

Martin Meylin MS

**School Level Plan**

07/01/2018 - 06/30/2021

# School Profile

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## Demographics

### *Martin Meylin MS*

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

Federal Accountability Designation: none

Title I Status: Yes

Principal: Jamie Raum

Superintendent: Kevin Peart

## Planning Committee

Name	Role
Greg Fantazzi	Administrator
Andrew Godfrey, Ed.D.	Administrator
Jamie Raum	Administrator
Jennifer Beers	Middle School Teacher - Regular Education
Marshall Krebs	Middle School Teacher - Regular Education
Keith Martin	Middle School Teacher - Regular Education
Kendra Mier	Middle School Teacher - Regular Education
Elizabeth Lau	Middle School Teacher - Special Education
Paula Long	Reading Specialist

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Continued use of teaming practices and strategies to meet the needs of students.

### Accomplishment #2:

Dedicated staff working collaboratively to meet the needs of students.

### Accomplishment #3:

Continue to provide a strong creative arts program in all grade levels.

### Accomplishment #4:

The development and implementation of common assessments.

### Accomplishment #5:

High levels of achievement on PSSA and Keystone exams.

### Accomplishment #6:

Improvement in student and teacher access to technology.

### Accomplishment #7:

Improvements in building procedures including but not limited to, staffed lunch detention, Directed Activities, video monitoring throughout the building, and evacuation procedures.

## School Concerns

### Concern #1:

A significant achievement gap exists between all students and students within subgroups.

### Concern #2:

Increased rate of discipline referrals.

### Concern #3:

Varied levels of staff readiness to implement technology as an instructional tool.

### Concern #4:

Increased student academic fatigue and diminished holistic experiences for students.

**Concern #5:**

Inconsistent line(s) of appropriate communication to address student needs.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*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:**

Increased rate of discipline referrals.

Inconsistent line(s) of appropriate communication to address student needs.

A significant achievement gap exists between all students and students within subgroups.

Increased student academic fatigue and diminished holistic experiences for students.

**Systemic Challenge #2** (*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:**

Varied levels of staff readiness to implement technology as an instructional tool.

Inconsistent line(s) of appropriate communication to address student needs.

A significant achievement gap exists between all students and students within subgroups.

Increased student academic fatigue and diminished holistic experiences for students.

**Systemic Challenge #3** (*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:**

Varied levels of staff readiness to implement technology as an instructional tool.

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A significant achievement gap exists between all students and students within subgroups.

**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:**

Increased rate of discipline referrals.

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Inconsistent line(s) of appropriate communication to address student needs.

**Systemic Challenge #5** (*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:**

Varied levels of staff readiness to implement technology as an instructional tool.

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A significant achievement gap exists between all students and students within subgroups.

**Systemic Challenge #6** (*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:**

A significant achievement gap exists between all students and students within subgroups.

# School Level Plan

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## Action Plans

**Goal #1:** 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: Behavioral Data- PowerSchool/Swis

Specific Targets: Decrease in negative behaviors that impede learning through the implementation of a positive behavior support program.

Type: Annual

Data Source: Keystone Algebra I / PSSA Reading/ELA, Mathematics, and Science Exams

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:*

### *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](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](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:***

#### ***Behavioral Program***

##### **Description:**

- Consistently collect and disaggregate behavior data as part of a behavioral support system.
- Implementation of a building-wide positive behavior support program.
- Effective communication and collaboration among all staff takes place frequently.
- Continue to refine progressive discipline to be incorporated within the positive behavior support program.

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

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

##### **Supported Strategies:**

- Positive Behavioral Interventions and Supports

**Goal #2:** 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: Provide students with increased instructional time for all academic subject areas

Specific Targets: Develop and implement a new building schedule.

Type: Annual

Data Source: SWIS/PowerSchool Data

Specific Targets: Decrease negative behaviors and discipline referrals through the implementation of a positive behavior support program.

Type: Annual

Data Source: Student/Staff surveys, instructional programming, and perceptual data collected from students, staff, and the community.

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

## **Strategies:**

### *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](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](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

### *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](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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### ***Implementation Steps:***

#### *Organizational Framework*

**Description:**

- Implement, evaluate, and refine the instructional schedule to better meet the needs of all students.
- Effectively use personnel and programming to appropriately support learning and instructional 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

## *Behavioral Program*

### **Description:**

- Consistently collect and disaggregate behavior data as part of a behavioral support system.
- Implementation of a building-wide positive behavior support program.
- Effective communication and collaboration among all staff takes place frequently.
- Continue to refine progressive discipline to be incorporated within the positive behavior support program.

**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:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Positive Behavioral Interventions and Supports

## *Positive School Culture*

### **Description:**

- Investigate opportunities for students and staff to celebrate learning.
- Investigate the timing and administration of Classroom Diagnostic Testing.
- Investigate opportunities to create/provide school-wide activities to promote a positive school culture.

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

**Program Area(s):** Professional Education

### **Supported Strategies:**

- Character and Social Skill Building Programs
- Positive Behavioral Interventions and Supports

**Goal #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.

**Indicators of Effectiveness:**

Type: Annual

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

Specific Targets: All students, including students in Special Education Sub-Group, demonstrating 100% proficiency on the Keystone and/or PSSA exams.

Type: Annual

Data Source: PVAAS

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

Type: Interim

Data Source: Classroom Diagnostic Exam (CDT)

Specific Targets: All students demonstrating growth toward grade level standards.

Type: Annual

Data Source: New Building Schedule

Specific Targets: Create and implement a new building schedule to provide students with increased instructional time.

Type: Annual

Data Source: Professional Development Offerings- Administrative Supervision - Professional Learning Survey Data

Specific Targets: Provide/implement professional learning opportunities for staff to learn how to integrate technology into instruction as a tool to increase achievement.

### **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](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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) ) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

#### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

**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](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning

Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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:***

#### *Closing the Achievement Gap*

**Description:**

1. All students have appropriate access to core curriculum and instruction
2. Appropriate intervention and enrichment is provided based on data to identify specific needs.
3. A systemic 6-8 approach to servicing special needs students is established and implemented.
4. The development of a continuum of services to support struggling learners at all levels and maximize growth of the District's highest achieving students.

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

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

#### *Organizational Framework*

**Description:**

- Implement, evaluate, and refine the instructional schedule to better meet the needs of all students.
- Effectively use personnel and programming to appropriately support learning and instructional 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

### *Instructional Technology 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:** 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
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Martin Meylin MS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Martin Meylin MS 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 Martin Meylin MS in the Lampeter-Strasburg SD for the 2016-2017 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*