

Lewistown El Sch

**School Level Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Lewistown El Sch*

1 Manor Drive  
Lewistown, PA 17044  
(717)242-5823

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Julie Lohr

Superintendent: James Estep

## Stakeholder Involvement

Name	Role
Jennifer Mitchell	Administrator : Schoolwide Plan
Julie Lohr	Building Principal : Schoolwide Plan
Jackie Shinskie	Building Principal : Schoolwide Plan
Zana Goss	Community Representative : Schoolwide Plan
Susan Garner	Ed Specialist - Other : Schoolwide Plan
Kelly Strausburg	Ed Specialist - Other : Schoolwide Plan
Kimberly Kauffman	Ed Specialist - School Counselor : Schoolwide Plan
Crystal Fabina	Elementary School Teacher - Regular Education : Schoolwide Plan
Leslie Sweeney	Elementary School Teacher - Regular Education : Schoolwide Plan
Beka Yoder	Elementary School Teacher - Regular Education : Schoolwide Plan
Kari Franklin	Parent : Schoolwide Plan

# Federal Programs

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## 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 programs offered in our K-3 buildings 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.

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
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### 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. Students found to have a greater need will be referred to the child study team process. 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
<b>Extended School Day/Tutoring Programs</b>	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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 administrated 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

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## School Accomplishments

### Accomplishment #1:

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Fountas and Pinnell Text Gradient Levels

January 2017 Data (Middle of Year)

82/120 68.06% Kindergarten students are reading at a level B

106/129 82.17% Grade 1 students reading at a level G or have grown 3 levels from BOY to MOY

123/130 94.61% Grade 2 students reading at a level K or have grown 2 levels from BOY to MOY

124/146 84.93% Grade 3 students reading at a level O or have grown 2 levels from BOY to MOY

435/525 82.85% LES K-3 students at grade level benchmark level for MOY or have made the expected grade level growth from BOY to MOY

May 2017 Data (End of Year)

87/122 71% Kindergarten students are reading at a level D

126/132 95% Grade 1 students reading at a level J or have grown 3 levels from BOY to EOY

124/128 97% Grade 2 students reading at a level M or have grown 3 levels from BOY to EOY

137/146 94% Grade 3 students reading at a level P or have grown 3 levels from BOY to EOY

474/528 90% LES K-3 students at grade level benchmark level for EOY or have made the expected grade level growth from BOY to EOY

### Accomplishment #2:

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The Mifflin County School District/Lewistown 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, Early Reading Intervention)

## School Concerns

### Concern #1:

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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:

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Mifflin County School District/Lewistown Elementary School 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:

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

Based upon 2016 PSSA results released by PDE, 40% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016 PSSA results released by PDE, 34% 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, 40% of our grade 3 students scored at the advanced/proficient level in English Language Arts.



Based upon 2016 PSSA results released by PDE, 34% 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/Lewistown Elementary School 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

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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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

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## 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. 2017-2018 School Year

Specific Targets: Goal: At least 57% of all grade 3 students will score advanced or proficient on the 2016-2017 ELA PSSA.

Goal: At least 54% of all grade 3 students will score advanced or proficient on the 2016-2017 Math PSSA.

### **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: Charlotte Danielson Walkthrough observations and formal TET and traditional evaluations

Specific Targets: Tier II and Tier III interventions will be used to meet the individual academic and social emotional needs of students, ultimately increasing local and state achievement measures.

**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, Monthly Act 80 days

Specific Targets: Administrators will share committee reports that share 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 Tiers of 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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf)  
 Learning Styles  
[http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

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*No Professional Development Implementation Steps have been identified for Lewistown El Sch.*