

Fox Twp El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Fox Twp El Sch

376 Main St
Kersey, PA 15846
(814)885-8076

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Karen Lucanik
Superintendent: G. Brian Toth

Stakeholder Involvement

Name	Role
Karen Lucanik	Building Principal
Alicia Herbstritt	Business Representative
Tracy Carnovale	Community Representative
Jodi Lindemuth	Ed Specialist - Other
Ashley Kline	Ed Specialist - School Counselor
Chelsea Luchini-Shipe	Elementary School Teacher - Regular Education
Laura Taylor	Elementary School Teacher - Regular Education
Julie Ginther	Parent

Federal Programs

School Improvement

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

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

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

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

Our Federal Program Coordinator provided technical assistance in the development of the district and school plan. This assistance was critical because it provided guidance and a clear understanding of the overall district plan and the connectivity with the school plan as well as facilitating the navigation and completion of our comprehensive plan. The Title I School Improvement Conference instilled in the attendees a greater networking system to share and discover new ideas, resources, best practices, overcoming obstacles, and strengthening the overall objective to improve student achievement for all students.

Provider	Meeting Date	Type of Assistance
Dr. James Wortman	10/11/2016 12:00:00 AM	Fully completing the school-wide document.
Dr. James Wortman	6/8/2017 12:00:00 AM	Migration of the school-wide plan to the comp plan and an understanding of the components of this process.

Improving School Performance Conference, Pittsburgh, PA	1/30/2017 12:00:00 AM	Two day conference to increase awareness of programs and best practice for the improvement of school-wide programs.
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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.

Cohesive planning of academic assessments that fortify the academic success of all students is firmly embedded in our school's culture between school administration and our teachers.

Our universal screening process, STAR Enterprise Reading and Math conducted five times per year for all our students, is the basis from which our data team members (grade level teacher(s), principal, school counselor, math and reading specialists, tutors) collect, interpret, and discuss the benchmarking data, progress monitoring, classroom performance, classroom grades, instructional strategies, and best practices for student academic achievement. These data team members, with a weighted reliance on the specific teacher's insight and interpretation, hone in on each student's academic progress and then as a team make highly qualified decisions on each student's pathway to academic success through the MTSS framework. Teachers are fully immersed in this process and are continually monitoring and interpreting student progress; they are the keepers of the gate for the necessary instructional changes needed to provide optimum growth and mastery for each student through the revelations of the assessments.

Open lines of communication exist and are encouraged between administration and teacher(s) and for teachers to share ideas with their colleagues at the same grade level in the building and across the district as well as grades above and below grade level to strengthen curricular alignment.

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

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

Pull Out Instructional Support	Yes
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Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

MTSS Writing grant recipient for 4th grade writing pilot program was a catalyst for a school-wide initiative to increase knowledge and use of best practices for writing, strengthen writing instruction in every classroom at every level in all subject areas, and getting parents on board to help on the home front. Professional development increased teacher understanding and utilization in areas relevant to TDA, open-end questions, handwriting, spelling, assessments, and the overall effective writing process. Students' writing scores improved.

Accomplishment #2:

5th Grade Accomplishments:

Based on the 2016 PSSA, PVAAS data - 5th grade **math** met the PA Academic Growth Standard.

School quintiles shows the 5th grade **math** group met the growth standard in the top three achievement groups.

Based on the 2016 PSSA, PVAAS data - 5th grade **ELA** met the PA Academic Growth Standard.

School quintiles shows moderate evidence that 5th grade **ELA** exceeded the growth standard in the second and third achievement groups as well as showing evidence that the group met the growth standard in the fourth achievement group.

Accomplishment #3:

4th Grade Accomplishments:

Based on the 2016 PSSA, PVAAS data - 4th grade **math** shows evidence of meeting the PA Academic Growth Standard.

School quintiles shows the 4th grade **math** met the growth standard in the two highest achievement groups.

School quintiles shows the 4th grade **ELA** met the growth standard in the highest achievement group.

Accomplishment #4:

2017 Fox Elementary Action Math Baseball team competed at the PNC Park, Pittsburgh, PA in the Pittsburgh Pirate's Regional World Series program which promotes engineering, higher order science, technology, and math skills.

2017 Challenge 24 math competition 4th grade student took 1st place and our 5th grade student took 2nd place. Our first place student continued to compete at the state level in Harrisburg.

Accomplishment #5:

The May 2017 STAR benchmark data indicated all 16 areas identified as teacher goals for reading growth and progress were met and exceeded the expectations. This data also indicated that grades 1, 3, 4, 5 achieved 100% of each teacher reading goal identified. The kindergarten group achieved 91% benchmark in Phonemic Awareness and 88% Phonics benchmark.

Accomplishment #6:

Fox Township Elementary School attained the PA Distinguished Title I School Award 2016-2017.

Accomplishment #7:

Kindergarten Standards Based Report Card and relevant assessments and scoring rubrics were created by all the district kindergarten teachers and utilized this school year 2016-17. This is a catalyst for all grade levels to develop a Standard Based Report Card with the district plan to roll out one grade level per year (i.e., first grade in 2017, second grade in 2018).

Accomplishment #8:

Recipient of the Keystone STARS award attaining 4 out of 4 stars indicating our commitment to enhancing the quality of our learning program through Keystone STARS while maintaining compliance with program regulations.

School Concerns

Concern #1:

Based on 2016 PSSA and PVAAS data, significant evidence indicates 4th grade did not meet PA Academic Growth Standard in ELA.

Concern #2:

In the school quintile there is moderate evidence that 4th grade ELA group did not meet the growth standard in the fourth highest achievement group.

Concern #3:

Based on 2016 PSSA and PVAAS data, 5th grade math shows moderate evidence that the growth standard in the School Value Added three-year average was not met.

Concern #4:

Based on the 2016 PSSA and PVAAS data, the school quintile shows moderate evidence that the 5th grade ELA group did not meet the academic growth standard in the fifth highest achievement group.

Concern #5:

May 2017 STAR indicates 53% of the incoming kindergarten students were performing below grade level in reading. First grade student group had 33% met benchmark in reading

Concern #6:

The 2016 Fall STAR data indicated 53% of the 2016-17 incoming kindergarten students were performing below reading grade level and 63% below math benchmark. This kindergarten group entered school with 21% benchmark of Phonemic Awareness and 21% benchmark of Phonics.

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:

Based on 2016 PSSA and PVAAS data, significant evidence indicates 4th grade did not meet PA Academic Growth Standard in ELA.

In the school quintile there is moderate evidence that 4th grade ELA group did not meet the growth standard in the fourth highest achievement group.

Based on 2016 PSSA and PVAAS data, 5th grade math shows moderate evidence that the growth standard in the School Value Added three-year average was not met.

Based on the 2016 PSSA and PVAAS data, the school quintile shows moderate evidence that the 5th grade ELA group did not meet the academic growth standard in the fifth highest achievement group.

May 2017 STAR indicates 53% of the incoming kindergarten students were performing below grade level in reading. First grade student group had 33% met benchmark in reading

The 2016 Fall STAR data indicated 53% of the 2016-17 incoming kindergarten students were performing below reading grade level and 63% below math benchmark. This kindergarten group entered school with 21% benchmark of Phonemic Awareness and 21% benchmark of Phonics.

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: STAR, AR, PSSA data. Curriculum review by Director of Curriculum, Building Administrator, and teachers annually.

Specific Targets: PSSA scores will increase and each grade level will have positive growth.

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

Curriculum Review

Description:

Curriculum will be reviewed and revised to link to the PA Cor. The curriculum will identify the Big Ideas of each course, timeline, and modes of assessment.

SAS Alignment: Curriculum Framework

Implementation Steps:

Curriculum Mapping

Description:

Planned Courses will be updated and mapped to ensure that all associated PA Core Standards are being addressed in the course. Online maps will be available for teachers.

Start Date: 9/2/2017 **End Date:** 5/27/2018

Program Area(s):

Supported Strategies: None selected

*Curriculum Mapping***Description:**

Working in the Google Classroom Forum, grade level teachers will begin their review of common core standards, develop a scope and sequence, build a curricular map, and then begin to formulate lessons all using the Understanding By Design Framework. This will provide an opportunity to sequence the introduction and teaching of skills, while allowing teachers to utilize the various resources they've been researching and gathering since the district has become less reliant on a basal series. As part of this multi-year process, grade level teachers will also develop a standards based report card, and associated assessments and scoring rubrics. All of this will be digitally saved in Google Classroom for shared development, editing, review, and ultimate publication.

Start Date: 4/12/2017 **End Date:** 6/5/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Fox Twp El Sch.