

Hans Herr El Sch

School Level Plan

07/01/2018 - 06/30/2021

School Profile

Demographics

Hans Herr El Sch

1600 Book Rd
 PO Box 428
 Lampeter, PA 17537
 (717)464-3311

Federal Accountability Designation: none

Title I Status: Yes

Principal: Jeffrey Smecker

Superintendent: Kevin Peart

Planning Committee

Name	Role
Andrew Godfrey, Ed.D.	Administrator
Jeffrey Smecker	Administrator
Lecinda Baker	Elementary School Teacher - Regular Education
Beth Hendrix	Elementary School Teacher - Regular Education
Matthew Hoover	Elementary School Teacher - Regular Education
Teresa Fowler	Elementary School Teacher - Special Education
Jody Allen	Instructional Coach/Mentor Librarian

Needs Assessment

School Accomplishments

Accomplishment #1:

Increased collaboration among all staff leading to an improved culture of learning, building community, and a supportive environment.

Accomplishment #2:

Alignment of curriculum, instruction, and assessment have improved because of the implementation of a new Standards-Based Report Card and new instructional materials.

Accomplishment #3:

Implementation of curriculum focused model has improved instructional practice and allowed staff to better individualize instruction based on student needs. The model has improved staff's ability to deliver a more rigorous curriculum.

Accomplishment #4:

Steady progress has been made toward inclusionary and differentiated instructional practices to better meet the needs of all learners.

Accomplishment #5:

Increased student access to technology.

School Concerns

Concern #1:

Progress towards a continuum of services to meet the academic, behavioral, and social needs of all students.

Concern #2:

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Concern #3:

Time for effective collaboration- professional and paraprofessional staff.

Concern #4:

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Progress towards a continuum of services to meet the academic, behavioral, and social needs of all students.

Time for effective collaboration- professional and paraprofessional staff.

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Systemic Challenge #2 (*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:

Progress towards a continuum of services to meet the academic, behavioral, and social needs of all students.

Time for effective collaboration- professional and paraprofessional staff.

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Systemic Challenge #3 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Aligned Concerns:

Progress towards a continuum of services to meet the academic, behavioral, and social needs of all students.

Time for effective collaboration- professional and paraprofessional staff.

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Systemic Challenge #4 (*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:

Progress towards a continuum of services to meet the academic, behavioral, and social needs of all students.

Time for effective collaboration- professional and paraprofessional staff.

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Systemic Challenge #5 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Time for effective collaboration- professional and paraprofessional staff.

Professional development for improved instructional practice, including, but not limited to standards-based grading, instructional technology, and a balance between mathematics and literacy.

Vertical understanding and implementation of curriculum, instruction, and assessment K-5.

Systemic Challenge #6 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/PASA ELA, Mathematics, and Science Exams

Specific Targets: All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

Type: Annual

Data Source: PVAAS

Specific Targets: 100% of all students demonstrating a full year's growth

Type: Annual

Data Source: SWIS Behavioral Data

Specific Targets: Evaluate data to determine effectiveness of building's Positive Behavior Program

Type: Interim

Data Source: Classroom Diagnostic Exam (CDT) / DIBELS / 4Sight (as appropriate)

Specific Targets: All students demonstrating 100% Proficiency on the PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:
<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source:
<http://instructionalcoach.org/about/about-coaching> Resource:
<http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and

takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Continuum of Behavioral Services

Description:

Create a continuum of behavioral services including:

- Consistently collect and disaggregate behavior data as part of a behavioral support system.
- Implementation of a building-wide positive behavior support program.
- Effective collaboration among professional and paraprofessional staff takes place frequently.
- Develop a regular school-wide positive reinforcement program that encourages responsibility, respect, and safety.

Start Date: 7/1/2016 **End Date:** 6/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Continuum of Academic Services

Description:

Create a continuum of academic services for students to ensure...

- Intervention and enrichment is commensurate to specific student needs based on assessment data.
- Continued evaluation and implementation of consistent and common formative and summative assessments to measure growth and determine needs.
- Effective collaboration among professional and paraprofessional staff takes place frequently.

Start Date: 7/1/2016 **End Date:** 6/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Positive Behavioral Interventions and Supports

Professional Development

Description:

Provide all staff with professional development to improve practice in the areas of standards-based assessment and grading, instructional technology, and academic content.

Start Date: 7/1/2016 **End Date:** 6/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Goal #2: 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/PASA ELA, Mathematics, and Science Exams

Specific Targets: All students, including students in the Special Education Sub-Group, demonstrating 100% Proficiency on the PSSA exams and all students demonstrating a full year's growth as measured by PVAAS.

Type: Interim

Data Source: Professional Development

Specific Targets: Provide and evaluate ongoing professional development aligned with appropriate actions steps.

Type: Interim

Data Source: Implementation of the new Standards-based Report Card

Specific Targets: Continued evaluation of grading practices through the use of the new standards-based report card.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ;
 WWC: Assisting Students Struggling with Reading: Response to Intervention and
 Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
 Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;
 Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)
 Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Vertical Collaboration

Description:

Collaboration among teachers and administration within the elementary division to ensure staff have a good understanding of the learning expectations of preceding and subsequent grade levels.

Start Date: 1/8/2016 **End Date:** 1/15/2016

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Professional Development

Description:

Provide all staff with professional development to improve practice in the areas of standards-based assessment and grading, instructional technology, and academic content.

Start Date: 1/8/2016 **End Date:** 1/15/2016

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

*Standards-Based Instructional Practices***Description:**

Building-wide evaluation of appropriate practices for assessment, data collection, and reporting of student learning.

Start Date: 1/8/2016 **End Date:** 1/22/2016

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

Goal #3: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Interim

Data Source: Evaluation of personnel assignments and class building process

Specific Targets: Assignment of all personnel to most appropriately meet the instructional needs of all students

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and
<http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Personnel

Description:

Evaluation of the use of personnel to appropriately support learning and instructional needs.

Start Date: 1/8/2016 **End Date:** 1/15/2016

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building

Class Building

Description:

Explore and research methods and practices for class building that meet the needs of all learners.

Start Date: 1/8/2016 **End Date:** 1/15/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Hans Herr El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Hans Herr El Sch in the Lampeter-Strasburg 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 **ESEA 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 Hans Herr El Sch in the Lampeter-Strasburg SD for the 2016-2017 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