

Fermanagh-Mifflintown El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Fermanagh-Mifflintown El Sch

75 South Seventh Street
Mifflintown, PA 17059
(717)436-2111

Federal Accountability Designation: Focus

Title I Status: Yes

Principal: Christie Holderman

Superintendent: Keith Yarger

Planning Committee

Name	Role
Christie Holderman	Building Principal : School Improvement Plan
Stacie Kint	Community Representative
Terri Fulton-Smith	Elementary School Teacher - Regular Education
Tasha Geibel	Elementary School Teacher - Regular Education
Thelma Leister	Elementary School Teacher - Regular Education
Diann Gray	Elementary School Teacher - Special Education
Eliza Arentz	Parent
Lee Bzdil	Special Education Director/Specialist

Assurances

Title I Schools

Title I Priority or Focus Schools

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

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

No file has been uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

District Wide Standards Aligned Curriculum transferring over to PA Core – Math and Reading

Accomplishment #2:

Historically Fermanagh-Mifflintown has met AYP since 2001

Accomplishment #3:

Records indicate high attendance rates – School Wide

Accomplishment #4:

Showing the improvements in reference to the WIDA scores

Accomplishment #5:

Teachers participating in continuing education courses as prescribed by PDE

Accomplishment #6:

Beginning with the 2013-2014 school year, Fermanagh began the process of implementing guided reading in grades K-5.

School Concerns

Concern #1:

Closing the Achievement Gap – Reading/Literature Proficiency - All Students

Concern #2:

Closing the Achievement Gap - Reading/Literature Proficiency - Historically Underperforming Students

Concern #3:

Closing the Achievement Gap - Mathematics Proficiency - All Students

Concern #4:

Closing the Achievement Gap - Mathematics - Historically Underperforming Students

Concern #5:

Close the Achievement Gap for Writing for All Students

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:

Closing the Achievement Gap – Reading/Literature Proficiency - All Students

Closing the Achievement Gap - Reading/Literature Proficiency - Historically Underperforming Students

Closing the Achievement Gap - Mathematics Proficiency - All Students

Closing the Achievement Gap - Mathematics - Historically Underperforming Students

Close the Achievement Gap for Writing for All Students

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: Interim

Data Source: DIBELS, DRA2, MAP, Study Island Benchmarks, Reflex Math

Specific Targets: The collected benchmark data will be reviewed at least 3 times a year by teachers to identify and target deficient skill areas. At least 10% growth in benchmark data will demonstrate a positive impact from the instructional practices put into place.

Type: Annual

Data Source: PSSA Data

Specific Targets: A review of PSSA data for reading, math, science and writing will show growth in scores from last year to the current year by at least 10%.

Strategies:

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

Use data to develop and identify deficient skill areas and implement research-based instructional practices to teach and re-mediate skill deficits.

Description:

Through implementing the MAP and using DIBELS, and Reflex Math, teachers will identify deficient skill areas and adjust instruction by analyzing data at least three times per year.

Formative and summative assessments are conducted and data is reviewed to ensure that interventions are appropriate.

SAS Alignment: Assessment, Instruction, Materials & Resources

Classroom Observations of Teacher Effectiveness

Description:

Classroom observations of Teacher Effectiveness will be used to ensure effective teaching strategies are being used and implemented with the aligned curriculum. This will be demonstrated through improved teacher performance as evidenced in evaluations using the Danielson model, as an indicator of effectiveness, particularly the improvements in professional practice.

SAS Alignment: Instruction

Implementation Steps:

Data Analysis Meetings

Description:

Data analysis meetings will be held during school at least three times during the year to review benchmark data to identify areas of success and/or deficiency as demonstrated by meeting agendas and data review sheets.

Start Date: 8/29/2012 **End Date:** 8/29/2017

Program Area(s): Professional Education

Supported Strategies:

- Use data to develop and identify deficient skill areas and implement research-based instructional practices to teach and re-mediate skill deficits.

Collaborative Meetings - Building Level

Description:

Teachers will collaborate with each other and share successful instructional strategies they are using in their classrooms after reviewing data and changing instruction.

Evidence will be agendas and strategy implementation data.

Start Date: 4/1/2013 **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Use data to develop and identify deficient skill areas and implement research-based instructional practices to teach and re-mediate skill deficits.

Researched-Based Math Programs

Description:

Identify research based math programs for possible implementation to assist with differentiation in math.

Evidence will be research based math program list and implementation dates.

Start Date: 5/1/2014 **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Use data to develop and identify deficient skill areas and implement research-based instructional practices to teach and re-mediate skill deficits.

Researched-Based Writing Instruction

Description:

Teachers will identify and implement a research-based writing program of which evidence will show at least a 10% increase in writing scores on the PSSAs each year.

Start Date: 4/1/2014 **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Use data to develop and identify deficient skill areas and implement research-based instructional practices to teach and re-mediate skill deficits.

Effective Teacher Training Session

Description:

Professional development sessions with a focus on differentiating math and reading will continue for all teachers.

Evidence will be agendas and observations.

Start Date: 4/1/2013 **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Observations

Description:

Observations, including formal, informal and walk throughs will be conducted to ensure that differentiated instruction is implemented in both reading and math.

Evidence will be observation data.

Start Date: 8/26/2013 **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Classroom Observations of Teacher Effectiveness

Differentiation

Description:

In 2016 we will build student engagement. We are also implementing PBIS and MTSS at the beginning of 2016. Through implementation with fidelity, student engagement will also be addressed.

Start Date: 8/24/2015 **End Date:** 9/30/2017

Program Area(s):**Supported Strategies:**

- Differentiating Instruction

Differentiation

Description:

In 2017 we will focus on our formative assessments for instructional assessment. We will also be continuing with the PBIS and MTSS process.

Start Date: 8/24/2015 **End Date:** 9/30/2017

Program Area(s):**Supported Strategies:**

- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Fermanagh-Mifflintown El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Fermanagh-Mifflintown El Sch in the Juniata County 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 Fermanagh-Mifflintown El Sch in the Juniata County SD for the 2014-2017 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

Evaluation of School Improvement Plan

Describe the success from the first year plan

We have worked to coordinate our curriculum writing and updating to match the PA Core. Skills based report cards

We have successfully implemented guided reading in grades K-5. In the fourth and fifth grade math classes, the teachers have worked to run math in a way that allows for differentiation for all students.

Foss kits have been purchased and teachers are working on implementing the lab based science program.

We have also worked to address our writing deficiencies through professional development in Writer's Workshop and Collins Writing. We have purchased Units of Study and Being a Writer for teachers to use and write curriculum.

We are currently piloting a phonics program that will be implemented district wide in the future.

Our math MAP scores showed the following Mean RIT growth from Fall 2014 to Winter 2015:

K 6.9
1 10.9
2 6.7
3 6.0
4 9.3
5 8.6

Our reading MAP scores showed the following Mean RIT growth from Fall 2014 to Winter 2015:

K 11.3
1 10.9
2 11.8
3 5.3
4 6.3
5 5.0

Describe the continuing areas of concerns from the first year plan

Our areas of concern continue to be closing the achievement gap for all students in writing, math and Reading/Literature. We are also continuing to focus on our historically underperforming students for reading/literature and math.

Describe the initiatives that have been revised

We continue to review our data analysis practices. We are currently looking to focus on our ELL population which is our historically underperforming subgroup.

Describe the success from the past year.

This narrative is empty.

Describe the continuing areas of concerns from the first two years.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.