



PENN VALLEY ELEMENTARY SCHOOL

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Building Learning Plan 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 measureable objectives. This report will focus on the third part of the learning plan – ‘team based actionable goals and measureable 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).

Penn Valley Professional Learning Teams, along with the building Data Team, 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. The kindergarten team is focusing on two goals pertaining to Letter Identification and Letter Sounds. Trends in the primary grades (1-3) indicate a continued need on strengthening writing skills through a lens of focus, content, organization, conventions, and style. A recurring theme, as found across LMSD, in grade 4 has been a continued need on developing skills pertaining to Text-Dependent Analysis. The fifth grade team is focusing on solving multi-step word problems including multiplication and division of fractions. The ability to understand fractions is critical. Fractions are a key component of many other complex mathematical topics including: ratios; rates; percents; proportions; proportionality; linearity, and slope. All of these building goals are aligned to the trends seen in the district.

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Below are the learning plans for each grade level at PVE:

Kindergarten Goals:

Goal Statement 1: By April of 2019, the percentage of students meeting proficiency of uppercase & lowercase letters using the LMSD Literacy Assessment will increase from 62% to 90%.

Goal Statement 2: By June of 2019, the percentage of students meeting proficiency of letter sounds using the LMSD Literacy Assessment will increase from 18 % to 85%.

Goal Statement 3: By June of 2019, the percentage of students meeting proficiency of guided reading level C using the LMSD Literacy Assessment will increase from 6% to 80%.

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Grade: Kindergarten

School: Penn Valley Elementary

3.1.1. Problem Statement

Goal Statement 1: By April of 2019, the percentage of students meeting proficiency of uppercase & lowercase letters using the LMSD Literacy Assessment will increase from 62% to 90%.

Goal Statement 2: By June of 2019, the percentage of students meeting proficiency of letter sounds using the LMSD Literacy Assessment will increase from 18 % to 85%.

Goal Statement 3: By June of 2019, the percentage of students meeting proficiency of guided reading level C using the LMSD Literacy Assessment will increase from 6% to 80%.

3.1.2. Data

- Pre-A assessment
- Ganske Assessment
- Daily observation
- Guided reading notes
- Verbal responses from students
- Alphabet Tracker – Next Steps in Guided Reading

Targets:

Uppercase Letters & Lowercase:

- Proficient: 44-48
- Advanced: 49-52

Letter sounds:

- Proficient: 23-27
- Advanced: 28-30

Guide Reading Level:

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- Proficient: Level C
- Advanced: Level D+

B.O.Y

Koch:

Letter ID:

- Advanced: AM: 12 PM: 3
- Proficient: AM: 4 PM: 3
- Total advanced or proficient: $22/39 = 56\%$

Sounds:

- Advanced: AM: 1 PM: 2
- Proficient: AM: 3 PM: 1
- Total advanced or proficient: $7/39 = 18\%$

Guided Reading Level:

- Advanced: AM: 0 PM: 0
- Proficient: AM: 0 PM: 0
- Total advanced or proficient: $0 = 0\%$

E.O.Y

Koch:

Letter ID:

- Advanced: AM: PM:
- Proficient: AM: PM:
- Total advanced or proficient:

Sounds:

- Advanced: AM: PM:
- Proficient: AM: PM:
- Total advanced or proficient:

Guided Reading Level:

- Advanced: AM: PM:
- Proficient: AM: PM:

- Total advanced or proficient:

B.O.Y.

Hoffmayer:

Letter ID:

- Advanced: AM: 4 PM: 15
- Proficient: AM: 6 PM: 1
- Total advanced or proficient: 26/38 = 68%

Sounds:

- Advanced AM: 0 PM: 0
- Proficient AM: 1 PM: 6
- Total advanced or proficient: 7/38= 17%

Guided Reading Level:

- Advanced AM: 0 PM: 0
- Proficient AM: 0 PM: 5
- Total advanced or proficient: 5/38= 13%

E.O.Y

Hoffmayer:

Letter ID:

- Advanced: AM: PM:
- Proficient: AM: PM:
- Total advanced or proficient:

Sounds:

- Advanced AM: PM:
- Proficient AM: PM:
- Total advanced or proficient:

Guided Reading Level:

- Advanced AM: PM:
- Proficient AM: PM:
- Total advanced or proficient:

Goal 1: Percent of students proficient or advanced by EOY =

Goal 2: Percent of students proficient or advanced by EOY=

Goal 3: Percent of students proficient or advanced by EOY=

3.1.3. Suspected Cause/s

- Previous exposure to letters and sounds have a solid understanding
- Students who have limited exposure to letters/sounds take longer to develop the knowledge.
- Background knowledge
- Amount of time reading at home
- Know letters and sounds in isolation, but difficulty decoding and encoding words.
- Fluency
- Comprehension skills/critical thinking

3.1.4. Action Plan

	Action Steps	Person/s Responsible	Timeline	Expected Outcomes	Results <i>To be completed at end of implementation.</i>
1	Daily phonics instruction	Danielle Koch Tara Hoffamyer Kim Dolan Emily Wesley	5x/week Sept 2017 through May 2018	Increased letter knowledge, sound knowledge and phonics skills to prepare for guided reading.	

2	Jan Richardson's guided reading plans/Groups		3x/week Sept 2017 through May 2018 Assessed each trimester.	Students get target instruction at their level to get skills to move to next level.	
3	Literacy Centers		3x/week Sept 2017 through May 2018	Students practice skills taught during whole group to reinforce skills.	
4	Push-in from reading specialist		2x/week Sept 2017 through May 2018	Students struggling get extra targeted support.	
5	Kinesthetic letter and sound activities for students who need extra support (Ex. Sand writing, motions to accompany letter sounds, write the letter tracing books)		3-5x/week Sept 2017 through May 2018	Meet the sensory and fine motor needs of all students – help with motor memory.	
6	FUNdation letter sound practice for students not progressing		2x/week Sept 2017 through May 2018	Additional, letter-sound practice to help cement phonics skills.	
7	Increased frequency of guided reading instruction for students who need additional support		3x/week Sept 2017 through May 2018	Students struggling get extra targeted support.	
8	Re-reading familiar text to increase fluency & practice comprehension skills		3x/week Sept 2017	Increase students fluency and comprehension.	

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			through May 2018		
9	Write by sounding out the words and using phonetic skills they have acquired.		2x/week Sept 2017 through May 2018	Increase student application of phonics skills learning in guided reading and whole group instruction.	

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Building Learning Plans 2018-2019

SUBJECT AREA/GRADE: Writing/1st Grade

SCHOOL: PENN VALLEY ELEMENTARY SCHOOL

SMART GOAL STATEMENT: *By June 2019, the percent of students scoring at the Proficient or Advanced level on the end of year narrative writing assessment (conventions) score will increase from 77% to 90%.*

What problem are you hoping to solve? We are aiming to increase the proper use of transfer words through the Ganske Word Study Program in student writing.

What data provided insight into the problem? We used the 2017-18 end of year narrative writing assessment (conventions) score.

What is (are) the most likely cause(s)? Students learn the word features in isolation and have limited opportunities to practice within context and a guided instruction setting.

ACTION STEPS (3-4)	RESPONSIBLE STAFF MEMBER(S)	TIMELINE	PROGRESS MEASURE	STATUS
-Administer Ganske DSA.	-1 st grade team members	Assessment period in September, 2018. Implementation and monitoring,	-DSA Assessment- given three times a year (September, January and May)	-Administered and scored Ganske DSA. B.O.Y. DSA Results: 73% Letter Naming 27% Within Word

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	-	October-June, 2018.		>1% Syllable Juncture
-Group students after analyzing Ganske DSA data. Students will be grouped according to their orthographic stage of knowledge. Estimated date of completion, early October 2018	-Kim Dolan	October 2018	-Results of the Ganske DSA	-In the process of grouping students for their Word Study groups
-Designate an additional WIN period per week to focus on writing transfer words in context. This will begin when WIN starts, after administering the DSA, grouping students, and giving the benchmark dictated sentence. Estimated date of implementation, October 2018.	1 st grade team members & Kim Dolan	-Weekly from October-June 2018	Weekly journal entries. Done within WIN groups. Administered weekly. -Daily teacher observations Teacher created dictated sentence benchmark. Given three times a year	

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			(September, January, and May)	
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Standards:

CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

CC.1.4.1.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

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SUBJECT AREA/GRADE: Writing Grade 2

SCHOOL: PENN VALLEY ELEMENTARY SCHOOL

SMART GOAL STATEMENT: *By June 2019, the percent of students scoring at the Proficient or Advanced level on the District Writing Benchmark Conventions Domain Assessment will increase from 71% to 85% **proficient or advanced***

***Conventions-**evident control of mechanics, grammar, sentence formation, some internal punctuation; and correct spelling of most high frequency words.

What problem are you hoping to solve? We would like students to be able to use conventions correctly in order to communicate clearly through their writing. Students are not able to read their own or peers' writing. It causes a disconnect with comprehension and expressing their thoughts fluidly.

What data provided insight into the problem? EOY Spring 2018- Basic and Below Basic 29% and 71% proficient/advanced

analyze EOY grade 1 writing benchmark

analyze BOY grade 2 DWA : LN 5%

WW 69%

SJ 22%

DC 4%

What is (are) the most likely cause(s)? Lack of grammar instruction in Being a Writer, need to apply learned phonics skilled to fluidly express ideas.

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Standards Addressed:

PA.1.5.3.F. Quality of Writing: Edit writing using the conventions of language.

1.5.3.F.1. Spell common, frequently used words correctly.

1.5.3.F.2. Use capital letters correctly (first word in sentences, proper nouns, pronoun 'I').

1.5.3.F.3. Punctuate correctly (periods, exclamation points, question marks, commas in a series).

1.5.3.F.4. Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.

1.5.3.F.5. Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative

ACTION STEPS (3-4)	RESPONSIBLE STAFF MEMBER(S)	TIMELINE	PROGRESS MEASURE	STATUS
<p>differentiated groups based on data analysis and targeted instruction for specific skills 5X/week during WIN</p> <p>Using <u>Being a Writer</u> student skill practice books, daily sentence and paragraph edits, and word study activities, students will integrate these skills into their everyday writing.</p>	<p>Grade 2 team Learning Support</p>	<p>Oct. 29-31</p>	<p>BOY grade 2 writing benchmark</p> <p>Weekly Friday friendly letter and rubric (teacher created)</p> <p>Weekly word study assessment</p>	

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<p>differentiated groups based on data analysis and targeted instruction for specific skills 5X/week during WIN</p> <p>Using <u>Being a Writer</u> student skill practice books, daily sentence and paragraph edits, and word study activities, students will integrate these skills into their everyday writing.</p>	<p>Grade 2 team Learning Support</p>	<p>Feb. 11-14</p>	<p>MOY grade 2 writing benchmark</p> <p>Weekly Friday friendly letter and rubric (teacher created)</p> <p>Weekly word study assessment</p>	
<p>differentiated groups based on data analysis and targeted instruction for specific skills 5X/week during WIN</p> <p>Using <u>Being a Writer</u> student skill practice books, daily sentence and paragraph edits, and word study activities, students will integrate these skills into their everyday writing.</p>	<p>Grade 2 team Learning Support</p>	<p>April 29- May 3</p>	<p>EOY grade 2 writing Benchmark</p> <p>Weekly Friday friendly letter and rubric (teacher created)</p> <p>Weekly word study assessment</p>	

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Building Learning Plans 2018-2019

SUBJECT AREA/GRADE: Writing/3rd

SCHOOL: PENN VALLEY ELEMENTARY SCHOOL

SMART GOAL STATEMENT: *By June 2019, the percent of students scoring at the Proficient (3) or Advanced (4) level on the Lower Merion Writing Benchmark will increase from **TBD**% to 80%.*

What problem are you hoping to solve? Writing conventions have been an area of weakness among third graders. These conventions are essential in becoming a proficient writer.

What data provided insight into the problem?

We analyzed PSSA data and found conventions (grammar) to be an area of need. On our writing benchmarks, we find that students struggle with applying their knowledge of grammar, mechanics, and word study.

What is (are) the most likely cause(s)?

In order to help students become confident and proficient writers, we focus on many other domains. There needs to be more time for direct instruction on conventions.

ACTION STEPS (3-4)	RESPONSIBLE STAFF MEMBER(S)	TIMELINE	PROGRESS MEASURE	STATUS
Give students Fall Writing benchmark to determine a baseline.	<ul style="list-style-type: none"> • Third grade teachers 	<ul style="list-style-type: none"> • October 2018 	<ul style="list-style-type: none"> • District-assessment 	<ul style="list-style-type: none"> • In progress
Give students Developmental Spelling Analysis (DSA)	<ul style="list-style-type: none"> • Third grade teachers 	<ul style="list-style-type: none"> • September 2018 		<ul style="list-style-type: none"> • In progress
Informal assessments/writing conferences	<ul style="list-style-type: none"> • Third grade teachers 	<ul style="list-style-type: none"> • ongoing 		<ul style="list-style-type: none"> • In progress

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Formative assessments	<ul style="list-style-type: none"> • Third grade teachers 	<ul style="list-style-type: none"> • ongoing 		<ul style="list-style-type: none"> • In progress
Weekly Grammar Focus <ul style="list-style-type: none"> • Subject-verb agreement • Past and present tense verbs • Past and present tense nouns • Adjectives • Adverbs • Common and Proper Nouns • Types of Sentences • Subject and Predicate 	<ul style="list-style-type: none"> • Third grade teachers 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • Mentor sentences • Journeys curriculum 	<ul style="list-style-type: none"> • In progress
Weekly Spelling Focus <ul style="list-style-type: none"> • Word study groups 				
Weekly Punctuation Focus <ul style="list-style-type: none"> • capitalization • ending punctuation • quotation marks • commas 				

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SUBJECT AREA/GRADE: ELA/ 4th grade

SCHOOL: PENN VALLEY ELEMENTARY SCHOOL

STANDARD AND ELIGIBLE CONTENT:

- CC.1.4.4.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
 - E04.E.1.1.1- Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.
 - E04.E.1.1.2- Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - E04.E.1.1.3- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - E04.E.1.1.4- Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and event
 - E04.E.1.1.5- Provide a concluding statement or section related to the analysis presented.

SMART GOAL STATEMENT: *By June 2019, the percent of students scoring at the Proficient or Advanced level on the PSSA TDA will increase from 39% to 70%.*

What problem are you hoping to solve? TDA’s have historically been challenging for our fourth grade students. This portion of the PSSA accounts for 25% of the overall score for students in fourth grade. Data from the past three years reflects a need for increased focus, especially since TDA scores account for 25 % of the students’ overall score.

What data provided insight into the problem?

School Year	Basic and Below Basic on TDA
16-17	76%

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17-18	61%
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What is (are) the most likely cause(s)?

Fourth grade is the first year students are exposed to the skill and assessed on TDA compositions. Students often enter fourth grade still in need of basic skills for organization and construction of paragraphs. TDA's require students to demonstrate both comprehension of text and a sophisticated expression of their claims about a text. Analysis is a challenging skill for students at this age because it requires them to go beyond citing evidence to giving an in-depth explanation of why their evidence supports their claim.

ACTION STEPS (3-4)	RESPONSIBLE STAFF MEMBER(S)	TIMELINE	PROGRESS MEASURE	STATUS
<p>Using anchor papers, we will dissect mentor TDAs and use color coding to highlight the different elements of an effective TDA.</p> <ul style="list-style-type: none"> ○ underline - answer to question ○ yellow - evidence ○ 2nd color - analysis 	<ul style="list-style-type: none"> ● Ashley Wire ● Andy Davis ● Kajsa Thompson ● Stephanie Mullen ● Lacey Morgan 	4 times between Nov-April	Benchmark 3 TDA January, 2019; BM #5 Spring 2019	
<p>Graphic Organizers will be used to help students plan their TDAs to ensure all parts are being included.</p>	<ul style="list-style-type: none"> ● Ashley Wire ● Andy Davis ● Kajsa Thompson ● Stephanie Mullen ● Lacey Morgan 	4 times between Nov-April	Benchmark 3 TDA January, 2019; BM #5 Spring 2019	
<p>Scaffolding with 1 paragraph responses in preparation for multi-paragraph responses</p>	<ul style="list-style-type: none"> ● Ashley Wire ● Andy Davis ● Kajsa Thompson ● Stephanie Mullen ● Lacey Morgan 	2x Per month in Sept -Oct.	Benchmark 1TDA October, 2019	

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<p>Push in to support small groups of identified and/or non-identified gifted students to instruct on analyzing text for a specific prompt and supporting analysis with text evidence.</p>	<ul style="list-style-type: none"> ● Ashley Wire ● Andy Davis ● Kajsa Thompson ● Stephanie Mullen ● Lacey Morgan ● Joe Mudd 	<p>1 or more 4th grade classrooms per week for one class period</p>	<p>Benchmark 3 TDA January, 2019; BM #5 Spring 2019</p>	
<p>Use benchmark TDA data to identify the needs of students to create instructional groups.</p>	<ul style="list-style-type: none"> ● Ashley Wire ● Andy Davis ● Kajsa Thompson ● Stephanie Mullen ● Lacey Morgan 		<p>Benchmark 1 TDA October, 2018; Benchmark TDA January 2019</p>	

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SUBJECT AREA/GRADE: Math/Fifth Grade

SCHOOL: PENN VALLEY ELEMENTARY SCHOOL

SMART GOAL STATEMENT #1: *By March 2019, the percent of students scoring at the Proficient or Advanced level on the Unit Benchmark will increase from 57% to 75%. (Which Benchmark? Specific portion of the benchmark?)*

SMART GOAL STATEMENT #2: *By June 2019, the percent of students scoring at the Proficient or Advanced level on the PSSA will increase from X% to 90%. Specific portion of the assessment?*

What problem are you hoping to solve? *We have noticed through observation and assessment results that students struggle with determining the operation to use when solving word problems involving multiplication and division of fractions.*

What data provided insight into the problem? *Previous class' PSSA data as well as current class' PSSA data and Benchmark assessments.*

Please provide some of the supporting data for this

What is (are) the most likely cause(s)? *As reading in math has increased so has the need for more instruction and strategies for solving these problems. As well, historically, choosing between multiplication and division of fractions has always been an area of weakness as this requires higher order thinking skills (analysis and creative problem solving).*

Standards being addressed: *5.A-F.2.b Solves problems involving multiplication of fractions and mixed numbers*

5.A-F.2.c Solve problems involving division of unit fractions by whole numbers and whole numbers by unit fractions

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ACTION STEPS (3-4)	RESPONSIBLE STAFF MEMBER(S)	TIMELINE	PROGRESS MEASURE	STATUS
<p>1. Reading and interpreting word problems is our current WIN rotation focus. The students have been sorted according to their specific math standard need. We are hopeful that identifying strategies and key terms for solving problems will carry over into the other standards.</p>	<p>5th grade team members</p>	<p>September 2018-March 2019</p> <p>March 2018-June 2019</p>	<p>Students will take the unit pre-assessment and post-assessment to show growth.</p> <p>Students will take the Math PSSA.</p>	
<p>2. Collaboration amongst team members to explore ways to remediate and enhance instruction of fractions through PLC meetings and co-planning math.</p> <p>3. Continuing to use resources available to us through the district (math specialist, grade level meetings) and new online Pearson Realize program. Use the Assign Focus feature on DreamBox as an additional at-home resource.</p>				

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