

Strodes Mills El Sch

**School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Strodes Mills El Sch*

185 Chestnut Ridge Rd  
 Mc Veytown, PA 17051  
 (717)248-7154

Federal Accountability Designation: none  
 Title I Status: Yes  
 Schoolwide Status: Yes  
 Principal: Frank Miller  
 Superintendent: James Estep

## Stakeholder Involvement

Name	Role
Jennifer Mitchell	Administrator : Schoolwide Plan
Frank Miller	Building Principal : Schoolwide Plan
Julie Hartsock	Community Representative : Schoolwide Plan
Sylvia Franklin	Ed Specialist - Other : Schoolwide Plan
Julie Yoder	Elementary School Teacher - Regular Education : Schoolwide Plan
Heather Benfer	Elementary School Teacher - Special Education : Schoolwide Plan
Kim Kauffman	Parent : Schoolwide Plan
Leah Noerr	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, ministerium, 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, Federal Programs	7/17/2018	Review of PDE Title I Comprehensive

Coordinator, Mifflin County School District		Schoolwide Planning template with Schoowide Building Principals
Frank Miller, Federal Programs Coordinator, Mifflin County School District	7/17/2018	Review of Title I building funds and Title I building budget
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	8/9/2017	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	9/15/2017	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	10/10/2017	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	11/7/2017	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	12/7/2017	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	1/12/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	2/27/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and	3/5/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional

Professional Development		Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	5/7/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Federal Programs Coordinator, Mifflin County School District/Mrs. Jennifer Mitchell, Title I Coordinator of Schoolwide Curriculum, Instruction and Professional Development	6/26/2018	Review of federal program guidelines and use of federal funds to supplement school improvement efforts at monthly elementary administrative team meeting/ Professional Development Planning
Frank Miller, Principal, Strodes Mills Elementary	9/12/2017	Annual Schoolwide Plan Review with Parents prior to start of September PSA meeting
Frank Miller, Principal, Strodes Mills Elementary	10/12/2017	Annual Schoolwide Plan review with parents at Open House
Frank Miller, Principal, Strodes Mills Elementary	6/1/2018	Annual Schoolwide Plan review with SMES Faculty
MCSD Local Advisory Committee	8/3/2017	Stakeholder Collaboration and Feedback
MCSD Local Advisory Committee	11/2/2017	Stakeholder Collaboration and Feedback
MCSD Local Advisory Committee	2/1/2018	Stakeholder Collaboration and Feedback
MCSD Local Advisory Committee	5/3/2018	Stakeholder Collaboration and Feedback

### **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

### Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

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

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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Fountas and Pinnell Text Gradient Levels

May 2018 Data (End of Year)

44/57 77% Kindergarten students are reading at a level D

43/49 88% Grade 1 students reading at a level I or have grown 4 levels from BOY to EOY

46/47 98% Grade 2 students reading at a level M or have grown 3 levels from BOY to EOY

54/54 100% Grade 3 students reading at a level P or have grown 3 levels from BOY to EOY

187/207 90.3% SMES 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/Strodes Mills 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:

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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/Strodes Mills 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:

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

Based upon 2016 PSSA results released by PDE, 47.46% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016PSSA results released by PDE, 44.07% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Based upon 2017 PSSA results released by PDE, 66.07% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2017PSSA results released by PDE, 53.45% 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, 47.46% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2016PSSA results released by PDE, 44.07% of our grade 3 students scored at the advanced/proficient level in Mathematics.

Based upon 2017 PSSA results released by PDE, 66.07% of our grade 3 students scored at the advanced/proficient level in English Language Arts.

Based upon 2017PSSA results released by PDE, 53.45% 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/Strodes Mills 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.

**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
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

# 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: Written, taught and test curriculum will continue to be aligned to PA Core Standards.

approved curriculum will be posted on Chalk.com

Specific Targets: Goal: At least 60% of all grade 3 students will score advanced or proficient on the 2018-2019 ELA PSSA.

Goal: At least 57% of all grade 3 students will score advanced or proficient on the 2018-2019 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.

Continue to establish a K-12 vertical alignment of curriculum.

Develop cross-curricular integration units across subject areas and ensure teachers know how to use inquiry based learning and integration for STEAM.

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:** 7/1/2018    **End Date:** 6/30/2019

**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: Scholastic Running Records Assessment

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 achievement measure.

At minimum 90% of all K-3 students will be reading at their respective grade level (Fountas and Pinnell Instructional Level Expectations for Reading Chart) or increase their reading level by a set number of levels from BOY Scholastic Running Records Assessment to EOY Scholastic Running Records Assessment.

**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, Standards, Assessment, Materials & Resources

**Implementation Steps:***Professional Development***Description:****Monthly Problem Solving Team Meetings**

Monthly PST meetings to verify that intervention targets are described in sufficient detail and that each intervention target has been matched to at least one probable cause that helps to explain why the academic or behavioral problem is happening.

**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 time to analyze data as a team.

**Math Professional Development with Dr. Riccomini**

Contracted math professional development with Dr. Paul Riccomini on effective instructional approaches, strategies, and assessments for students with **dyscalculia** and students who are low achievers and/or students with

learning disabilities in mathematics. Year 1 priority is to improve Tier I math instruction in grades K-5.

### **Writers Workshop Academy**

Year 2 professional development writing academy support 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 revise, refine, and implement grade level common assessments that are aligned to PA Core Standards.

### **Integrated Units of Study**

Provide time for integrated units of study K-5 to be shared and PD provided to ensure all teachers know how to use inquiry based learning and integration of STEAM. Implement the Habits of the Mind within daily instruction.

### **Career Standards**

On-site professional development delivered by guidance counselors to Implement Career Standards and Career Cruising

### **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.

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

Building Level Team meets to systematically review student specific and school-wide data trends in performance and patterns across classrooms and grade levels. 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. 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.

### **New Teacher Academy**

Running records, Shared Reading, Writer's Workshop, EvVision Math Academy for all new teachers to support New Teacher Induction Plan.

### **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:** 7/1/2018    **End Date:** 6/30/2019

**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: Student Data Sheets

Federal Programs Budget

Specific Targets: Teachers will meet monthly to make data informed decisions about tiers of instruction. Students in need of intervention or in need of exiting intervention will be identified.

School-wide planning team and district administration will ensure that funds are going to meet the needs of students that are in the most amount of need.

**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, Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

## *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, Standards, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

## *Early Childhood Transition*

### **Description:**

Significant changes occur for all of us at different times in our lives. When children in preschool early intervention reach the age of 5 or 6, they will move on to a school-age program. Examples of school-age programs are public schools, charter schools, and home education programs. During this transition to a school-age program, it is important for families to have as much information as possible about the process. The Bureau of Special Education (BSE) and the Bureau of Early Intervention Services (BEIS) have developed this guide to help families learn more about transition from preschool early intervention to a school-age program. (Sources: [Understanding Early Childhood Outcomes Family Tip Sheet](#), [The Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents](#))

**SAS Alignment:** Materials & Resources, Instruction, Safe and Supportive Schools

## *Pennsylvania's Schoolwide Positive Behavior Support System*

### **Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that

SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

### ***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:** 7/1/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- High Quality Professional Development for Teachers
- Differentiated Instruction

## *Pre-K to K Transition*

### **Description:**

- Snyder Union Mifflin Child Development Transition Plan and participation in kindergarten registration activities.
- Mifflin County School District administrators and kindergarten teachers participate in Terrific Transition meetings 3 times per year.
- Ongoing collaboration and partnership with Success by 6 Coordinator.
- Annual Special Education Transition Meetings
  - January/February
- Kindergarten Readiness Workshops
  - January/February
  - Attendees are offered three hours of workshops focused on literacy and math
- Kindergarten Registration Activities to screen all incoming kindergarten students.
- Camp on Your Way to K
  - All incoming kindergarten students are offered four days in June to learn important skills to help them be successful in kindergarten, meet the kindergarten teachers, ride the school bus, make friends and to have fun.
- Back to School/Kindergarten Orientation
  - Held approximately one week prior to start of school year for parents and incoming kindergarten students to meet their assigned kindergarten teacher and to visit their classroom.
- Open House scheduled on an annual basis approximately one month into the school year.

**Start Date:** 7/1/2018    **End Date:** 6/30/2019

**Program Area(s):** Student Services

### **Supported Strategies:**

- Early Childhood Transition

**Description:**

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.

**Start Date:** 7/1/2018    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Pennsylvania's Schoolwide Positive Behavior Support System

# Appendix: Professional Development Implementation Step Details

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

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Strodes Mills El Sch in the Mifflin County SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Strodes Mills El Sch in the Mifflin County SD for the 2018-2019 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*