

James Burd El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

James Burd El Sch

317 North Morris Street
Shippensburg, PA 17257
(717)530-2780

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Scott Shapiro

Superintendent: Chester Mummau

Stakeholder Involvement

Name	Role
Scott Shapiro	Building Principal : Schoolwide Plan
Tiffany Barrett	Ed Specialist - Other
Debi Gross	Ed Specialist - Other
Reshma Patel	Ed Specialist - Other
Cheryl Behrenshausen	Elementary School Teacher - Regular Education
Brenda Mason	Elementary School Teacher - Regular Education
Katie McCauslin	Elementary School Teacher - Regular Education
Janette Wolfe	Elementary School Teacher - Regular Education
Sandy Olson	Elementary School Teacher - Special Education
Sarah Kelly	Intermediate Unit Staff Member
Brownwyn Herb	Parent
Jen Milburn	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.

Throughout the duration of the 2016-2017 school year the Title I team met multiple times to discuss, brainstorm and write the comprehensive plan. Ms. Sarah Kelly, CAIU consultant, and Mr. Scott Shapiro, building principal, provided necessary assistance and guided the team . Additional assistance and training was provided by the Capital Area Intermediate Unit in the area of instructional coaching. Mr. Shapiro and Mrs. Barrett, instructional coach, attended a coaching networking meeting to gain valuable resources and strategies to implement at the building. Frequent data team meetings were also held at the building level.

Provider	Meeting Date	Type of Assistance
CAIU	9/20/2016 12:00:00 AM	Coaching Meeting
SASD	11/21/2016 12:00:00 AM	Data Team Meeting
SASD	11/22/2016 12:00:00 AM	Data Team Meeting
SASD	1/20/2017 12:00:00 AM	Title I Planning Meeting
SASD	1/31/2017 12:00:00 AM	Data Team Meeting
SASD	2/3/2017 12:00:00 AM	Data Team Meeting

SASD	2/14/2017 12:00:00 AM	Title I Planning Meeting
SASD	2/27/2017 12:00:00 AM	3rd Grade Intervention Planning Meeting
SASD	3/15/2017 12:00:00 AM	Title I Meeting
SASD	5/11/2017 12:00:00 AM	Title I Meeting

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.

In the month of November 2016, building administration, literacy coach and reading specialists met with the entire James Burd staff to communicate assesment types and frequency to be administered to students throughout the school year. Staff were given a detailed matrix outlining which assesments to administer and their frequency.

K-3 Teachers met with building principal, reading specialist, and literacy coach at data team meetings to review reading data in the months of January and February. During the data team meetings, students below grade level benchmarks were identified and were progress monitored by the classroom teacher/reading specialist on a bi-weekly basis. The team reconvened approximently 8-weeks later to review the data and deterime if adequate progress was made. Students not making adequate progress were referred to the Child Study Team.

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	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Implemented a diagnostic screener and web-based individualized lessons with Growth Monitoring through I-Ready.

Accomplishment #2:

After initial data team meetings, students not meeting benchmark were identified as needing additional interventions including progress monitoring bi-monthly. Students on grade level are progress monitored once a month. All data is warehoused in Google Drive.

Students in the bottom 10% for reading are receiving interventions by the classroom teacher and reading specialist. The data is tracked through the use of intervention forms.

Accomplishment #3:

The 2nd and 3rd grade report cards have been revised to include the use of common assessments.

Accomplishment #4:

Instructional time has been gained as a result of implementing a new assessment schedule (ex. 2 times per year for F&P Assessments; eliminating spelling inventory).

Accomplishment #5:

The following PBIS achievements have been reached during the 2016-2017 year: Recognized as a model school through PATTAN; additional services and supports for our Tier II and Tier III students such as CICO; awarded \$10,800 grant for use with our Advanced Tiers Model.

Accomplishment #6:

Created and revised existing PBIS (Positive Behavior Instructional Support) social skill lessons based on data analysis.

Accomplishment #7:

We are implementing PBIS Tier II with weekly group lessons and check in/check out.

Accomplishment #8:

2016-2017 Fall Literacy Night: 173 students (163 families) attended

Accomplishment #9:

We continue to provide monthly celebration days to reward students for positive behavior.

Accomplishment #10:

We continue to present students with awards for Perfect Attendance, Positive Behavior, and Working Your Paws Off quarterly.

Accomplishment #11:

Second and Third Grade writing rubrics were revised for all three types of writing.

Accomplishment #12:

We continue to consistently use SWIS to enter and analyze office referral data to assist in implementation of Tier II interventions (CICO) to help our more at-risk students.

Accomplishment #13:

Implementation of a new K-3 Emotional Support Classroom to expand our continuum of special education services.

Accomplishment #14:

In 2016, 71.4% of 3rd grade students were proficient or Advanced for PSSA ELA. This is an increase of 30.2%.

Accomplishment #15:

In 2016, 69% of 3rd grade students were proficient or advanced for PSSA Math. This is an increase of 15.6%.

Accomplishment #16:

In 2016, James Burd earned an SPP score of 81.4%.

Accomplishment #17:

Based on the previous concerns, additional PD was provided in the areas of guided reading and guided math.

Accomplishment #18:

I-Ready training provided to all staff to ensure successful implementation in classrooms.

Accomplishment #19:

The school continues to collect, analyze and utilize data to make informed decisions.

Accomplishment #20:

Teachers volunteer to lead after school clubs for grades 2 and 3 to benefit students academically, behaviorally, and socially.

School Concerns**Concern #1:**

As students continue to use technology in the classroom, there is a concern that the infrastructure will accommodate the need. This includes iReady, chromebooks, headphones, and desktops. Currently each K-1 classroom has 8 computers, each 2-3 classroom has 9 computers.

Concern #2:

About 40% of students are not reading on grade level as measured by Fountass and Pinnell.

3rd Grade - 56% on or above grade level

2nd Grade- 60% on or above grade level

1st Grade- 52% on or above grade level

Kindergarten - 60% on or above grade level

Concern #3:

As our economically disadvantaged population increases, additional professional development is needed in order to be sensitive to these students

Concern #4:

While the PBIS program is being implemented with 100% fidelity, some students still have unmet academic, social, and emotional needs. (Plan to address - Check and Connect , SAP , Kids Hope)

Concern #5:

While a great deal of emphasis has been placed on ELA growth, there is a need to increase our instructional math rigor

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:

As students continue to use technology in the classroom, there is a concern that the infrastructure will accommodate the need. This includes iReady, chromebooks, headphones, and desktops. Currently each K-1 classroom has 8 computers, each 2-3 classroom has 9 computers.

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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: Interim

Data Source: easyCBM

Specific Targets: 65% of students will be at the end of the year benchmark on easyCBM assessments

65% of students will read on or above grade level as measured by Fountas and Pinnell.

All students will make a minimum of one year's growth on their F & P levels

Type: Annual

Data Source: PSSA Math and ELA

Specific Targets: 70% of students will be proficient or advanced on 2017 ELA

70% of students will be proficient or advanced on 2017 Math

Strategies:

Literacy and Reading Nights

Description:

Literacy Night will coincide with the PTO Book Fair in the Fall with parent workshops. The workshops will be geared towards helping parents with effective reading strategies at home.

In 2017-2018 school year, the PTO will be holding a Read-a-Thon.

SAS Alignment: Standards, Materials & Resources

PBIS

Description:

James Burd Elementary will implement Tier 2 interventions and continue to strengthen Tier 1.

SAS Alignment: Safe and Supportive Schools

Phonological Awareness and Phonics Instruction

Description:

Consistent expectations for instruction. Ongoing progress monitoring. Interventions will be given to students who do not meet expectations 90% (K-3). A recheck is given at the end of each marking period.

The 95% Group Lessons will be implemented with specific expectations of student mastery per each month of the school year. Grade level collaborative team meetings will focus on explicit instruction improvements of these basic, grade level reading skills.

SAS Alignment: Standards, Assessment, Instruction

Balanced Literacy Approach

Description:

Designing a balanced literacy approach is crucial to improving student achievement and growth. This will include close reading strategy and reading complex text.

SAS Alignment: Standards, Curriculum Framework, Instruction

Computer Lab Scheduling

Description:

In order to meet the needs of students and teachers, a schedule will be developed before the school year begins to ensure that all classrooms receive equal time in the computer lab.

SAS Alignment: None selected

Data Well / Data Room

Description:

In a common area, create a display to post progress on using data to inform instruction. The Data Well / Data Room will be used for teachers to discuss and manipulate data on a monthly basis.

(Ex: Separate the common assessment data by grade level, then by teacher. Display monthly success rates by using different colored push pins. Green = on level or above, Yellow = moving in the right direction, but not quite yet on level, Red =

below level (at risk). Resource:
<http://effectivestrategies.wiki.caiu.org/Using+Data>)

SAS Alignment: Assessment

Technology and Student Achievement

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

(Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Explicit and Coordinated Instruction of Phonics

Description:

The 95% Group lessons will be implemented daily.

Evidence - Copy of lesson plans

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Literacy and Reading Nights
- Phonological Awareness and Phonics Instruction
- Balanced Literacy Approach

Use more complex text in all grades

Description:

Complex text will be used for read alouds in grades K-3 and in close reading lessons in grades 2-3.

Evidence - Lesson Plans and Teacher observations

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Balanced Literacy Approach

Webb's DOK and citing evidence in text

Description:

Teacher's will use Webb's DOK to plan for text dependent questions and provide more instruction on how to cite evidence from text.

Evidence - Lesson Plans and Teacher Observations

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Balanced Literacy Approach

Daily Read Alouds

Description:

There will be a focus on enhancing vocabulary development.

Evidence - Copy of lesson plans

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Literacy and Reading Nights
- Phonological Awareness and Phonics Instruction
- Balanced Literacy Approach

Create Master Computer Lab Schedule

Description:

The principal will create a schedule that is accessible by all staff in a Google Drive document.

Evidence: Google sheet, hard copy calendar in computer lab

Start Date: 8/1/2017 **End Date:** 8/17/2017

Program Area(s): Educational Technology

Supported Strategies:

- Computer Lab Scheduling

One School One Book

Description:

James Burd will implement the One School One Book program and corresponding literacy activities.

Evidence - Copy of the book, activities, and invoices.

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Student Services

Supported Strategies:

- Literacy and Reading Nights
- Phonological Awareness and Phonics Instruction

Professional Development on Poverty

Description:

James Burd will receive PD on working with students in Poverty.

Evidence: sign-in sheets

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Professional Education

Supported Strategies:

- PBIS

*Coordinate with PTO for Family Literacy Night***Description:**

Literacy Night will coincide with the PTO Book Fair in the Fall with parent workshops. The workshops will be geared towards helping parents with effective reading strategies at home. A Literacy Night will also be held in the Spring with a proposed theme related to STEM.

Evidence- Sign-in sheets and planning documents

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Literacy and Reading Nights

*Teachers Workshop Planning and Coordinating***Description:**

Teachers will work together to plan and coordinate workshops for the Fall Literacy Night.

Evidence - Sign-in sheet and completion of Title I plan

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):**Supported Strategies:**

- Literacy and Reading Nights

*Create Leveled Libraries in Classrooms***Description:**

Each classroom teacher will work on creating a leveled library. The collection of books will be organized by F&P levels in a central location in each room. All students will be made aware of their reading level so they can choose texts on their instructional level.

Evidence - Pictures of leveled libraries and invoices of purchases for leveled texts

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Student Services

Supported Strategies:

- Balanced Literacy Approach

*Fall Book Fair/Literacy Night Follow Up***Description:**

After the Fall Book Fair/Literacy Night, we will discuss the event and what changes (if any) need to be made. This meeting will be conducted at the next Title 1/Comprehensive Planning Meeting. Parents will be provided a survey for the Literacy night and prizes will be awarded.

Evidence - Literacy Night Sign-in sheets and surveys

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Literacy and Reading Nights

Prepare Students for Spring STEAM Fair

Description:

Students will be encouraged to participate in the Spring STEAM Fair. The fair will coincide with the Spring PTO Bookfair. Judges will be brought in from the community and given rubrics to evaluate the students' displays.

Evidence - Spring STEAM Fair sign-in sheets and pictures

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Technology and Student Achievement

Notify Parents of Summer Reading Program

Description:

A flyer will be sent home describing the Summer Reading Program / I-Ready programs available. These will include both school and community programs.

Evidence - Informational flyers sent home

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- Balanced Literacy Approach

Monthly Behavioral Data Meetings

Description:

Tier 1 and Advanced Tier meetings will be held monthly with teachers and the principal. Review and analyze data from the office disciplinary reports to determine additional intervention strategies and classroom social skill lessons.

Evidence - Sign-in sheets and agendas

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):

Supported Strategies:

- PBIS

Collect Teacher Input of Websites

Description:

Collect teacher input of educational websites and disperse throughout the year (September through June) to parents via e-mail. Additionally, a *.pdf file will be included on the email that details important upcoming events.

Evidence -This will be sent at the beginning of the month to all James Burd Elementary stakeholders.

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Coordinate Technology Trainings

Description:

James Burd will coordinate with the CAIU and Dr. Stevens (Technology Director) for short technology trainings to help interested staff members who are piloting new technology tools. This will be an ongoing professional development step.

Evidence - Sign-in sheets and registration confirmation

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Professional Development for Teachers

Description:

Periodically, the PBIS team will get together to do professional development and report back to the faculty. These meetings are ongoing throughout the year.

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Professional Education

Supported Strategies:

- PBIS
- Phonological Awareness and Phonics Instruction
- Balanced Literacy Approach
- Data Well / Data Room

Create 2017-2018 Title I Meeting Agenda

Description:

A title 1 meeting agenda will be created

Evidence - Title I Agenda

Start Date: 8/17/2017 **End Date:** 10/1/2018

Program Area(s):

Supported Strategies:

- Literacy and Reading Nights

Create Parent Survey

Description:

This survey will capture parent input on needed training and parent involvement meetings. Results will be collected and PD will be determined for parents.

Evidence- Copy of parent survey and results.

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):**Supported Strategies:**

- Literacy and Reading Nights

Professional Development for Parents

Description:

For Title I purposes, parents will be given PD based on the survey results.

Evidence - Sign in sheets and surveys

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s):**Supported Strategies:**

- Literacy and Reading Nights

Professional Development

Description:

Throughout the school year teachers will learn different types of formative assessments to include in their lessons and how to use that data to inform

instruction. Additional instruction will be provided in Guided Math and Working with kids in trauma and poverty.

Evidence - Sign-in sheets

Start Date: 8/17/2017 **End Date:** 5/25/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Well / Data Room

Foundations Training

Description:

Reading Specialist and select special education teachers will receive PD in Wilson Language Foundations. Teachers will also be provided the necessary materials and resources to effectively implement the program.

Evidence - Registration paperwork, training material

Start Date: 8/17/2017 **End Date:** 5/25/2018

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

Supported Strategies:

- Balanced Literacy Approach

Staff Bus Ride in Community

Description:

Staff will take a bus ride into the Shippensburg Community to gain a better understanding of the Shippensburg culture and the neighborhoods our students come from.

Evidence - Staff Sign-in Sheet

Start Date: 8/15/2017 **End Date:** 8/17/2017

Program Area(s):

Supported Strategies:

- PBIS

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for James Burd El Sch.