Lampeter-Strasburg SHS

School Level Plan

07/01/2018 - 06/30/2021

School Profile

Demographics

Lampeter-Strasburg SHS

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

Federal Accountability Designation: none
Title I Status: No
Principal: Eric Spencer
Superintendent: Kevin Peart

Planning Committee

Name	Role
Ben Feeney, Ed.D.	Administrator
Andrew Godfrey, Ed.D.	Administrator
Eric Spencer	Administrator
Teddi Book	Ed Specialist - School Nurse
Pamela Kochel	High School Teacher - Regular Education
Jeffrey Marsh	High School Teacher - Regular Education
Donald Spangler	High School Teacher - Regular Education
Adam Titter	High School Teacher - Regular Education
Eric Welchans	High School Teacher - Regular Education
Adam Zurn	High School Teacher - Regular Education
Jeffrey Swarr	High School Teacher - Special Education

Needs Assessment

School Accomplishments

Accomplishment #1:
Alignment of assessment and curriculum-

Accomplishment #2:
High achievement in all areas- fine arts, athletics, and academics.

Accomplishment #3:
Increased collaboration among staff as a result of common planning

Accomplishment #4:
Hybrid learning

School Concerns

Concern #1:
Addressing the social and emotional needs of students

Concern #2:
Meeting the academic needs of all students

Concern #3:
Continued evaluation of scheduling to meet student needs

Concern #4:
Culture and morale (students and staff)

Concern #5:
Continued professional development- technology integration

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:**
>
> Continued professional development- technology integration
>
> Continued evaluation of scheduling to meet student needs
>
> Addressing the social and emotional needs of students
>
> Culture and morale (students and staff)

Systemic Challenge #2 *(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:**
>
> Addressing the social and emotional needs of students
>
> Culture and morale (students and staff)

Systemic Challenge #3 *(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 academic needs of all students
>
> Continued evaluation of scheduling to meet student needs

Addressing the social and emotional needs of students

Systemic Challenge #4 *(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:

Continued professional development- technology integration

Continued evaluation of scheduling to meet student needs

Addressing the social and emotional needs of students

Culture and morale (students and staff)

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:

Meeting the academic needs of all students

Systemic Challenge #6 *(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:

Meeting the academic needs of all students

Continued professional development- technology integration

School Level Plan

Action Plans

Goal #1: 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: Student/Staff surveys, instructional programming, and perceptual data collect from students, staff, and the community.

        Specific Targets: Provide student and staff with additional opportunities to celebrate learning and school-wide accomplishments.

        Type: Annual

        Data Source: Professional Development Listings/offerings/Staff Surveys/Administrative Supervision

        Specific Targets: Provide staff with Professional Learning sessions related to technology integration and evidence of implementation within instructional practices.

        Type: Annual

        Data Source: Keystone Literature, Algebra I, and Biology, and Final Exams in all Subject Areas

        Specific Targets: All students demonstrating 100% proficiency on the Keystone exams and a full year's growth as measured by PVAAS

Strategies:

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

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

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

Counselor-to-Student Ratio Reduction

Description: Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. There is a presumption expressed that reducing the counselor-to-student ratio is important, but there is no evidence presented regarding an optimum ratio, nor is there evidence that reducing existing ratios has a positive correlation with student achievement or other student factors. (Sources: http://www.econ.ucdavis.edu/faculty/scarrell/counselors_input.pdf; http://www.econ.ucdavis.edu/faculty/scarrell/counselors2.pdf; and http://www.cde.ca.gov/ls/cg/rh/counseffective.asp) Student-to-Counselor Ratios are reported, but the source does not provide evidence of an optimum ratio. (Source: http://www.counseling.org/PublicPolicy/ACA_Ratio_Chart_2011_Overall.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Social and Emotional Needs

Description:

- Increase staff and student awareness of available programs/procedures to address social and emotional needs of students
- Develop a plan to address students' social and emotional needs

- Implement and evaluate programming.

    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
    - Social and Emotional Wellness Programs
    - Substantial Professional Development
    - Counselor-to-Student Ratio Reduction

Scheduling to Meet Student Needs

    Description:

- Form a committee to conduct a needs assessment of staff and/or students regarding how to support all students' needs, including, but not limited to, course scheduling, RtII time, music ensembles, clubs, and meetings.
- Evaluate the needs assessment data.
- Develop and implement a plan to address scheduling needs.

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

    Program Area(s): Professional Education

    Supported Strategies:

    - Substantial Professional Development

Culture and Morale (Students and Staff)

    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 for students and staff
- Develop methods to communicate expectations of initiatives clearly.

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

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Technology Integration- Professional Development

Description:

- Conduct a yearly needs analysis of staff''s understanding of how to integrate technology into instruction and their ability to do so.
- Provide all staff with differentiated professional development to improve integration of technology into instruction.
- Increase the appropriate use of technology as a tool for higher level learning.

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

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Staff Development Schedules, Offerings, and meetings; sign-in sheets, classroom implementation.

Specific Targets: Provide training to implement strategies associated with all comprehensive planning goals.

Type: Annual

Data Source: Keystone Literature, Algebra I, and Biology, and Final Exams in all Subject Areas

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

Strategies:

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

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

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:

Social and Emotional Needs

Description:

- Increase staff and student awareness of available programs/procedures to address social and emotional needs of students
- Develop a plan to address students' social and emotional needs
- Implement and evaluate programming.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Social and Emotional Wellness Programs
- Substantial Professional Development
- Positive Behavioral Interventions and Supports

Culture and Morale (Students and Staff)

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 for students and staff
- Develop methods to communicate expectations of initiatives clearly.

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

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #3: 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: Keystone Literature, Algebra I, and Biology, and Final Exams in all Subject Areas

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

Strategies:

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

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source:

http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0)

SAS Alignment: Safe and Supportive Schools

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

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

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

SAS Alignment: Instruction, 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

Implementation Steps:

Meeting the Academic Needs of ALL Students

Description:

- Develop a collaborative support system for all students
- Explore the development of a peer tutoring program
- Appropriate intervention and enrichment is provided based on relevant data to identify specific 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

- Differentiating Instruction

Social and Emotional Needs

Description:

- Increase staff and student awareness of available programs/procedures to address social and emotional needs of students
- Develop a plan to address students' social and emotional needs
- Implement and evaluate programming.

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

- Social and Emotional Wellness Programs

- Positive Behavioral Interventions and Supports

Scheduling to Meet Student Needs

Description:

- Form a committee to conduct a needs assessment of staff and/or students regarding how to support all students' needs, including, but not limited to, course scheduling, RtII time, music ensembles, clubs, and meetings.
- Evaluate the needs assessment data.
- Develop and implement a plan to address scheduling needs.

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

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Lampeter-Strasburg SHS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Lampeter-Strasburg SHS in the Lampeter-Strasburg SD has been duly reviewed 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

- 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-Strasburg SHS 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