Building Learning Plans 2018-2019

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).

Gladwyne Professional Learning Communities (PLCs) analyzed various data to inform the creation of our plans. Our teams reviewed local data as well as standardized assessment results in order to form the learning plans. A learning plan was created for each grade level based on specific data collected for that group of students. In Kindergarten students begin their school age experience with varying knowledge and background. The goal of all students entering first grade is to leave Kindergarten on at least a Level C reading level. Similarly, the expectation for students at the end of first grade is to reach proficiency utilizing flexible guided reading groups and progress monitor for effectiveness. The second grade team reviewed data for their students from first grade and discovered that overall students struggled with writing mathematical equations. As a team they decided to focus on math skills and will work towards students being proficient on their end-of-year math benchmark. Our third grade team noticed that in years past, many students who had difficulty spelling words/encoding also had difficulty decoding words, reading fluently and thus comprehending grade level text. Therefore, they decided to focus on word study with the goal of increasing student's reading. In grades 4 and 5 it has been a continued need to work on developing skills pertaining to Text-Dependent Analysis. 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 Gladwyne Elementary School:

<u>Kindergarten Goal:</u>
By June 2019, 90% of the Kindergarten students will read at Level C or above on *The Next Step in Guided Reading Assessment.*

<u>Grade 1 Goal:</u>

By June 2019, 85% of First Grade students will score at the Proficient or Advanced level on the *The Next Step in Guided Reading Assessment*.

<u>Grade 2 Goal:</u>

By June 2019, 85% of Second Grade students will score at the Proficient or Advanced level on the EOY Math Benchmark.

<u>Grade 3 Goal:</u>

By June 2019, 100% of Third Grade students will demonstrate a year's growth in reading from their September 2018 start point.

<u>Grade 4 Goal:</u>

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.

<u>Grade 5 Goal:</u>

By June 2019, the percent of Fifth Grade students scoring at the Proficient or Advanced level on the Text Dependent Analysis will increase from 36% to 65%.

Gladwyne 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
	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. *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. *Initial noticings in the area of ELA (grades 1-3) include....* Foundational writing skills to support future analysis of complex text. *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. *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. **Why is this a priority?** **ELA (grades 4-5):** Text-Dependent Analysis (TDA) requires students to write well and to be able to analyze text. **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. **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. 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.
2.1.2.	Baseline Data on Area of Focus

1	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.
	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.
	Math (grades 3 and 5) - Geometry Approximately 1 out of every 4 students score in the bottom ⅓ 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 ⅓ of the state, while on grade 5 PSSA, only 40% of our students scored in the top ⅓ of the state.
	Math (grades 4 and 5) – Fractions On the grade 4 PSSA, 40% of our students scored in the top ⅓ of the state while 25% of our students scored in the bottom ⅓ of the state. On the grade 5 PSSA, 49% of our students scored in the top ⅓ of the state while 21% scored in the bottom ⅓ of the state when compared to grade-level peers in this category.
2	*Building-level data related to the districtwide goal to be included here.*
2.1.3.	**Actions to be taken at the District Level**
	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? *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. *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. *Action Steps for Math (grades 3-5)* ▪ 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 2019, 90% of the Kindergarten students will read at Level C or above on *The Next Step in Guided Reading Assessment.*

3.1.2. Data
Some of our students come into Kindergarten identifying less than 40 upper and lower-case letters. They also are working on mastering sound/symbol correspondence. Spring screening and September letter identification (both upper and lower-case letters) and sound assessments, which are given 1:1.

3.1.3. Suspected Cause/s
Some children attend more academic preschools, others are more social and some do not attend preschool at all. No matter what the cause is, all children start somewhere and our goal is to identify the students that are in need of more intense 1:1 instruction in order for this goal to be met. Another possible cause may be the child's age entering school. If many in our target group are on the younger side, it might be nice to place these kids in our AM class so they are in place for EDK if need be.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Identified students will systematically trace all upper and lower-case letters according to the HWT model.	Each month the identified students that are working on letters and sounds will be assessed on these skills and data will be recorded on *Sharepoint.*	Classroom teacher, reading specialist and support personnel (IST, EDK teacher).	September 2018-June 2019	
2	Identified students will make the letter sounds for each lower-case letter symbol on a regular basis.			September 2018-June 2018	
3	Identified students will read and spell sight words from our Journey's Kindergarten program.	Reading levels for the whole student goal will be taken mid-year and again at the end of the year, unless they know 40 or more letter names. If this is the case, they will also have a September reading level taken.		January 2019-June 2019	
4	All students will work in guided reading groups this year to advance their guided reading level.			October 2018-June 2019	

3.1.1. Problem Statement

By June 2019, the percent of First Grade students scoring at the Proficient or Advanced level on the *The Next Step in Guided Reading Assessment* will increase from 0% to 85%.

3.1.2. Data

All First Grade students will progress towards grade level reading proficiency. Guided Reading Assessments, Progress Monitoring; Informal Running Record; DSA

3.1.3. Suspected Cause/s

New Students; Learning Differences, Age, ELD; Home Support

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Flexible Grouping based on recent assessments.	Monthly PLC Data Meetings Fall, Winter, and Spring Assessments Formative Assessments Informal Running Records	First Grade Team Reading Specialist	Monthly	
2	District Assessments	Fall Assessments Winter Assessments Spring Assessments		Each trimester	
3	WIN Time/Progress Monitoring	Formative Assessments Informal Running Records Teacher Observations		Weekly	
4	PLC Meetings	Review and Action Plan Collaboration		Monthly	

3.1.1. Problem Statement
By June 2019, 85% of Second Grade students will score Proficient or Advanced level on the EOY Math Benchmark.

3.1.2. Data
Based on First Grade end of the year math benchmark data, students show a need to develop the skill of writing an equation that represents and solves a story problem. They will then be able to solve the equation correctly. Students will represent a word problem using an equation to solve it accuratetly.

3.1.3. Suspected Cause/s
Data provided from the first grade end of the year math benchmark showed that 34% of students did not write an equation and solve a story problem correctly. These students scored 0 out of 3 points.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Teach children key words in a word problem that indicate the operation needed to solve the problem.	Bi-Weekly word problem to check for understanding	All 2nd grade team members	Bi-weekly	
2	Explicitly teach students the steps on how to solve a story problem by writing an equation, showing a strategy and writing the solution	Heterogeneous grouping, MATH Workshop	All 2nd grade team members	Weekly	
3	Teach students multiple strategies used at the second grade level to solve story problems. (number line, 100s chart, break apart)	Heterogeneous grouping, MATH Workshop Bi-Weekly word problem to check for understanding	All 2nd grade team members	Weekly	
4	Adminster four story problems from teacher made assessment three times a year (beginning, middle and end)	Formative assessment	All 2nd grade team members	Beginning, Middle and End of the year	
5	Administer weekly story problem assessment to determine student understanding	Bi- Weekly word problem to check for understanding	All 2nd grade team members	Bi-Weekly	
6	Meet with team at data/PLC meeting to go over best practices	Team collaboration	All 2nd grade team members	Bi-Weekly	
7	Collaborate and discuss progress and additional strategies or activities that will help students work towards our goal	Team collaboration	All 2nd grade team members	Bi-Weekly	
8	Analyze data to determine whole group, small group, and individual instruction/needs during MATH Workshop	Benchmarks Bi-Weekly story problems Class observations	All 2nd grade team members	Daily	

3.1.1. Problem Statement
By June 2019, 100% of Third Grade students will demonstrate a year's growth in reading from their September 2018 start point.

3.1.2. Data
We reviewed the DSA levels from second grade and the DSA assessment scores from the beginning of this third grade year. We are hoping to improve encoding/spelling that will lead to improved decoding, fluency and comprehension.

3.1.3. Suspected Cause/s
In years past, we observed many students who had difficulty spelling words/encoding also had difficulty decoding words, reading fluently and thus comprehending grade level text.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	DSA Assessment to identify instructional level	Weekly Word Study List Assessment	All 3rd grade team members	By End of September	
2	Differentiated weekly Word Study List and activities for each child/group	At end of every Trimester - Administer DSA Stage Assessment (at each student's instructional stage.)	All 3rd grade team members	Weekly September - June	
3	Differentiated weekly Word Study List Assessment	At end of every Trimester - Administer DSA Stage Assessment (at each student's instructional stage.)	All 3rd grade team members	Weekly September - June	

	3.1.1. Problem Statement

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

	3.1.2. Data

The TDA score is generally weaker than the other scores on the ELA PSSA.

Fourth grade PSSA data from Spring 2018 (current 5th graders) on E.1, Anchor 5.1 (Text Dependent Analysis). The average score was 8.71. The breakdown of scores is as follows: Advanced – 0 students;   Proficient – 40 students;   Basic – 43 students;   Below Basic – 19 students

	3.1.3. Suspected Cause/s

Some potential causes - truancy, pull-outs not during WIN (band, orchestra, Challenge), lack of a designated timeframe for TDA Unit (this has already been corrected for this year), students rushing through the test, and new students to GL.

	3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Differentiated groups based on data analysis	Targeted instruction for students will lead to more rapid progress	All 4th grade team members	Monthly	
2	Use Journeys Unit target strategies	Students will develop specific strategies to use while writing TDAs	All 4th grade team members	Weekly	
3	Teach students how to understand the PA TDA Scoring Rubric	Students will better understand the expectations and how they will be scored	All 4th grade team members	PLC Meetings - Oct/Nov	
4	Teachers develop graphic organizers that can be used for essay planning	Students will use the writing process to improve their TDAs	All 4th grade team members	November in the PLC Meeting	
5	Nov 1 – Dec 21 – TDA Unit/Construction Response Unit. Mar 4 – Mar 22 – TDA Unit/Construction	Improved writing skills	All 4th grade team members	Weekly	
6	Monitor the progress of student writing through analyzing benchmark assessments and student responses to teacher created TDA prtomps	Student scores on TDAs will steadily improve	All 4th grade team members	Fall, Winter, Spring Benchmarks	

7	Reflection on new strategies implemented this year and student progress based on those strategies	Instruction in TDAs will continue to improve	All 4th grade team members	June	

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Create and administer a baseline TDA essay then meet as a team to analyze baseline data. This data will be used to determine areas of strength and weakness for this cohort of students. Undergo process for normalizing grading to match the rubric.	Understand the specific aspects of the TDA that our students need support in this year.	All 5th grade team members	Baseline given in the week of October

PLC to discuss baseline data 10/18/18 | |
2	Create an organizational system for students to track their own TDA progress.	Student ownership over their progress as they develop their writing and analyzing skills.	All 5th grade team members	Bi-monthly at PLC Meetings	
3	Teach District TDA Lesson Plans	Improved performance on text-dependent analysis questions	All 5th grade team members	Nov/Dec Beginning of March	
4	Analyze past teaching methods and materials for relevance and	Increasing the effectiveness of teaching TDAs	All 5th grade team members	Monthly at PLC Meetings	

	improvement in lessons for students this year.				
5	Analyze benchmark data to inform instruction for upcoming trimester.	Targeted instruction specific for student needs	All 5th grade team members	At PLC immediately following the release of the benchmark TDA data.	

3.1.1. Problem Statement

By June of 2019, we will decrease the number of serious discipline referrals and decrease the number of student injuries caused by behavioral infractions.

3.1.2. Data

The number of discipline referrals and the number of referrals to the nurse for injuries caused by inappropriate behavior.

3.1.3. Suspected Cause/s

Students not having a solid understanding of behavioral expectations throughout the school building. A school-wide need to implement Restorative Practices.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
1	Building-wide 5-hour Professional Development Collaboration on Restorative Practices through a book study of *Better Than Carrots and Sticks*	Staff will learn and collaborate on best practices to move from a traditional approach to a restorative approach to discipline	All staff	July - February	
2	Recess expectations lessons	Students will have fewer behavioral infractions and injuries during recess	Counselors, Administrators, Cafeteria/Recess Aides, Recess Captains	First three days of school and as needed	
3	School-wide expectation lessons taught during morning meeting and posters displayed throughout the school	Students will understand expected behavior in all areas of the school	All Teaching Staff and Administrators	Systematically throughout the year	
4	Reinforce positive behavior while building community (Stickers, tickets, bricks)	Increased numbers of students consistently displaying expected behavior	All Staff	Beginning in mid-September and continuing throughout the year	

5	Implement grade-level Pack Pride Meetings to celebrate success in following *The Gladwyne Way*	Expected behaviors will be acknowledged and reinforced	All Staff	Monthly beginning in October	
6	Pack Pride Banner – awarded to one class each month, per grade level for demonstrating *The Gladwyne Way* in a targeted area of the school.	Target area expected behaviors will be acknowledged and reinforced	All Staff	November - June	