

Lampeter El Sch

School Level Plan

07/01/2018 - 06/30/2021

School Profile

Demographics

Lampeter El Sch

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

Federal Accountability Designation: none

Title I Status: Yes

Principal: William Bray

Superintendent: Kevin Peart

Planning Committee

Name	Role
William Bray, Ed.D.	Administrator
Andrew Godfrey, Ed.D.	Administrator
Kimberly Buckius	Elementary School Teacher - Regular Education
Kara Ditzler	Elementary School Teacher - Regular Education
Michelle Getchis	Elementary School Teacher - Regular Education
Michelle Gilger	Elementary School Teacher - Regular Education
Michelle Gote	Elementary School Teacher - Regular Education
Chrissy Hinkle	Elementary School Teacher - Regular Education
Rene Pedersen	Elementary School Teacher - Special Education

Needs Assessment

School Accomplishments

Accomplishment #1:

Ongoing use of data to drive instructional decisions within our tiered English Language Arts program.

Accomplishment #2:

Biweekly staff collaboration is valued, consistent, pervasive, and flexible to meet teachers' daily needs.

Accomplishment #3:

The addition of new technology hardware and software throughout the building.

Accomplishment #4:

The establishment of committees to address building needs such as technology, safety, school-wide behavior support, and building/community events.

Accomplishment #5:

The successful merging of Strasburg and Lampeter Elementary Schools including resources, staff, and communities.

School Concerns

Concern #1:

Unclear delineation of roles and responsibilities and ineffective communication.

Concern #2:

Lack of time to implement initiatives.

Concern #3:

Staff culture and morale

Concern #4:

Lack of allocated time and curriculum to implement a school-wide positive behavior system.

Concern #5:

Meeting the needs of all students in math

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Staff culture and morale

Unclear delineation of roles and responsibilities and ineffective communication.

Systemic Challenge #2 (*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:

Staff culture and morale

Lack of time to implement initiatives.

Lack of allocated time and curriculum to implement a school-wide positive behavior system.

Meeting the needs of all students in math

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:

Staff culture and morale

Unclear delineation of roles and responsibilities and ineffective communication.

Lack of time to implement initiatives.

Lack of allocated time and curriculum to implement a school-wide positive behavior system.

Meeting the needs of all students in math

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:

Meeting the needs of all students in math

Systemic Challenge #5 (*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:

Lack of time to implement initiatives.

Meeting the needs of all students in math

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.

Aligned Concerns:

Lack of allocated time and curriculum to implement a school-wide positive behavior system.

School Level Plan

Action Plans

Goal #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.

Indicators of Effectiveness:

Type: Interim

Data Source: Survey Data

Specific Targets: Increased communication and moral as a result of outlined action steps.

Type: Annual

Data Source: Student Achievement Data

Specific Targets: DIBLES, common unit assessments, benchmark assessments

Strategies:

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:

Delineation/Communication

Description:

- Establish roles and responsibilities beyond instructional duties for staff.
- Develop and communicate protocols for non-instructional situations.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

*Culture and Morale***Description:**

- Explore methods to evaluate and improve the culture and morale.
- Evaluate instructional and non-instructional practices for efficiency.
- Develop periodic morale building and recognition of staff.
- Develop a building leadership team.
- Develop methods to clearly communicate expectations of initiatives.

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Goal #2: 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: SWIS Data; positive behavior support program data

Specific Targets: Decrease in negative behaviors; increase in student learning skills through a focus on positive reinforcement.

Type: Annual

Data Source: Common Curriculum Assessments; Instructional Schedule

Specific Targets: Increased time and focus for math instruction; increase in student achievement in mathematics.

Strategies:

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

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

SAS Alignment: Safe and Supportive Schools

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

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

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

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:

Pro-Social Curriculum

Description:

- Research and explore pro-social programs and/or curriculums for implementation.
- Allocate time for direct instruction.
- Implement a school-wide pro-social program.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional (Distributed) Leadership Capacity Building
- Positive Behavioral Interventions and Supports

Math Instruction

Description:

- Adopt and implement new math materials.
- Ongoing professional development on math instructional strategies and implementation of new materials
- Research and explore math instructional models to help teachers differentiate to address various student needs.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Curriculum Mapping
- Differentiating Instruction
- Instructional (Distributed) Leadership Capacity Building

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: Annual

Data Source: Meeting and Professional Development Schedules

Specific Targets: Increased collaboration between staff, teams, grade levels, and buildings.

Strategies:

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>)

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Instructional (Distributed) Leadership Capacity Building

Initiative Implementation

Description:

- Examine and align our available training opportunities in the development of an implementation schedule for new technologies and initiatives.

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Instructional (Distributed) Leadership Capacity Building

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Lampeter 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 Lampeter 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