

Glenolden Sch

TSI Title 1 School Plan | 2024 - 2025

Profile and Plan Essentials

School		AUN/Branch
Regular School		125235103
Address 1		
MacDade & Knowles		
Address 2		
City	State	Zip Code
Glenolden	PA	19036
Chief School Administrator		Chief School Administrator Email
Mrs Bernadette C Reiley		bernadette.reiley@interborosd.org
Principal Name		
Miesja Cubito		
Principal Email		
miesja.cubito@interborosd.org		
Principal Phone Number		Principal Extension
610-237-6430		5220
School Improvement Facilitator Name		School Improvement Facilitator Email

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Miesja Cubito	Principal	Glenolden School	miesja.cubito@interborosd.org
Christopher R. Stubbe	Other	Glenolden School	christopher.stubbe@interborosd.org
Christa Tait	Teacher	Glenolden School	christa.tait@interborosd.org
Rachel Lambert	District Level Leaders	Interboro School District	rachel.lambert@interborosd.org
Bernadette Reiley	Chief School Administrator	Interboro School District	bernadette.reiley@interborosd.org
Angela Gentilini	Teacher	Glenolden School	angela.gentilini@interborosd.org
Jaime Wilkin	Board Member	Interboro School District	jaime.wilkin@interborosd.org

Vision for Learning

Vision for Learning

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career ready citizens within a global community.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
English Language Arts	Had an academic growth score of 100% which exceeded the statewide average for growth. Also close to the statewide average for proficiency.
Mathematics	Exceeded the statewide average for growth.
Science	Exceeded the statewide average for growth and proficiency.

Challenges

Indicator	Comments/Notable Observations
English Language Arts	Did not meet the statewide average or goal for proficient and advanced.
Math	Did not meet the statewide average or goal for proficient and advanced.
Science	Did not meet the statewide goal for proficient and advanced.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator EL-Math ESSA Student Subgroups English Learners	Comments/Notable Observations There was an 11% increase in performance for the year and met or exceeded the target.
Indicator Asian-ELA ESSA Student Subgroups Asian (not Hispanic)	Comments/Notable Observations There was an 20% increase in performance for the year and met or exceeded the target.

Challenges

Indicator EL-ELA ESSA Student Subgroups English Learners	Comments/Notable Observations EL proficiency rate is 3.4%. This is a decrease from the previous year and below the state average.
Indicator EL-Math ESSA Student Subgroups English Learners	Comments/Notable Observations EL Math has a proficiency level of 3.8% which is below the state average.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Increased engagement and support of families.

Increase in reading interventionists to support student learning.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Having a variety of assessments to monitor student learning and instructional practices to support students in our EL program.

Expanding the use of data team meetings to include the analysis of student subgroup performance at the building level.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
MAP	Consistently meets growth expectations in majority of PSSA grades. Approximately 54% of students projected to be proficient or advanced as of Winter 2024.

English Language Arts Summary

Strengths

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.

Challenges

Align curriculum, assessments, and instruction to the PA Standards for EL Students.

Mathematics

Data	Comments/Notable Observations
MAP	Consistently meets growth expectations in majority of PSSA grades. Only 24% of students projected to be proficient or advanced as of Winter 2024.

Mathematics Summary

Strengths

Collectively shape the vision for continuous improvement of teaching and learning.

Challenges

Align curriculum, assessments, and instruction to the PA Standards for EL Students.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	Majority of students show an increase in score from fall to spring assessments.

Science, Technology, and Engineering Education Summary

Strengths

Align curriculum, assessments, and instruction to the PA Standards.

Challenges

Identify and address individual student learning needs.

Related Academics

Career Readiness

Data	Comments/Notable Observations
96.7% Career Standards Benchmark	Above the statewide average

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

School counselors implement with classroom teachers to ensure that all students are completing career artifacts.
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The career standards benchmark is facilitated and recorded within the Smart Futures online program.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Regular data team meetings between the teachers, counselor, and administration.

Monitor student attendance and schedule individual meetings if necessary.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
28.1 % English Language Growth and Attainment	Above the statewide average, but below the goal.
3.4% Proficient or advanced in ELA	Below the statewide average
3.4% Proficient or advanced in math	Below the statewide average

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Increase in family engagement opportunities for EL families.
Increase in EL support at the building level.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Data team meetings that include ELA, math, and EL teachers.
Increase progress monitoring of EL students.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Not Yet Evident

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement a multi-tiered system of supports for academics and behavior
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Implement evidence-based strategies to engage families to support learning
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Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Identify and address individual student learning needs
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Provide frequent, timely, and systematic feedback and support on instructional practices.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Increased engagement and support of families.	True
Increase in reading interventionists to support student learning.	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	True
Collectively shape the vision for continuous improvement of teaching and learning.	False
Align curriculum, assessments, and instruction to the PA Standards.	True
School counselors implement with classroom teachers to ensure that all students are completing career artifacts.	False
The career standards benchmark is facilitated and recorded within the Smart Futures online program.	False
Increase in family engagement opportunities for EL families.	False
Increase in EL support at the building level.	True
Implement a multi-tiered system of supports for academics and behavior	True
Implement evidence-based strategies to engage families to support learning	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Having a variety of assessments to monitor student learning and instructional practices to support students in our EL program.	True
Expanding the use of data team meetings to include the analysis of student subgroup performance at the building level.	True
Align curriculum, assessments, and instruction to the PA Standards for EL Students.	True
Align curriculum, assessments, and instruction to the PA Standards for EL Students.	False

Identify and address individual student learning needs.	True
Regular data team meetings between the teachers, counselor, and administration.	True
Monitor student attendance and schedule individual meetings if necessary.	False
Data team meetings that include ELA, math, and EL teachers.	False
Increase progress monitoring of EL students.	True
Identify and address individual student learning needs	False
Provide frequent, timely, and systematic feedback and support on instructional practices.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Having a variety of assessments to monitor student learning and instructional practices to support students in our EL program.		False
Expanding the use of data team meetings to include the analysis of student subgroup performance at the building level.		True
Align curriculum, assessments, and instruction to the PA Standards for EL Students.		True
Identify and address individual student learning needs.		False
Regular data team meetings between the teachers, counselor, and administration.		False
Increase progress monitoring of EL students.		False
Provide frequent, timely, and systematic feedback and support on instructional practices.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Increased engagement and support of families.	
Increase in reading interventionists to support student learning.	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically.	
Align curriculum, assessments, and instruction to the PA Standards.	
Increase in EL support at the building level.	
Implement a multi-tiered system of supports for academics and behavior	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Specific data team meetings will occur monthly to discuss the progress and plans for each EL student as it relates to ELA and math.
	EL teacher will continue to implement new curriculum that was adapted in the 23-24 school year.
	Administrators will provide teachers timely and systematic feedback to teachers in order to improve support to students.

Goal Setting

Priority: Specific data team meetings will occur monthly to discuss the progress and plans for each EL student as it relates to ELA and math.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The EL teacher and reading and math teachers in grades 3-8 will meet monthly throughout the year to identify EL students at risk and to create a plan for improvement. The goal is to increase all EL students CDT achievement by 12% at the end of the school year.			
Measurable Goal Nickname (35 Character Max)			
EL Data Team Meetings			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
3% improvement or more	3% improvement or more	3% improvement or more	3% improvement or more

Priority: EL teacher will continue to implement new curriculum that was adapted in the 23-24 school year.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
Teachers will continue implementing the new curriculum 100% for EL students.			
Measurable Goal Nickname (35 Character Max)			
Curriculum Implementation			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of the curriculum	25% of the curriculum	25% of the curriculum	25% of the curriculum

Priority: Administrators will provide teachers timely and systematic feedback to teachers in order to improve support to students.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
School administrators will conduct walkthroughs twice a quarter of ELA and math teachers in grades 3-8 looking to review strategies being implemented to support EL students during classroom instruction			
Measurable Goal Nickname (35 Character Max)			
Walkthrough Feedback			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

2 walkthroughs per quarter	2 walkthroughs per quarter	2 walkthroughs per quarter	2 walkthroughs per quarter
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Action Plan

Measurable Goals

EL Data Team Meetings	
Curriculum Implementation	Walkthrough Feedback

Action Plan For: Data Meetings

Measurable Goals:
<ul style="list-style-type: none"> The EL teacher and reading and math teachers in grades 3-8 will meet monthly throughout the year to identify EL students at risk and to create a plan for improvement. The goal is to increase all EL students CDT achievement by 12% at the end of the school year.

Action Step		Anticipated Start/Completion Date	
Students will be assessed on benchmark data. Christa Tait (EL teacher) and classroom teachers will meet monthly throughout the year to review data trends and develop plans to address learning needs.		2024-09-03	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christa Tait/Glenolden Administration/Classroom Teachers	EL Curriculum	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Identify the learning needs of all students.	Based on trends in data meetings, Christa Tait will make recommendations for specific interventions for students. The team will meet monthly, and interventions will be delivered on a 6 week basis. Students will be monitored pre and post the intervention.

Action Plan For: Curriculum Implementation

Measurable Goals:
<ul style="list-style-type: none"> Teachers will continue implementing the new curriculum 100% for EL students.

Action Step	Anticipated Start/Completion Date

Christa Tait (EL teacher), with the support of the classroom teachers, will continue the second year implementation of the EL curriculum.		2024-09-03	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christa Tait, ELA and Math classroom Teachers	EL Curriculum, CDTs, curriculum based assessments	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student achievement for EL students in math and reading.	Through the EL curriculum, Christa Tait, will monitor students on a trimester/quarter basis through the use of curriculum assessments.

Action Plan For: Feedback

Measurable Goals:
<ul style="list-style-type: none"> School administrators will conduct walkthroughs twice a quarter of ELA and math teachers in grades 3-8 looking to review strategies being implemented to support EL students during classroom instruction

Action Step	Anticipated Start/Completion Date	
Glenolden administration will conduct classroom visits twice a quarter focused on strengthening instructional practices and providing actionable feedback on the quality of instruction to individual educators. Feedback will be provided electronically via the district walkthrough forms and in person as needed.	2024-09-03	2025-06-12
Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Miesja Cubito, principal Christoper Stubbe, assistant principal	Online walkthrough and observation tools	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To improve instructional practices of classroom teachers.	Glenolden administration will complete walkthroughs twice a quarter using the district walkthrough forms.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Meetings	Students will be assessed on benchmark data. Christa Tait (EL teacher) and classroom teachers will meet monthly throughout the year to review data trends and develop plans to address learning needs.
Curriculum Implementation	Christa Tait (EL teacher), with the support of the classroom teachers, will continue the second-year implementation of the EL curriculum.
Feedback	Glenolden administration will conduct classroom visits twice a quarter focused on strengthening instructional practices and providing actionable feedback on the quality of instruction to individual educators. Feedback will be provided electronically via the district walkthrough forms and in person as needed.

EL Curriculum

Action Step		
<ul style="list-style-type: none"> Christa Tait (EL teacher), with the support of the classroom teachers, will continue the second year implementation of the EL curriculum. 		
Audience		
Teachers		
Topics to be Included		
EL Curriculum		
Evidence of Learning		
Meeting notes from data meetings, Surveys		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christa Tait, EL Teacher	2024-09-03	2025-05-14

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Monthly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Miesja M. Cubito	2024-05-23
School Improvement Facilitator Signature	Date