

LEWISTOWN EL SCH

1 Manor Drive

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

We envision an innovative, stimulating, and exciting school community where all participants are actively engaged in learning in a safe and secure environment. We strive to offer an educational opportunity where each student acquires the skills necessary to maximize potential and enhance creative thinking. We believe we must use all local, state and federal resources to support literacy instruction as it is a basic human right to learn how to read in a supportive literacy environment. We commit to continuous growth and utilization of best practices in assessment and instruction through a Multi Tiered system of support. We model the "Twelve Traits of Character," embrace diversity and expect students to demonstrate ready, responsible, respectful and safe behaviors. We believe children need a positive, nurturing environment; therefore we will build relationships among students, families, state and the community that support each other. We believe that all children can learn, but students learn at different paces and in a variety of ways. We will strive to meet each student where they are in the learning process and adapt instruction to help them succeed.

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Esh	Principal	Lewistown Elementary
Nicole O'Donnell	Assistant Principal	LES
Amy Remy	Title I Teacher	LES
Paula Treaster	Title I Teacher	LES
Allison Yocum	Community Representative	Home and School President
Kimberly Kauffman	School Counselor	LES
Rebekah Wagner	School Psychologist	LES
Kevin O'Donnell	Chief of Academics	MCSD
Jillian Kochenderfer	Parent	Parent LES
Amber Fuller	Teacher	LES
Leslie Sweeney	Teacher	LES
Alison Treaster	Teacher	LES
Meagan Byler	Teacher	LES

Name	Position	Building/Group
Cheryl Himes	Paraprofessional	LES
Kali Turner	Teacher	LES
James Estep	Chief School Administrator	MCSD
Frank Miller	District Level Leaders	MCSD

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Discussion of the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.	English Language Arts
Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.	Mathematics
Implementation of Heggerty Phonemic Awareness, Saxon Phonics, ERI, EdMark, and FlyLeaf Publications.	Early Literacy

ACTION PLAN AND STEPS

Evidence-based Strategy	
Saxon Phonics	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmark Assessment System	By June 1, 2022 85% of 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

Goal Nickname**Measurable Goal Statement (Smart Goal)**

from BOY Benchmark Assessment System to EOY Benchmark Assessment System.

Acadience

By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Kindergarten and Grade 1 teachers will continue to use Saxon Phonics in their daily curriculum.

2021-08-26 -
2022-06-01

Kindergarten/Grade 1
classroom teachers

Saxon Phonics Curriculum

Anticipated Outcome

PSF and FSF

Monitoring/Evaluation

DIBELS Acadience Data

Evidence-based Strategy

MTSS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Benchmark Assessment System	By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System.
Acadience	By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience.
Spring Math	By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tiered-System of Supports (MTSS) model.	2021-08-26 - 2022-06-01	Jennifer Esh/Principal	Universal screeners/Evidence Based Interventions/Standards Based Core Curriculum/Intervention teachers

Anticipated Outcome
Decrease in the number of students who need Tier 2 and Tier 3 levels of support.

Monitoring/Evaluation
Frequent and direct monitoring and charting students' response to interventions.



Evidence-based Strategy

PBIS

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Benchmark Assessment System

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Spring Math

By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step

Anticipated

Start/Completion

Lead

Person/Position

Materials/Resources/Supports

Needed

PBIS - Respectful, responsible, ready and safe expectations modeled to all students. Celebration committee will plan school-wide celebrations

2021-08-26 -
2022-06-01

Meg
Rupert/Amber
Oliver - PBIS
coaches

PBIS Handbook/funding for
PBIS rewards and
celebrations

Anticipated Outcome

Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral

referrals.

Monitoring/Evaluation

Skyward major and minor behavior referrals will be reviewed on a monthly basis.

Evidence-based Strategy

SpringMath

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Spring Math	By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.	2021-08-26 - 2022-06-01	Stephanie O'Donnell, Luke Showers, Meg Rupert/Title 1 Math teachers	Spring Math Assessment

Anticipated Outcome

Class-wide and individual interventions groups developed for students

Monitoring/Evaluation

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Evidence-based Strategy

1:1 Technology Initiative

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Benchmark Assessment System	By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System.
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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A lack of technology devices and internet accessibility impacted	2021-08-26 -	Doug	Laptops/iPads/wireless
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	2022-06-01	Cunningham/Director of Technology	access points

Anticipated Outcome
 A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.

Monitoring/Evaluation
 Laptops/iPads will be purchased to meet a 1:1 ratio in the district.

Evidence-based Strategy
 After-school and Summer School Tutoring

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	2021-03-01 - 2024-06-03	Jennifer Esh/Principal	Tutors/Intervention resources/transportation

Anticipated Outcome
Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.

Monitoring/Evaluation
Review of the total number of students attending after-school and summer school tutoring. Analysis of BAS, Acadience and Spring Math data for those students who attend after-school and summer school tutoring.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p> <p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>	<p>MTSS</p>	<p>LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tiered-System of Supports (MTSS) model.</p>	<p>08/26/2021 - 06/01/2022</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p>			
<p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p> <p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>	<p>1:1 Technology Initiative</p>	<p>A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated</p>	<p>08/26/2021 - 06/01/2022</p>

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

instruction.

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Jennifer L. Esh

2021-08-16

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Economically disadvantaged students increased from previous year and have met the interim target.

Met the interim target goal for daily attendance with 90.9% of students having regular school attendance.

Our strengths as a school in terms of implement our career readiness program is that our educators and staff are meeting the career readiness standards with the education they are providing our students. Our educators have been very flexible when it comes to the online program challenges faced and understand the need for students to be able to have an online portfolio for their career readiness. We continue to refine and grow each year in how to assure the online program fits our schedules and students needs.

The interface and platform have changed, making for better use for our staff and students.

Economically disadvantaged students increased and met interim goal- strong- targeted interventions

ELA- whole student group meeting the interim target and pulling up the average of Economically disadvantaged students directly

Challenges

52.8% of students passed ELA PSSA Assessment Below state average by 10%

36.7% of students passed Math PSSA Assessment Below state average by 8%

Due to COVID 19 we do not have 2020 PSSA data to analyze as a building

The technical pieces could be resolved by working cloy with the tech department to make the login process more user friendly.

Additionally, working with the online program company in the future with updates and changes to their platform will help us as a district utilize this resource better in terms of being able to collect classroom data and uploading items to the students online portfolio.

white students are under performing state average and interim target- this would increase students in the whole group on level section

economically disadvantaged students increased but this is a large portion of our school- if this group increases our school would

Strengths

correlates to increased school achievement.

Specific data driven interventions have shown significant growth and the process continues to be implemented - Saxon Phonics, Heggerty, Early Reading Intervention, Phonics for Reading, LLI, FlyLeaf Publications, Edmark Reading Program, and and Reading Simplified. LES teachers continue to use these resources with fidelity.

Monthly Problem Solving Team meetings to analyze data and develop intervention groups based on a MTSS framework

PATTAN Consultant provided ongoing support to analyze Spring Math data and supported the development of internal Spring Math coach/expert.

Spring Math's decision trees take the guesswork out of intervention selection, matching our students with the right interventions that are delivered class-wide, to small groups, and individually.

LES teachers continue to use Spring Math with fidelity.

N/A

Continued data meetings BOY, MOY and monthly

Weekly meetings to ensure economically disadvantaged students

Challenges

increase as well.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

Whole student group continues to fall behind state average-leverage more math interventions

Math sub category groups are falling behind state wide interim goal and average

A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.

COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the

Strengths

are identified and serviced

We can refine our MTSS/PBIS systems to identify students sooner that require services and prevent their gap from increasing

Implement a multi-tiered system of supports for academics and behavior

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Implement an evidence-based system of schoolwide positive behavior interventions and supports

Challenges

2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.

N/A

additional EL supports for students and teachers

additional data reviews to ensure each child is having his/her individual needs met

Economically disadvantaged students did not have adequate internet access and reliable technology to fully participate in remote learning throughout the throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year.

2020 PSSA data not available to analyze due to COVID 19 pandemic.

We can refine our MTSS/PBIS systems to identify students sooner that require services and prevent their gap from increasing

The significant enrollment increase of MCO students returning to LES after the COVID 19 pandemic, may create challenges to close the learning gap.

Most Notable Observations/Patterns

Lewistown Elementary should continue to refine instructional practices to align Tier I,II and III practices in both ELA in Math. Continued implementation of these interventions and instructional practices will aid all students. In addition, a solid Tier II and Tier III PBIS system will help students to experience additional success. COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction. A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction. The significant enrollment increase of MCO students returning to LES after the COVID 19 pandemic, may create challenges to close the learning gap.

Challenges

Discussion Point

Priority for Planning

52.8% of students passed ELA PSSA Assessment Below state average by 10%

Discussion of the implementation of the Fountas & Pinnell Benchmark Assessment System to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

36.7% of students passed Math PSSA Assessment Below state average by 8%

Discussion of Spring Math's interactive platform to combine streamlined tools for assessment, reporting, and intervention to provide a clear path to math achievement for every student.

The significant enrollment

A Title I teacher from LES that followed the LES population of students who

Challenges	Discussion Point	Priority for Planning
<p>increase of MCO students returning to LES after the COVID 19 pandemic, may create challenges to close the learning gap.</p>	<p>attended the MCO online throughout the pandemic to support their academic needs, will return to LES as a Title 1 teacher</p>	
<p>We can refine our MTSS/PBIS systems to identify students sooner that require services and prevent their gap from increasing</p>	<p>Title I and ESSER funds will support the purchase of MTSS resources, staff professional development and rewriting curriculum to help support and promote differentiated instruction as a direct result of the impact of the COVID 19 pandemic.</p>	
<p>additional EL supports for students and teachers</p>	<p>EL Students are under performing their peers in relation to reading and language development.</p>	
<p>additional data reviews to ensure each child is having his/her individual needs met</p>	<p>Implementation of researched based interventions: Saxon Phonics, Heggerty Phonemic Awareness and Early Reading Intervention (ERI), EdMark, Reading Simplified, and FlyLeaf Publications</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Saxon Phonics

Action Steps	Anticipated Start/Completion Date
Kindergarten and Grade 1 teachers will continue to use Saxon Phonics in their daily curriculum.	08/26/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
DIBELS Acadience Data	PSF and FSF

Material/Resources/Supports Needed	PD Step
Saxon Phonics Curriculum	no

Action Plan: MTSS

Action Steps	Anticipated Start/Completion Date
LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tiered-System of Supports (MTSS) model.	08/26/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Frequent and direct monitoring and charting students' response to interventions.	Decrease in the number of students who need Tier 2 and Tier 3 levels of support.

Material/Resources/Supports Needed	PD Step
Universal screeners/Evidence Based Interventions/Standards Based Core Curriculum/Intervention teachers	yes



Action Plan: PBIS

Action Steps	Anticipated Start/Completion Date
PBIS - Respectful, responsible, ready and safe expectations modeled to all students. Celebration committee will plan school-wide celebrations	08/26/2021 - 06/01/2022

Monitoring/Evaluation	Anticipated Output
Skyward major and minor behavior referrals will be reviewed on a monthly basis.	Students will demonstrate Ready, Responsible, Respectful and Safe behaviors will lead to a reduction of minor and major behavioral referrals.

Material/Resources/Supports Needed	PD Step
PBIS Handbook/funding for PBIS rewards and celebrations	yes

Action Plan: SpringMath

Action Steps

Anticipated Start/Completion Date

K-3 Classroom and Title I Instructor will administer Spring Math Assessment in Fall, Winter and Spring.

08/26/2021 - 06/01/2022

Monitoring/Evaluation

Anticipated Output

Fall, Winter and Spring Assessments during scheduled data analysis PD time.

Class-wide and individual interventions groups developed for students

Material/Resources/Supports Needed

PD Step

Spring Math Assessment

no



Action Plan: 1:1 Technology Initiative

Action Steps	Anticipated Start/Completion Date
A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.	08/26/2021 - 06/01/2022
Monitoring/Evaluation	Anticipated Output
Laptops/iPads will be purchased to meet a 1:1 ratio in the district.	A device will be available for every student and teacher in the district to support any future remote learning and to support differentiated instruction throughout the school day.
Material/Resources/Supports Needed	PD Step
Laptops/iPads/wireless access points	yes
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Action Plan: After-school and Summer School Tutoring

Action Steps	Anticipated Start/Completion Date
COVID 19 pandemic has significantly impacted the amount of in-person learning all students have received over the course of the 2019-2020 and 2020-2021 school year. Afterschool and summer school tutoring will need to be offered to make up for the loss of in-person instruction.	03/01/2021 - 06/03/2024

Monitoring/Evaluation	Anticipated Output
Review of the total number of students attending after-school and summer school tutoring. Analysis of BAS, Acadience and Spring Math data for those students who attend after-school and summer school tutoring.	Students will increase the number of hours of in person learning thus impacting their performance scores on BAS, Acadience and Spring Math.

Material/Resources/Supports Needed	PD Step
Tutors/Intervention resources/transportation	no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p> <p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>	MTSS	LES will invest significant time, fiscal, and human resources in developing and implementing with fidelity a Multi-Tiered-System of Supports (MTSS) model.	08/26/2021 - 06/01/2022
<p>By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p> <p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p> <p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>	PBIS	PBIS - Respectful, responsible, ready and safe expectations modeled to all students. Celebration committee will plan school-wide celebrations	08/26/2021 - 06/01/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By June 1, 2022 85% of 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 Benchmark Assessment System to EOY Benchmark Assessment System. (Benchmark Assessment System)</p>	<p>1:1 Technology Initiative</p>	<p>A lack of technology devices and internet accessibility impacted remote learning for many of our students throughout the COVID 19 pandemic during the 2019-2020 and 2020-2021 school year. The district will make a significant investment in a technology 1:1 initiative to support remote learning and differentiated instruction.</p>	<p>08/26/2021 - 06/01/2022</p>
<p>By June 1, 2022 85% of Lewistown Elementary School K-1 students will be performing at or above the 26th percentile on their Reading Composite Score in Acadience. (Acadience)</p>			
<p>By June 1, 2022 75% of Lewistown Elementary K-3 students will have 'Met Target' based on Spring Math School Overview. (Spring Math)</p>			

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
PBIS Coaches Training	PBIS Building Coaches	Core Team Responsibilities, Incentives, Celebrations, Staff Acknowledgements and Community Outreach/Parental Engagement

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Participation of all staff in at least one PBIS committee to plan and implement PBIS with fidelity at LES	08/26/2021 - 06/01/2022	Meg Rupert and Amber Oliver/PBIS Coaches

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
4c: Communicating with Families	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Team Data Meetings	LES K-3 teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, and Assistant Principal	Research, design, and implement effective interventions for at-risk students (Tier II and Tier III)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Monitor student progress in all Tiers with analysis of Acadience, Benchmark Assessment System and Spring Math. Discuss core instruction and Tier I issues Research, design and implement effective interventions for at-risk students. (Tier II and Tier III)	08/26/2021 - 06/01/2022	Jennifer Esh/Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students
1f: Designing Student Assessments	
4b: Maintaining Accurate Records	
1a: Demonstrating Knowledge of Content and Pedagogy	
4e: Growing and Developing Professionally	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	



Professional Development Step	Audience	Topics of Prof. Dev
1:1 Technology Initiative	LES K-3 teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal, and Assistant Principal	Adobe Acrobat & Snipping Tool Google Drive Google Docs and google Drawing Google Slides and Virtual Museums Google Forms and Virtual Breakouts SeeSaw Google Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of Act 80 day course and related assignment of artifact that will be used in a future lesson.	08/26/2021 - 06/01/2022	Kevin O'Donnell/Chief Academic Officer

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4e: Growing and Developing Professionally	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Morning Meetings	LES K-3 teachers, Title I, Integration Teachers, Special Education, Psychologist, Guidance Counselor, Principal and Assistant Principal	District mental health team provides guidance and resources on how to run an effective morning meeting to meet the social emotional needs of students.

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Daily implementation of morning meeting

08/26/2021 - 06/01/2022

Classroom teachers

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

2b: Establishing a Culture for Learning

Trauma Informed Training (Act 18)

2d: Managing Student Behavior

3a: Communicating with Students

2a: Creating and Environment of Respect and Rapport



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Federal Programs Coordinator will review Title I school-wide plans with MCSD Local Advisory Committee.	Schoolwide plans will be reviewed and feedback for revisions will be solicited at the Mifflin County School District Local Advisory Council meeting.	Meeting	Local Advisory Committee (Representation of all stakeholders in MCSD)	May 6, 2021 September 16, 2021 November 4, 2021 February 5, 2022
Annual Schoolwide Plan Review with Parents prior to start of September Parent School Association (PSA) meeting.	Annual Schoolwide Plan Review with Parents	Meeting	Lewistown Elementary School parents and guardians	September 2021
Annual Schoolwide Plan review with LES Faculty	Annual Schoolwide Plan review with LES faculty	Faculty Meeting	LES K-3 Faculty	May 2021

