2019 Science PSSA .

According to Acadience Reading Composite Score reports, Kindergarten and first grades all increased percentage of students At or Above grade level.

Reading acceleration groups have been fluent this school year with the team reviewing progress regularly and making student group changes as needed.

On the Reading Inventory, 68 students made 100 point growth.

Hispanic students increased scoring proficiency on the 2021-2022 PSSA for Science compared to the 2020-2021 PSSA(11.5%).

Challenges

According to the 2021-2022 Future Ready Index data ELA, Math and Science academic growth growth score were not met.

23.7% students reached proficiency on 2022 ELA PSSA for grades 3- 4, which is a decrease of 3.4% from 2021 ELA PSSA (27.1%).

Based on the PAFR Index the statewide average of 82.2% was not met (79.2%) on general attendance.

Second and third grade only showed a decrease at above grade level on the Acadience Reading Composite from BOY to EOY

5.3% of students with disabilities reached proficiency on 2022 ELA PSSA for grades 3- 4, which is a decrease of 2.7% from 2019 ELA PSSA (8%).

24.5% of Hispanic students reached proficiency on 2022 ELA PSSA for grades 3- 4, which is a decrease of 2.2% from 2020 ELA PSSA (26.7%).

0% of students with disabilities reached proficiency on 2021 Math PSSA for grades 3- 4, which is a decrease of 4% from 2019 Math PSSA (29.1%). Students with disabilities participation rate was 37.2%.

Strengths

EP01: Align Curriculum assessments, and instruction to the PA standards.

43.8% students reached proficiency on 2021 Science PSSA for grade 4, which is an increase of 8.2% from 2019 Science PSSA (35.6).

Glenside had 100% completion of all required career readiness tasks for grades three and four. This meets the state expectation of 95% for the year

EP03: Use of a variety of assessments to monitor learning and adjust programs and instructional practices.

Economically disadvantaged students increased scoring proficiency on the 2021-2022 PSSA for Math and Science compared to the 2020-2021 PSSA.

For the 2022-2023 school year 14 out of 18 students have made significant growth in the math inventory.

Glenside had an overall attendance rate for 2021-22 of 88.6%

We moved 21 students up to Mid or Above and 28 to on grade level.

Challenges

EP05: Provide frequent, timely, and systematic feedback and support on instructional practices

EP02: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

EP17: Use multiple Professional Learning designs to support the learning needs of staff.

We made growth only the special education students took MI this year.

Glenside only had 2 students suspended from school during the 2021-22 school year.

Most Notable Observations/Patterns

There is a need for more meaningful professional development that enhances our overall instructional programs, which include collaboration across grade levels; horizontal and vertical. This includes consistent feedback from focused walk throughs to target continuous instructional improvement.

Challenges	Discussion Point	Priority for Planning
EP17: Use multiple Professional Learning designs to support the learning needs of staff.	Professional learning opportunities will include enough time to think carefully about, try and evaluate new ideas and work productively with colleagues.	✓
EP02: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	School leaders and educators engage in regular discussions of student learning, expectations, and effective instructional practices, horizontally and vertically.	✓
EP05: Provide frequent, timely, and systematic feedback and support on instructional practices	School leaders utilize effective processes to provide targeted instructional guidance, support and feedback through formal and informal classroom visits providing constructive feedback to educators.	✓
5.3% of students with disabilities reached proficiency on 2022 ELA PSSA for grades 3- 4, which is a decrease of 2.7% from 2019 ELA PSSA (8%).	Need to provide more opportunities for collaboration between general and special education as well as professional development to understand students' disabilities and how to appropriately implement specially designed instruction in all classes.	
0% of students with disabilities reached proficiency on 2021 Math PSSA for grades 3- 4, which is a decrease of 4% from 2019 Math PSSA (29.1%). Students with disabilities participation rate was 37.2%.	Need to provide more opportunities for collaboration between general and special education as well as professional development to understand students' disabilities and how to appropriately implement specially designed instruction in all classes.	

ADDENDUM B: ACTION PLAN

Action Plan: Organizing instruction and study to improve student learning

Action Steps	Anticipated Start/Completion Date
Select implementation lead and team for this action plan.	08/01/2023 - 08/04/2023
Monitoring/Evaluation	Anticipated Output
Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.	Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.
Material/Resources/Supports Needed	PD Step
Action plan & SIP Team agreement	no

Action Steps**Anticipated Start/Completion Date**

Administration schedules bi-weekly check ins with implementation team to determine status of each action step, successes and challenges to solve.

08/15/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.

Material/Resources/Supports Needed**PD Step**

no

Action Steps	Anticipated Start/Completion Date
Monthly implementation monitoring meetings will be scheduled and the calendar will be provided to SIP team members	08/15/2023 - 09/01/2023
Monitoring/Evaluation	Anticipated Output
<p>Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies.</p> <p>Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.</p>	<p>Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.</p>
Material/Resources/Supports Needed	PD Step
SIP monthly meeting schedule with dates/time, Rolling agenda, bi-weekly monitoring template	no

Action Steps**Anticipated Start/Completion Date**

SIP team will meet to review action plans, steps and communication for staff regarding the SIP

08/15/2023 - 09/01/2023

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

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Material/Resources/Supports Needed**PD Step**

no

Action Steps**Anticipated Start/Completion Date**

Share SIP with staff and check for understanding

08/23/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.

Material/Resources/Supports Needed**PD Step**

SIP

yes

Action Steps**Anticipated Start/Completion Date**

Establish monthly school based committee meeting dates and times for the year

08/23/2023 - 08/25/2023

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

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Material/Resources/Supports Needed**PD Step**

no

Action Steps**Anticipated Start/Completion Date**

Establish meeting protocols to ensure priorities and objectives are outlined and each team member is actively participating in discussion (e.g., rolling agenda, norms, round robin)

08/23/2023 - 01/01/0001

Monitoring/Evaluation**Anticipated Output**

Bi-weekly meeting template will be used. Monthly progress will be monitored by SIP team. Feedback from administrators will have more depth and provide information to increase instructional strategies. Professional development on meeting individual student needs and having sustained and reciprocal quality interactions in the general education classrooms will increase student engagement and accountability for participation by all.

Establishment of high expectations for all students and staff, will increase student engagement and achievement. Increasing collaboration and partnership with families through academic and nonacademic activities will strengthen education importance and increase student attendance at school.

Material/Resources/Supports Needed**PD Step**

Sample rolling agenda and norms list

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 15, 2023, 100% of teacher walkthrough anecdotal notes, and classroom observation data will indicate the use of a variety of data collection and assessments to monitor student learning and will include at least one adjustment to programming and instructional practices to ensure student needs are being met at the highest level (feedback)	Organizing instruction and study to improve student learning	Share SIP with staff and check for understanding	08/23/2023 - 08/25/2023

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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Common Assessment within grade/subject	Classroom teachers, school counselors and education specialists.	Assessments, Mastery
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Formally, Informally	08/28/2023 - 06/06/2024	Principal
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
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