

Fermanagh-Mifflintown El Sch

School Improvement Plan

07/01/2014 - 06/30/2018

*Improvement Revision 2017-2018 : Submitted On
07/11/2017*

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
Schoolwide Status: Yes
Principal: Christie Holderman
Superintendent: Keith Yarger

Stakeholder Involvement

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
Jill Condo	Special Education Director/Specialist

Federal Programs

School Improvement

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**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards
 - Frequent Monitoring of Teaching and Learning
 - Focused Professional Development
 - Supportive Learning Environment

- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The LEA provided guidance in the areas of developing schoolwide programs. Teams were sent to trainings for MTSS and PBIS in order to implement programs with fidelity.

Provider	Meeting Date	Type of Assistance
LEA	10/27/2016	Schoolwide Review
LEA	8/23/2017	Schoolwide Review
LEA	10/10/2017	Title 1 Meeting
LEA	1/19/2018	Data Review
PATTAN	8/29/2017	MTSS Writing
PATTAN	11/3/2017	ROI

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Data review has taken place on a regular basis after training and process development. The data review team is led by a reading specialist, ESL teacher and special education teacher.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
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Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
School Intervention Grant	\$84832.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Beginning in August 2017, a team from Fermanagh was accepted into the PATTAN Writing Cohort. Through this cohort opportunity we were able to identify needs in our writing program for Core, Tier 2 and Tier 3 instruction areas. We have implemented Step Up To Writing in Core instruction for grades 2, 3, 4, 5. We will continue to focus on developing our writing instruction district wide.

Accomplishment #2:

Implementation of MTSS with a focus on literacy has shown improved benchmark data using the universal screener during 2016-2017.

Accomplishment #3:

A team spent the year with PATTAN and the MTSS Tier 3 Problem Solving Cohort. Our results have been remarkable which has led to an invitation to present at the Satewide Conference for MTSS in the fall of 2017 at Gettysburg.

Accomplishment #4:

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

Accomplishment #5:

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

Accomplishment #6:

Historically Fermanagh-Mifflintown has met AYP since 2001

Accomplishment #7:

Records indicate high attendance rates - School Wide

Accomplishment #8:

Showing the improvements in reference to the WIDA scores

Accomplishment #9:

Teachers participating in continuing education courses as prescribed by PDE

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 2014-2018 school-year.

Affirmed by Keith Yarger on 7/10/2017

Superintendent/Chief Executive Officer

Affirmed by Mark Wagner on 7/11/2017

Board President

Affirmed by Shawn Kovac on 7/11/2017

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Through the implementation of MTSS and the opportunity to take part in PATTAN's Tier 3 Problem Solving Cohort, our data team including regular education teachers, has been stronger in the review of data, implementation of interventions and manipulation of students when necessary. Mid-year benchmarks for DIBELs showed remarkable growth especially in grades K and 1.

Describe the continuing areas of concern from the past year.

Our changing population of historically underperforming students continues to be a concern. We have added an ESL teacher and a part time learning support teacher to address our large numbers.

Describe the initiatives that have been revised.

We continue to focus on literacy including MTSS. We have been a part of the MTSS Writing Cohort through PATTAN for 2017-2018 school year.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Through implementing MTSS and PBIS we have seen an improvement in reading and behavior. We are currently completing end of the year DIBELs assessments and at this point we are seeing improvement in each grade level. We will make small changes to our schedule for next year but will work with the same intervention block to work with strategic and intensive students while providing core students with enrichment.

Describe the continuing areas of concern from the past year.

We continue to work with our historically underperforming students for reading and math. Our long term goals include adding a math component to MTSS.

Describe the initiatives that have been revised.

We continue to review and revise our guided reading process. We have implemented FOSS kits for science but need to rearrange scheduling to ensure we have enough time allotted.

2014-2015 Improvement Evaluation

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 concern 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.