

Edinboro Elementary School

School Level Plan

07/01/2019 - 06/30/2020

School Profile

Demographics

Edinboro El Sch

5340 Route 6N
Edinboro, PA 16412
(814)273-1033

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Randy White
Superintendent: Richard Scaletta

Stakeholder Involvement

Name	Role
Amy Berger	Academic Recovery Liaison : Schoolwide Plan
Randy White	Building Principal : Schoolwide Plan
Carrie Piccinini	Ed Specialist - School Nurse : Schoolwide Plan
Michelle Kupczyk	Elementary School Teacher - Regular Education : Schoolwide Plan
Cindy Dillen	Elementary School Teacher – Speech Pathology: Schoolwide Plan
Gretchen Cunningham	Instructional Coach/Mentor: Schoolwide Plan
Alison Harroun	Instructional Coach/Mentor : Schoolwide Plan
Ann Bortnick	Elementary School Teacher - Special Education: Schoolwide Plan
Kim Lohr	Elementary School Teacher - Special Education : Schoolwide Plan
Michelle Androstic	Instructional Coach/Mentor Librarian : Schoolwide Plan
Sharon Evans	Parent : Schoolwide Plan
Crystal Sindlinger	Parent : Schoolwide Plan
Katie Ramey	Parent : Schoolwide Plan

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.

The technical support provided during the school year will focus on two areas; 1. learn how to differentiate instruction in the areas of math and reading based on the analysis of the September MAP assessment. 2. interpret the data received from the DIBELS Next assessment and how to monitor student progress and determine the effectiveness of the academic interventions being provided. Both areas of support will enable all classroom teachers to learn how to provide the best instructional program to meet student's learning needs. To accomplish these goals, professional development will be provided by a NWEA MAP trainer and IU 5 TaC personnel. The review of the various data will take place during quarterly grade level planning and data meetings. Grade level goals will be developed and will be monitored through administrative walk-throughs, formal observations and grade level data and planning meetings.

Provider	Meeting Date	Type of Assistance
Administration, Math/Literacy interventionist, MTSS Coordinator, IU 5 TaC	9/10/2019	DIBELS/MAP data analysis

personnel		
Administration, Math/Literacy interventionist, MTSS Coordinator, IU 5 TaC personnel	1/14/2020	DIBELS/MAP data analysis
Administration, Math/Literacy interventionist, MTSS Coordinator, IU 5 TaC personnel	5/26/2020	DIBELS/MAP data analysis
Administration, Math/Literacy interventionist, MTSS Coordinator, parent group	1/13/2020	Review/Revise Comprehensive Plan
Administration, Math/Literacy interventionist, MTSS Coordinator, parent group	5/12/2020	Review/Revise Comprehensive Plan
Administration, Math/Literacy interventionist, MTSS Coordinator, School psychologist	10/15/2019	Review Tier 3 progress monitoring data
Administration, Math/Literacy interventionist, MTSS Coordinator, School psychologist	11/19/2019	Mid-semester Progress monitoring data review
Administration, Math/Literacy interventionist, MTSS Coordinator, School Psychologist	2/13/2020	Analyze Tier 3 Progress monitoring data
Administration, Math/Literacy interventionist, MTSS Coordinator, School Psychologist	3/13/2020	Mid-semester Progress monitoring data review

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

School Accomplishments

Accomplishment #1:

At the end of the 2018-19 school year, 82% of all K-4 students met grade level benchmark for the DIBELS Next assessment.

Accomplishment #2:

On the 2018-19 PSSA, 85.5% of 4th grade students scored Advanced/proficient. 50 % of the student were Advanced.

Accomplishment #3:

On the 2018-19 Science PSSA, 94% of 4th grade students tested Advanced/proficient.

School Concerns

Concern #1:

There has been an increase in number of students experiencing social and emotional health issues in school. These SEH issues are beginning to have an effect on student learning.

Concern #2:

The school needs to develop an intervention plan to address the students inability to learn the basic math concepts.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

There has been an increase in number of students experiencing social and emotional health issues in school. These SEH issues are beginning to have an effect on student learning.

The school needs to develop an intervention plan to address the student's inability to learn the basic math concepts.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: DIBELS Next, Formative assessments, PSSA, Curriculum based assessments, DRA

Specific Targets: Data from the identified assessments will be used to monitor student performance. A Trend-line and Aim-line graph will be used to track student progress. Results will be reviewed during grade level data and planning meetings.

Strategies:

Monitoring student progress

Description:

The school will administer the DIBELS 8 and MAP assessments in Sept, Dec and May. These universal screeners will be used to determine which students are performing at grade level benchmark. Interventions will be provided for students performing below 20% will receive an instructional intervention. The interventions will take place during a 30 minute No New Instructional (NNI) time that has been built into the instructional schedule of all K-4 classrooms. The 30 minute sessions allow students to receive skill specific interventions, on-level or enrichment support. Progress will be monitored every one or two weeks to check growth. Data will be gathered and plotted on a line graph that will show the Aim-line and Trend-line. This graph will be reviewed during grade level planning and data meeting days. Instructional practices will be reviewed to determine whether an intervention should be changes or remain the same. If/when a student achieves grade level benchmark, it will be determined whether the students still needs to receive the instructional intervention.

During grade level planning meetings, each grade level will establish an end of year ELA/Math goal they will work to achieve. The goals will be monitored and reviewed during each of these meetings. Teachers will identify the instructional strategies they will use during instruction and intervention time to reach this goal. During the January and March meetings, each grade level will review the effectiveness of the identified instructional practice. Progress monitoring data for each goal will also be reviewed for incremental growth.

In May, the school will conduct Cross Grade Planning meetings to review strengths and areas for continued growth in ELA and Math. Information is passed to the

previous grade level for curriculum review and identifying instructional best practices. These meetings will serve as a K-4 Curriculum Needs Assessment. The notes from all meetings will be reviewed by the Building Advisory Committee to determine the plan of action or Strategic Plan for the next school year. The information will be reviewed with teachers at the opening school in-service meeting as a reminder of the goals that were established for the new school year.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Universal screening

Description:

During the opening teacher in-service day, all SWAT (School Wide Assessment Team) teachers will receive training on how to administer the DIBELS 8 assessments. Once trained, the SWAT will administer the DIBELS Next assessment to all students. Once all assessments have been completed, the results will be input into DIBELS 8 report. The data will be reviewed with K-4 teachers during a grade level data meeting. Students performing in the bottom 20% will receive a Tier 2 intervention based on their instructional need.

Teachers will also receive math training in the area of math differentiation from a MAP trainer or TaC personnel from the Northwest Tri-County IU 5.

Start Date: 9/10/2019 **End Date:** 5/26/2020

Program Area(s): Professional Education

Supported Strategies:

- Monitoring student progress

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students			Strategy #1: Monitoring student progress			
Start	End	Title			Description			
9/10/2019	5/26/2020	Universal screening			<p>During the opening teacher in-service day, all K-4 teachers will receive training on how to administer the DIBELS 8 assessments. Once trained, K-4 teachers will administer the DIBELS Next assessment to all students. Once all assessments have been completed, the results will be input into DIBELS 8 report. The data will be reviewed with K-4 teachers during a grade level data meeting. Students performing in the bottom 20% will receive a Tier 2 intervention based on their instructional need.</p> <p>Teachers will also receive math training in the area of math differentiation from a MAP trainer or TaC personnel from the Northwest Tri-County IU 5.</p>			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Classroom teachers, Literacy/Math Interventionist, MTSS coordinator and administration	3.0	3	25	McKean Elementary staff and NWEA	NWEA consultant	Yes

Knowledge

Using the DIBELS 8 and MAP assessment data, teacher will learn how to analyze student reports in the areas of math and reading in order to differentiate classroom instruction.

Supportive Research

DIBELS 8 reports, MTSS research; MAP math and reading reports

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers

Analysis of student work,
with administrator and/or peers

Creating lessons to meet
varied student learning styles

Peer-to-peer lesson

discussion

Lesson modeling with
mentoring

Joint planning period
activities

instructional delivery and professionalism.

Student PSSA data

Standardized student assessment
data other than the PSSA

Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Edinboro El Sch in the General McLane 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 Edinboro El Sch in the General McLane SD for the 2019-2020 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director