

Bennetts Valley El Sch

**School Level Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Bennetts Valley El Sch*

19073 Bennetts Valley Highway  
Weedville, PA 15868  
(814)787-5481

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
Jen Agosti	Business Representative
Lena Gavazzi	Community Representative
Ashley Kline	Ed Specialist - School Counselor
Erin Liptak	Elementary School Teacher - Regular Education
Andy Yost	Elementary School Teacher - Regular Education
Vicky Lewis	Parent

# 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.

Our Federal Program Coordinator provided technical assistance in the development of the district and school plan. The 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 great 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.

### **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.

<b>Options</b>	<b>Yes or No</b>
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
<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 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

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## 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 and expectations in every classroom at every level in all subject areas, and bring 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:

BV Elementary Action Math Baseball team took 4th place in the 2017 Pittsburgh Pirate's Regional World Series competition which promotes engineering, high order science, technology, and math skills held at the PNC Park, Pittsburgh, PA.

### Accomplishment #3:

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 #4:

2016 PSSA School Summary report indicates the overall percentages of BV students attaining Proficient and Advanced status exceeded the state percentages in ELA, math, and science.

### Accomplishment #5:

Based on the 2016 PSSA and PVAAS data, the **4th grade ELA** accomplishments are as follows: reached moderate evidence exceeding the PA Academic Growth Standard and from the school quintiles data showed moderate evidence of exceeding the growth standard in the 3rd and 4th achievement groups. The **4th grade math** group showed evidence of meeting the growth standard in the second highest achievement group in the school quintiles

### Accomplishment #6:

Based on the 2016 PSSA and PVAAS data the 5th grade accomplishments are as follows: **5th grade math** shows significant evidence that the group exceeded the PA Academic Growth Standard and in

the school quintile displayed moderate evidence of exceeding the growth standard in the fourth achievement group. In the school quintile the **5th grade ELA** shows evidence of meeting the growth standard in the lowest level achievement group.

#### Accomplishment #7:

STAR data May 2017 indicated 14 out of 17 overall teacher reading goals were met and exceeded. Grades 1 and 2 achieved 100% mastery of two of their teacher identified reading goals. Grade 4 group achieved 100% mastery of all teacher identified goals.

## School Concerns

#### Concern #1:

Based on the 2016 PSSA and PVAAS data shows significance evidence that the **4th grade math** group did not meet the PA Academic Growth Standard and in the school quintile data moderate evidence indicates the growth standard in the second and fifth achievement groups were not met. In the school quintile **4th grade ELA** did not meet growth standard in the lowest achievement group.

#### Concern #2:

Based on the PSSA and PVAAS data, **5th grade group ELA** shows moderate evidence not meeting the PA Academic Growth Standard; in the school quintile moderate evidence indicates not meeting academic growth standard in the fourth achievement group.

#### Concern #3:

2016 PSSA School Summary report indicates **3rd grade group ELA** shows slightly higher number of students in BB/B and slightly less students in P/A than the state.

#### Concern #4:

2016 PSSA Reporting Categories for **3rd grade ELA Writing/Language** is .9% lower than the state.

#### Concern #5:

2016 PSSA Reporting Categories for **4th grade ELA Writing/Language** is 1.4% lower than the state.

#### Concern #6:

2017 STAR data indicated Grade 3 group did not reach any of the three teacher identified reading goals; Grade K had 77% and Grade 3 had 81% of the students reaching at or on watch reading benchmark.

## 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:

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# 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: PSSA Data

Specific Targets: The gap between all students and Historically Under-performing students will reduce by 50 % in three years.

## *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:**

Building Administrator and Teachers will review and update all planned courses. The Director of Curriculum will meet with teachers to ensure alignment to PA Core Standards. The curriculums will be stored digitally.

**Start Date:** 9/2/2017    **End Date:** 5/31/2018

**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

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