



Cynwyd Elementary School

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Building Plan 2018-19

Building Learning Plans are school specific plans which are originated at each school in LMSD. They are constructed by building based teams along with support from supervisors and district administrators. Each school develops a learning plan to ensure all students are making progress and achievement gaps are being closed. Each building team analyzes numerous data points in order to form the plans. The plans are reviewed to monitor progress towards the goals and to determine if goals have been met, need to be revised, or need to be completely restructured. There are three parts to all of the learning plans: targeted supports for individual students; district-wide priorities for curricular improvement; and team based actionable goals and measurable objectives. This report will focus on the third part of the learning plan – ‘team based actionable goals and measurable objectives’.

Data is analyzed at the district level as well as the building level to look for district-wide trends in learning. District level representatives reviewed the State Strength Profiles Report which compares LMSD student performance with students across the Commonwealth for students in grades 4 and 5. Review of local data housed in Performance Tracker allowed for specific review of data in each grade for Reading and Math. Trends in LMSD indicate that students in kindergarten through grade 3 will benefit from instruction in foundational writing skills to support future analysis of complex text. Students in grades 4 and 5 continue to show a need for continued targeted instruction in Text Dependent Analysis. In the area of mathematics, students in grades 4 and 5 will benefit from differentiated instruction in Geometry (Graph points on the coordinate plane to solve real-world and mathematical problems) as well as Fractions (Use equivalent fractions as a strategy to add and subtract fractions).

Cynwyd’s Professional Learning Communities (PLCs), in collaboration with the Cynwyd Achievement Team (CAT), interpreted and analyzed data from local and standardized assessment to develop and implement the Building Learning Plans. Individual plans were created by each grade level (k-5) based on the specific needs each grade level identified as a need from the data. Kindergarten students begin their school age experience at different levels and varying degrees of background knowledge. The goal for all students entering first grade is to leave Kindergarten on a Level C reading level or higher. Similarly, at the end of first grade, it is the expectation for students to reach proficiency in reading and spelling. Students will be at a phonetic stage on Developmental Word Knowledge assessments through word study, flexible guided reading groups and progress monitoring. The second-grade team noticed from historical data that students had difficulty spelling words (encoding) which impacted their ability to decoding words, reading fluently and thus comprehending grade level text. Therefore, they decided to focus on word study and encoding with an end goal to increase students’ reading levels. The third-grade

team reviewed data for their students and discovered that overall students continue to have systemic needs math. The team decided to focus on math skills so that students are proficient on their end-of-year math benchmarks. Fourth and fifth grade team continued to identify the need to work on developing skills pertaining to Text-Dependent Analysis (TDA). Both grades are working on similar goals of growing their students into more proficient writers through reading and responding to text. The fifth-grade team used the data from their current student's fourth grade school year to create their goal. All of these building goals are aligned to the trends seen in the district.

Below are the learning plans for each grade level at Cynwyd Elementary School:

Kindergarten Goal:

By April of 2019, 90% of students will be proficient in identifying uppercase & lowercase letters using the LMSD Literacy Assessment.

By June 2019, 85% of the Kindergarten students will read at Level C or above on The Next Step in Guided Reading Assessment.

By June of 2019, 85% of students will be proficient in letter sounds using the LMSD Literacy Assessment.

Grade 1 Goal:

June of 2019, 90% of our first graders will reach the phonetic stage on the EOY standardized NSGRA Developmental Word Knowledge assessment.

Grade 2 Goal:

By June 2019, the percent of students scoring at the Proficient or Advanced level on the (Ganske Developmental Spelling Assessment) will increase from 50% to 80%.

Grade 3 Goal:

By June 2019, 100% of Third Grade students will demonstrate a year's growth in Math with the percent of students scoring at the Proficient or Advanced level on the 2019 PSSA increasing from 85 % to 90 %.

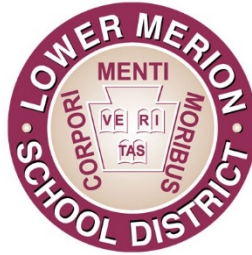
Grade 4 Goal:

By June 2019, all Fourth Grade students will show growth by one point or more on the PA Scoring Rubric on their Text Dependent Analysis Benchmark.

Grade 5 Goal:

By June 2019, the percent of students scoring at the Proficient or Advanced level on the TDA portion of the PSSA will increase from 30 students out of 106 total students (29%) to 34 students out of 86 total students (40%).

Cynwyd Elementary Learning Plans 2018 - 2019



Overview

Section 1: Achievement Imperative Goal

This section is reserved for individual students who are not meeting expected achievement goals.

Section 2: Districtwide Teaching and Learning Goals

Goals determined by the Curriculum Team, along with systematic Districtwide responses. Building-based teams are expected to consider these goals and systematic responses, compare local data to district-wide needs, then develop action plans for how they will personalize the goal and respond.

Section 3: Action Plans

Action Plans are created. Suspected causation and actionable solutions are detailed that will address the identified issues.

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

2.1.1.	Area of Focus
	<p><i>What is the districtwide teaching and learning priority? What skill(s) is/are identified as a districtwide need? To be provided by the Curriculum Team.</i></p> <p><i>Initial noticings of the PSSA data in the area of ELA (grades 4-5) include... Category 5- Text-Dependent Analysis (TDA) continues to be challenging for students in grades 4 and 5.</i></p> <p><i>Initial noticings in the area of ELA (grades 1-3) include.... Foundational writing skills to support future analysis of complex text.</i></p> <p><i>Initial noticings in the area of Math (grade 5) include... Geometry, specifically graphing on the coordinate plane, which reveals a negative trend from grade 4 to grade 5 as reported in PSSA data. Fractions also require additional emphasis as evidenced in the high-low report and district benchmark assessments.</i></p> <p><i>Initial noticings in the area of Math (grade 3 and 4) include... difficulty with Geometry in grade 3 and struggles with Fractions in grade 4 as evidenced in the PSSA high-low report and district benchmark assessments. These are the same two areas identified as challenges in 5th grade.</i></p> <p>Why is this a priority?</p> <p>ELA (grades 4-5): Text-Dependent Analysis (TDA) requires students to write well and to be able to analyze text.</p> <p>ELA (grades 1-3): A well-written essay is required for Text-Dependent Analysis; students need to be strong writers. Benchmark data indicates that writing skills are not showing consistent growth throughout the year.</p> <p>Math: Mastery of Geometry skills and concepts are critical in making real-world connections. These Geometry skills, concepts, and connections increase in complexity each year through the 8th grade.</p> <p>The ability to apply and understand Fractions is critical. Fractions are a key component of many other complex mathematical topics including ratios, rates, percents, proportions, proportionality, linearity, and slope.</p>
2.1.2.	Baseline Data on Area of Focus

1	<p>ELA: The majority of grade 4 students (302 students 51%) and grade 5 students (343 students or 55%) received a score of 8 out of 16 possible points suggesting their responses did not include sufficient depth of analysis in their essay. 33% of grade 5 students score in the bottom 1/3 of the state when compared to grade-level peers in this category.</p> <p>ELA (grades 1-3) Benchmark data shows growth in writing skills is more pronounced in the first half of the year than in the second half.</p> <p>Math (grades 3 and 5) - Geometry Approximately 1 out of every 4 students score in the bottom 1/3 of the state when compared to grade-level peers in this category. In grade 3, approximately 25% of students achieved scores of Basic or Below Basic on our district benchmark assessments in this category. On the grade 4 PSSA, 50% of our students scored in the top 1/3 of the state, while on grade 5 PSSA, only 40% of our students scored in the top 1/3 of the state.</p> <p>Math (grades 4 and 5) – Fractions On the grade 4 PSSA, 40% of our students scored in the top 1/3 of the state while 25% of our students scored in the bottom 1/3 of the state. On the grade 5 PSSA, 49% of our students scored in the top 1/3 of the state while 21% scored in the bottom 1/3 of the state when compared to grade-level peers in this category.</p>
2	<p><i>Building-level data related to the districtwide goal to be included here.</i></p>
2.1.3.	<p>Actions to be taken at the District Level</p>
	<p><i>What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by these initial noticings?</i></p> <p>Action Steps for ELA (grades 4-5) with TDA: Continue the work started with Dr. Lynn Dorfman. Provide more practice samples and specific time for practice in the curriculum. Assure designated writing time so District develops strong writers. Establish scoring alignment for benchmark text-dependent analysis essays.</p> <p>Actions Steps for ELA (grades 1-3): Allot dedicated time for writing. Improve scoring alignment by including opportunities for improved inter-rater reliability. Revise and strengthen curriculum, including implementing updated domain-specific writing.</p> <p>Action Steps for Math (grades 3-5)</p> <ul style="list-style-type: none"> ▪ Implement Investigations 3 and the new Pearson Realize technology platform in 2018-19. ▪ Utilize assign focus (new feature) in DreamBox to provide additional instruction as well as review of this standard. ▪ Reorganize the sequencing of topics to allow for earlier and greater emphasis as well as a spiral review of these identified standards. ▪ Provide additional formative checks throughout the units to inform instruction and guided math groups. ▪ Provide additional high-quality tasks and prompts to support small group instruction or whole group collaborative investigations. ▪ Offer additional professional development opportunities to teachers in these identified areas, including working with consultant Dr. Lisa Lee.

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement					
By June of 2019, 90% of our students will correctly identify all uppercase and lowercase letters.					
By June of 2019, 90% of our students will move two or more reading levels.					
3.1.2. Data					
<ul style="list-style-type: none"> Beginning of the year assessments that document the letters and sounds the students know upon entering kindergarten. 					
3.1.3. Suspected Cause/s					
<ul style="list-style-type: none"> Developmental Responsiveness Prior experience – Pre-K programs, preschool programs, print-rich environment at home Exposure to literacy and print before entering school Social-emotional skills (stamina and confidence) 					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Incorporate letter/sound instruction daily in instruction using Journey's program.	By June of 2019, 90% of our students will correctly identify all uppercase and lowercase letters. By June of 2019, 90% of our students will move two or more reading levels.	Erin Carrington/Jen Wiley – LS Students Kindergarten teachers: S. Spiegelman, L. Gorodesky, J. Wiley will work with all students. – Peggy Gardner will work with students that know 40 letters or less. Jen Pinson will work with Reading Support and WIN studentsd	September 2018-May 2019	
2	Letter Drill Key sound cards. Work with team members to trace, name, sort uppercase and lowercase letters.			P. Gardner will meet with students weekly until letter mastery	
3	Guided Reading Groups will meet throughout the week for high frequency word practice, phonics skills, reading strategies, and comprehension.			Weekly during the Literacy Block.	

3.1.1. Problem Statement					
By June of 2019, 90% of our first graders will reach the phonetic stage on the EOY standardized NSGRA Developmental Word Knowledge assessment, and improve by 5 more words spelled correctly.					
3.1.2. Data					
Look at which stage of spelling our first graders ended last year on their Developmental Word Knowledge assessment (early, phonetic, transitional, fluid)					
3.1.3. Suspected Cause/s					

New Students (65 new first graders and counting) Developmental Responsiveness, Prior experience – half day kindergarten, full day, Curriculum exposed to in kindergarten (reading and writing program)

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Guided Reading Work – initial consonants, final consonants, short vowels, consonant blends, consonant digraphs, long vowels, complex vowels, inflectional endings, mutli-syllable words	By June of 2019, 90% of our first graders will reach the phonetic stage on the EOY standardized NSGRA Developmental Spelling Assessment, and improve by 5 more words spelled correctly.	Erin Carrington will work with Learning Support Students. First Grade teachers - will work with all students. Jen Pinson will work with Reading Support and WIN students	Literacy block (guided reading and centers) 5x/wk for 60 minutes	
2	Homework Leveled Word Work Menu	II	Natalie and Mindy will support WIN	Sept 2017 through May 2018	
3	Centers – Word Work, Work on Writing, Read to Self, Listening to Reading	II		Homework Leveled Word Work Menu – Weekly	
4	WIN – leveled groups based on child’s DSA stage	II		WIN (3x a week for 30 mins)	

3.1.1. Problem Statement					
By June 2019, 80% of the students will be proficient on the Ganske Developmental Spelling Assessment					
3.1.2. Data					
Look at which stage of spelling our second graders ended last year on their Developmental Spelling Assessment, as well as data from BOY Developmental Spelling Assessment.					
3.1.3. Suspected Cause/s					
Developmental Responsiveness, Prior experience and exposure, Curriculum exposed to in first grade (reading and writing program), Ability to have small group instruction each day to meet the needs of each specific child in an environment of 20 students, Social-emotional skills (stamina and confidence)					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Guided Reading Work – initial consonants, final consonants, short vowels, consonant blends, consonant digraphs, long vowels, complex vowels, inflectional endings, mutli-syllable words	By June of 2019, 90% of our first graders will reach the phonetic stage on the EOY standardized NSGRA Developmental Spelling Assessment, and improve by 5 more words spelled correctly.	Learning Support Teacher will work with Learning Support Students. Second Grade teachers: Kate Shearer, Martha Samulewicz-Dorley, Dave Fiebert/Nikki McCarron, Jen Evans will work with all students. Jen Pinson will work with Reading Support and WIN students	Literacy block (guided reading and centers) 5x/wk for 60 minutes	
2	Homework Leveled Word Work Menu	II		Sept 2017 through May 2018	
3	Centers – Word Work, Work on Writing, Read to Self, Listening to Reading	II		Homework Leveled Word Work Menu – Weekly	
4	WIN – leveled groups based on child's DSA stage	II		WIN (3x a week for 30 mins)	

3.1.1. Problem Statement
By June 2019, the percent of students scoring at the Proficient or Advanced level on the 2019 PSSA will increase from 85 % to 90 %. Improve performance in measurement and data, specifically geometry (area and perimeter) in math.
3.1.2. Data
2018 PSSA results and benchmarks from second grade
3.1.3. Suspected Cause/s

Curriculum alignment and systemic foundational skills in geometry, etc.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Target mini lessons during math time.	Weekly Focus and Spiral Lesson Planning	All 3 rd grade team members	Weekly September - June	
2	Review benchmark #1 data to determine specific areas of need.	Define areas of Strength and Need to determine effectiveness	All 3 rd grade team members	Weekly September - June	
3	Guided math groups will be formed based on these identified areas of need.	Identified Focus	All 3 rd grade team members	Weekly September - June	
4	Teacher-made assessments that align to the benchmarks.	Formative Assessment Design	All 3 rd grade team members	Weekly September - June	
5	Pre and post assessments given at the beginning and the end of each unit.	Differentiated Guided Math	All 3 rd grade team members	Weekly September - June	

3.1.1. Problem Statement					
By June 2019, the percent of students scoring at the proficient or advanced level on the benchmark TDA will increase from <u>70</u> % to <u>80</u> %.					
3.1.2. Data					
2018 PSSA , Benchmark Data (TDA), Anecdotal notes from guided reading					
3.1.3. Suspected Cause/s					
Student foundations and exposure to this type of writing.					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Differentiated groups based on data analysis and Target strategies	Targeted instruction	All 4 th grade team members	Weekly	
2	Review the scope and sequence for ELA pacing guide to review frequency of theme being taught	Increased Teacher Knowledge and Effectiveness	All 4 th grade team members	October	
3	Continue collaborative efforts with TDA experts	Increased Teacher Knowledge and Effectiveness	All 4 th grade team members	PLC Meetings	
4	Identify additional resources for theme	Students will use the writing process to improve their TDAs	All 4 th grade team members	Ongoing	
5	Implement additional resources for theme and TDAs	Improved writing skills	All 4 th grade team members	Monthly	
6	Monitor the progress of student writing through analyzing benchmark assessments and student responses to teacher created TDA prtoms	Student scores on TDAs will steadily improve	All 4 th grade team members	Fall, Winter, Spring Benchmarks	

3.1.1. Problem Statement					
By June 2019, the percent of students scoring at the Proficient or Advanced level on the TDA portion of the PSSA will increase from 30 students out of 106 total students (29%) to 34 students out of 86 total students (40%).					
3.1.2. Data					

Benchmark Data (TDA)
Anecdotal notes from guided reading

3.1.3. Suspected Cause/s

Teaching students to express their ability to analyze and evaluate information in both narrative and informational texts in writing. Some potential causes are lack of in-depth analysis when explaining examples, lack of citing textual evidence, understanding the PA rubric for TDAs, and confusion around the prompts.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Teachers will work collaboratively to align instruction and create meaningful lessons to scaffold TDA instruction focusing specifically on creating a shared outline for work on TDAs and developing rich content (in depth synthesis and analysis)	Understand the specific aspects of the TDA and systemically implement with integrity	All 5 th grade team members	Ongoing	
2	Continue collaborative efforts with TDA experts	Increased Teacher Knowledge and Effectiveness	All 5 th grade team members	PLC Meetings	
3	Implement/collaborate on implementation of additional resources for theme and TDAs	Improved writing skills	All 5 th grade team members	Monthly at PLC Meetings	
4	Analyze benchmark data to inform instruction for upcoming trimester.	Targeted instruction specific for student needs	All 5 th grade team members	PLC Meetings	

3.1.1. Problem Statement

With the ongoing need to provide a school culture/environment focused on the social/emotional child the integration of Second Step/Responsive Classroom/Mindfulness has lacked efficiency due to time and lack of integration of these programs

3.1.2. Data

Discipline and social/emotional school data

3.1.3. Suspected Cause/s

Anxiety has a tremendous impact on student health and academics. We have approximately 100 new students that enter our school each year and these programs have been disjointed causing a lack of consistency and cultural developed integrity in our school.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Building-wide initiative creating a core Second Step focus embedded in Mindfulness/Habits of Mind through Responsive Classroom	Culture embedded in Core Social and Emotional Concepts	All staff	Ongoing	
2	Identify Core Second Step Concepts to be taught and integrate these directly with Mind Yeti program.	Create a more manageable and specific focus of Second Step Concepts and cross program integration	Counselors, Administrators, Select Teachers	Before October 1	
3	Develop and support School-wide expected lessons	Program Delivery effectiveness and integrity	All Teaching Staff and Administrators	Systematically throughout the year	
4	Develop Baseline and Ongoing Data Collection System	Collect specific data on program effectiveness and student needs	Mindfulness Team	Ongoing	

3.1.1. Problem Statement

With the ongoing need for our student’s analytical development of Math concepts, there is a necessity to ensure the development on key math concept skills consistently and effectively across all levels of our program.

3.1.2. Data

Student ongoing lack of proficiency in areas around multi-step problem solving. Large decrease in student math proficiency in grades 6-8.

3.1.3. Suspected Cause/s

Ongoing tactile/rote instruction around core math concepts has developed a math foundation built around memorization and segmentation. As a result, there is a need to view these skills as a connected language which begins with a more focused understanding of Number Sense and Tier I Core Instruction.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
1	Building-wide focus around the assessment and development of Number Sense in students.	Developing core Number Sense skills will create a mathematical foundation embedded in math comprehension	All staff	Ongoing	
2	Building-Wide focus around Guided Math and Tier I Core Instruction.	The focus on the efficiency and differentiation of student core instruction will shift the focus from Math M.A.S.H. support to preventive practice.	All Staff	Ongoing	