

Indian Valley El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Indian Valley El Sch

125 Kish Rd
 Reedsville, PA 17084
 (717)667-2123

Federal Accountability Designation: none
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Kevin O'Donnell
 Superintendent: James Estep

Stakeholder Involvement

Name	Role
Jennier Mitchell	Administrator : Schoolwide Plan
Diane Stewart	Administrator : Schoolwide Plan
Kevin O'Donnell	Building Principal : Schoolwide Plan
Rose Schulz	Community Representative : Schoolwide Plan
Lisa Hackenberg	Ed Specialist - Other : Schoolwide Plan
Jennifer Esh	Elementary School Teacher - Regular Education : Schoolwide Plan
Kevin Loht	Elementary School Teacher - Regular Education : Schoolwide Plan
Jo Shafranich	Elementary School Teacher - Regular Education : Schoolwide Plan
Kari Kenepp	Parent : Schoolwide Plan

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Schoolwide Title I program offered in our building offer comprehensive programming to assist all students in meeting grade level reading and math standards. Teachers, principals, parents, families, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development and the Federal Programs Coordinator work as a team at each school to review the needs of students at the school and annually update the Schoolwide plans so that the school can accomplish its mission of ensuring that all students meet grade level goals in reading and mathematics. All activities supported with Title I funds are included in updated Schoolwide plans. Our school relies heavily on MTSS (Multi-Tier Systems of Support) and PBIS (Positive Behavior Intervention Support) to meet the needs of our learners.

Schoolwide plans will also be reviewed and feedback for revisions will be solicited at the Mifflin County School District Local Advisory Council meetings. The Local Advisory Council (LAC) committee is comprised of many local stakeholders (administrators, school board members, parents, community members, PSA representation, minesterium, local business representatives, local child development agencies, social and welfare agencies,) and meets on a quarterly basis.

Provider	Meeting Date	Type of Assistance
Frank Miller	1/16/2017 12:00:00 AM	Frank Miller, Federal Programs Coordinator, Mifflin County School District Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting
Frank Miller	2/20/2017 12:00:00 AM	Frank Miller, Federal Programs Coordinator, Mifflin County School District Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting
Frank Miller	3/17/2017 12:00:00 AM	Frank Miller, Federal Programs Coordinator, Mifflin County School District Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting
Intermediate Unit 9,10,11	11/15/2016 12:00:00 AM	Tier III Problem solving and planning for MTSS
Intermediate Units 11,10,9	10/25/2016 12:00:00 AM	Tier III Problem solving and planning for MTSS
Jennifer Mitchell	4/24/2017 12:00:00 AM	Professional Development Planning for 17-18
Kevin O'Donnell and Diane Stewart	5/31/2017 12:00:00 AM	Annual Schoolwide Plan review with faculty
Kevin O'Donnell and Diane Stewart	10/12/2017 12:00:00 AM	Open House Parent Engagement; Annual Review of Planning Document.
MCS D Administrative Team	4/26/2017 12:00:00 AM	Staffing and Budget Discussion to meet 17-18 building needs
MCS D Local Advisory Committee	5/4/2017 12:00:00 AM	Stakeholder Collaboration and Feedback
TIU 11- Kim Brown	3/15/2017 12:00:00 AM	PBIS Tier II Planning
TIU 11- Kim Brown	4/28/2017 12:00:00 AM	PBIS Tier II Planning

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Classroom, Title 1, special education teachers and building principal will meet as a grade level team at the beginning of the year to discuss grade level data. These group data meetings will be used to identify and support students struggling in English Language Arts and Mathematics. Students will be identified based on the level of instructional need. Students will receive differentiated instruction in the core, Tier I instruction. Students identified with

Tier II and Tier III needs will be given additional time for instruction and placed in flexible learning groups. These groups will be organized based on student learning needs. Throughout the year, the data will be used to realign teaching resources and adjust schedules as needed. Highly qualified teachers, reading specialists, and special education teachers will provide instructional support among the Tiers.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Fountas and Pinnell Text Gradient Levels

January 2017 Data (Middle of Year)

93% Kindergarten students are reading at a level B

98% Grade 1 students reading at a level G or have grown 3 levels from BOY to MOY

93% Grade 2 students reading at a level K or have grown 2 levels from BOY to MOY

86% Grade 3 students reading at a level O or have grown 2 levels from BOY to MOY

93% IVES K-3 students at grade level benchmark level for MOY or have made the expected grade level growth from BOY to MOY

Fountas and Pinnell Text Gradient Levels

MAY 2017 Data (End of Year)

95.7% Kindergarten students are reading at a level D

89.2% Grade 1 students reading at a level I

87.6% Grade 2 students reading at a level M

89.8% Grade 3 students reading at a level P

90.5% IVES K-3 students at grade level benchmark level for EOY

Accomplishment #2:

The Mifflin County School District/Indian Valley Elementary School is developing a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-3 in the area of reading literacy.

2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

Over the past two years we have significantly increased the researched based interventions available to all K-3 teachers (Foundations, 95% Group, Leveled Literacy Interventions, Wilson Reading, Rave-O, Anita Archer Phonics)

School Concerns

Concern #1:

The Mifflin County School District will need to invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner.

Concern #2:

Mifflin County School District/ Indian Valley Elementary needs to secure the fiscal resources to sustain and continue to deliver ongoing high quality professional development aligned to the Mifflin County School District elementary focus statements for all K-3 teachers.

These focus statements have helped to provide guidance and direction to our ongoing efforts to improve teaching and thus continuously improve student achievement.

I can use running records to drive instruction.

I can deliver high quality shared reading.

I can deliver high quality guided reading.

I can understand and implement engaging CRA Mathematics strategies. (Concrete Representational Abstract) I can deliver high quality writer's workshop lessons including conferring with students.

I can developed and implement integrated units of study.

Concern #3:

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern.

Based upon 2016 PSSA results released by PDE, 57.43% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016 PSSA results released by PDE, 57.44% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Overall proficiency on the English Language Arts and Mathematics PSSA is a concern.

Based upon 2016 PSSA results released by PDE, 57.43% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016 PSSA results released by PDE, 57.44% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Systemic Challenge #2 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Mifflin County School District/ Indian Valley Elementary needs to secure the fiscal resources to sustain and continue to deliver ongoing high quality professional development aligned to the Mifflin County School District elementary focus statements for all K-3 teachers.

These focus statements have helped to provide guidance and direction to our ongoing efforts to improve teaching and thus continuously improve student achievement.

I can use running records to drive instruction.

I can deliver high quality shared reading.

I can deliver high quality guided reading.

I can understand and implement engaging CRA Mathematics strategies. (Concrete Representational Abstract) I can deliver high quality writer's workshop lessons including conferring with students.

I can developed and implement integrated units of study.

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The Mifflin County School District will need to invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
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4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development Committee Review of all written, tested, and taught curriculum within the MCSD... Winter 2017

Specific Targets: Goal: Increase proficient and advanced students by 15% in both ELA and Math.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Curriculum Mapping

Description:

Curriculum coordinators and recommended department heads to work with content area teams to develop PA Core or national standards- aligned maps to ensure all students have access to high-quality aligned curriculum.

Establish a K-12 vertical alignment of curriculum.

Develop cross-curricular integration units across all subject areas.

Curriculum Resource Planning Committee will help develop a rolling timeline to review and update curriculum to ensure that it is aligned to improving language and literacy acquisition.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Curriculum Mapping

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher schedules for the 2017-2018 school year. Walk-through observations, Monthly MTSS meetings

Specific Targets: Closely align instructions strategies for tier II and tier III learners.

Strategies:

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). *Instructional Classroom Management*. Canada: Pearson Prentice Hall. (Source:

<http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Professional Development

Description:

Monthly Professional Learning Communities Meetings

Monthly PLC meetings to discuss student assessment data, standards based report cards, common assessments and MTSS.

Monthly Act 80 day Release for Elementary Staff

Act 80 days will provide provide opportunities for teachers to engage in a choice of district offered professional development and analyze data as a team.

Writers Workshop Academy

An on-site professional development writing academy will be hosted by the district to provide all elementary teachers with the knowledge and strategies to align their daily writing instruction to the PA English Language Arts Standards.

Common Assessment

On-site professional development to help classroom teachers develop, revise and implement grade level common assessments that are aligned to PA Core Standards.

Curriculum Alignment

Committees of grade level and vertically aligned teachers will continue to meet throughout the school year to rewrite MCSD curriculum to fully align to PA Core Standards.

Foundations

On-site professional development will be offered to teams of teachers in Foundations. Foundations serves as a prevention program to help reduce reading and spelling failures. It is integral to a Multi-tiered System of Support (MTSS) or Response to Intervention (RTI) framework, providing researched based instruction

in Tier 1 as well early intervention as Tier 2 for students at risk for reading difficulties.

Kindergarten Conference

A team of Kindergarten teachers will learn strategies to build strong learning foundations in ELA and Math, proven ways to foster social/emotional, cognitive and physical development in students, engaging hands-on activities for maintaining a child centered classroom focused on creativity, tips for identifying learning gaps in at risk and struggling students, interactive strategies to reach all learners, and time management techniques to maximize every minute of the school day.

Assessment & Data Analysis Trainings (Ongoing & at Benchmark periods)

Three times per year, the Building Level Team meets to systematically review student specific and school-wide data trends in performance and patterns across classrooms and grade levels. This team consists of the principal, school psychologist, the intervention specialists assigned to that grade level, and, as appropriate, other classroom professionals. The Building Level Team does not plan for intervention. Instead, the team identifies and sets grade level goals with strategies and interventions needed to attain the goal and identifies students who may need more support at Tier 2. The team would examine data related to sub categories of students including but not limited to: Socio-economic status, gender, race, ethnicity, educational placement, ELL status.. etc.

Two times a year, respective Grade Level Team meetings are held to review strategic monitoring data for students receiving support with a specific focus on Tier II and Tier III students. This team consists of the principal, school psychologist, the intervention specialists (i.e., Title 1, IST, LS, PDS interns, etc.), ESL teacher when appropriate, and the grade level classroom teachers. The purpose of the Grade Level Team is to review and discuss student response to intervention and to determine whether the interventions are appropriate and delivered with integrity. In evaluating student response to intervention, the staff at the Grade Level Team: (a) examine the development in skills over time, (b) examine the rate of student response to the intervention(s), and (c) discuss the amount and intensity of resources necessary to create or sustain a positive response.

Improving Schools Conference

Teacher teams will attend the Improving Schools Conference to gain an understanding of effective instructional practices in math, and reading as well as to learn more about parent involvement, teacher effectiveness, and school reform. The purpose of this conference is to help school staffs to learn from one another specific strategies that can help them improve the achievement of their students and meet the targets of the PA Accountability System. To achieve its purpose, this conference brings together school and district staffs who have improved and are continuing to improve the learning and achievement of their students, and school and district staffs who are seeking information about strategies and methods that can be used to improve student learning and achievement.

PAFPC Annual Conference

PAFPC conference provides the training required by the law, regulations and waivers which focus on program implementation and monitoring.

School-wide Positive Behavioral Support Conference/Onsite trainings

Teams of teachers will attend conferences and ongoing on-site follow up training on PBIS. PBIS develops the capacity of schools to prevent problem behaviors, promote positive school culture, and to evaluate the impact of both social and academic success to all youth, including those with the highest level of need.

Title I Coordinator of School Wide Curriculum, Instruction, and Professional Development.

The Coordinator will utilize school data to assist the eligible Title 1 schoolwide buildings in developing a system for continual school improvement by facilitating and planning the development of School Wide plans that ensure use of aligned curriculum, assessments, and ongoing professional development.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Practices for an Effective Classroom

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Annual

Data Source: Monthly K-12 principal meetings, Budget documents, student data sheets, Monthly MTSS meetings, Act 80 Days

Specific Targets: Administrators will share committee reports that outline systems thinking. Teachers will have the opportunity to budget for their diverse learning population. Student data will be kept by the tier I provider, Teachers will meet monthly to review data and recommend additional intervention as needed. Act 80 training to include the teaching of writing.

Strategies:

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
 Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
 WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
 Differentiated Instruction Reexamined
<http://www.hepg.org/hel/article/499>
 Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>
 Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

SAS Alignment: Assessment, Instruction

Implementation Steps:

Multi-Tiered Systems of Support (MTSS)

Description:

The Mifflin County School District has implemented a Multi-Tier System of Support (MTSS) model which:

1. Emphasizes universal screening of all students K-5 in the area of reading literacy.
2. Makes effective use of all existing resources including all staff expertise and services
3. Proactively assesses student strengths and weaknesses based on academic performance in the general education setting
4. Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information
5. Frequently and directly monitors and charts student response to interventions
6. De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner

A comprehensive Multi-Tiered System of Support handbook will be developed and reviewed with all stakeholders.

Start Date: 7/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers
- Differentiated Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Indian Valley El Sch.