

Early Childhood Lc

**School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Early Childhood Lc*

330 E Spruce St  
Titusville, PA 16354  
(814)827-2715

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Stephanie Beck  
Superintendent: Karen Jez

## Stakeholder Involvement

Name	Role
Stephanie Keebler	Administrator : Schoolwide Plan
Stephanie Beck	Building Principal : Schoolwide Plan
Becky Stahl	Community Representative
Courtney Kline	Ed Specialist - Other
Stacey McDonald	Ed Specialist - Other : Schoolwide Plan
Donna McAllister	Ed Specialist - School Nurse
Erin Cleland	Elementary School Teacher - Regular Education : Schoolwide Plan
Kathy Zimmerman	Elementary School Teacher - Regular Education : Schoolwide Plan
Mary Beers	Parent : Schoolwide Plan
Shawna McFetridge	Parent : Schoolwide Plan
Krista Steinbuhler	Parent : Schoolwide Plan

# Federal Programs

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## 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**

*No assurances have been identified*

### Assurance 13

*No strategies have been identified*

## 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 Titusville Area School District conducts screening assessments in the fall, winter and spring in reading through DIBELS and math through enVision assessments. The data is analyzed, needs are identified and instructional planning is conducted to ensure that the needs of the students are met. Additional diagnostic assessments are used when necessary and progress monitoring of skills is on-going. The district provides a reading basal; Journeys from Houghton Mifflin. For Math, enVision by Pearson is used. Intervention is provided in a pull out manner by a reading specialist and a Title I aide. Intervention is explicit and systematic based on the skill needs identified through the assessment data. Additional support is given by the Learning Support teacher in an inclusionary model and pull-out basis. Screening and progress monitoring assessments are done with DIBELS Next for literacy and enVision assessments for Math. Professional development is provided in data analysis and instructional planning throughout the year.

Provider	Meeting Date	Type of Assistance
Debra Amsler	8/22/2017	Professional Development

Debra Amsler	8/23/2017	Professional Development
Debra Amsler	8/24/2017	Professional Development
Larry Rondinelli, Diane Robbins, Stacey McDonald, and Jearetta Proper	11/9/2017	Facilitation of Data Analysis and Instructional Planning
Schoolwide Plan subcommittee	3/16/2018	Develop schoolwide plan
Schoolwide Plan subcommittee	4/20/2018	Review of comprehensive plan
Stacey McDonald, Jearetta Proper, Diane Robbins	9/18/2017	Facilitation of Data Analysis and Instructional Planning
Stephanie Keebler	6/8/2018	Comp Plan revision
Stephanie Keebler	7/20/2018	Schoolwide Plan review with suggestions

### **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).

No, the school does not intend to consolidate the funds.

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Our K4 program developed the PALS tool (Phonological Awareness Literacy Screener) to align closely with the kindergarten DIBELS assessment and more intensive. The benchmark data from 2017-18 SY results measure growth and are as follows:

	Beginning of year	Middle of year	End of year
Vocabulary	72%	83%	88%
Capital Letters	20%	77%	94 %
Lower case Letters	22%	79%	95%
Phonological Awareness	46%	85%	95%

The K4 programs lays a strong foundation as children enter into their kindergarten year.

### Accomplishment #2:

Our Kindergarten program uses the DIBELS assessment to measure growth. The benchmark data results are as follows:

#### Year 2017-2018: **DIBELS Composite scores**

intensive Beginning of year : 86% benchmarked 6% strategic 8%

intensive Middle of year: 88% benchmarked 12% strategic 1%

intensive End of year: 99% benchmarked 1% strategic 0%

#### **First sound fluency**

intensive Beginning of year: 77% benchmarked 12% strategic 10%

intensive Middle of year: 100% benchmarked 0% strategic 0%

### **Phoneme Segmentation fluency**

intensive Middle of year: 87% benchmarked 10% strategic 3%

intensive End of year: 99% benchmarked 1% strategic 0%

### **Letter Naming fluency**

range 0 - 80 Beginning of year : 29.5 letters named in one minute Score

range 20-92 Middle of year: 49 letters named in one minute Score

range 32-93 End of year: 62.2 letters named in one minute Score

### **Nonsense Word fluency**

intensive Middle of year: 79% benchmarked 18% strategic 2%

intensive End of year: 97% benchmarked 3% strategic 0%

## **School Concerns**

### **Concern #1:**

.....  
Differentiating math and ELA curriculum to meet the needs of our students.

### **Concern #2:**

.....  
Increased behavioral needs of children

### **Concern #3:**

.....  
Effectively communicating with parents regarding the assessment process

## Prioritized Systemic Challenges

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

Increased behavioral needs of children

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Effectively communicating with parents regarding the assessment process

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Differentiating math and ELA curriculum to meet the needs of our students.

# School Level Plan

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## Action Plans

**Goal #1:** 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: Observation of teachers  
 Assessment scores  
 Response to Intervention Meetings  
 Specific Targets: Progress monitoring  
 Math unit tests  
 Report card grades (2 times a year)

### Strategies:

#### *Differentiated Instruction*

##### Description:

"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>  
 Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

**SAS Alignment:** Assessment, Instruction

#### *25 Quick Formative Assessments for a Differentiated Classroom*

##### Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are



always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

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

#### *Professional Development for differentiation*

##### **Description:**

This plan reflects a year long process to provide teachers with materials and resources to allow them to begin the differentiation process within their classroom and in collaboration with fellow teachers. This will be implemented during monthly grade level meetings:

Meeting 1 - Review differentiation and how it impacts instruction.

Meeting 2 - Discuss previously assigned reading materials

Meeting 3 - Discuss the role of assessment in the differentiation process

Meeting 4 - Plan for differentiation

Meeting 5 - Discuss what is working and what is not working - make adjustments

Meeting 6 - Discussion revisions, successes and failures

Meeting 7 - Review data

Meeting 8 - Discuss future plans

**Start Date:** 8/21/2018    **End Date:** 6/7/2019

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

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

- Differentiated Instruction

- 25 Quick Formative Assessments for a Differentiated Classroom

### *Math and ELA Differentiation*

#### **Description:**

1. Meet with faculty to review work developed thus far - what worked what didn't work
2. Review the concept of differentiation
3. Build plan for differentiation within classroom(s)
4. Identify materials needed for lesson implementation.
5. Discuss informal and formal assessments used for differentiating
6. Meet to make adjustments and/or modifications (ongoing throughout the year at monthly grade level meetings).

**Start Date:** 10/5/2018    **End Date:** 6/7/2019

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

#### **Supported Strategies:**

- Differentiated Instruction
- 25 Quick Formative Assessments for a Differentiated Classroom

### *Parent communication*

#### **Description:**

1. Develop a parent information handout that outlines assessment processes and practices.
2. Address assessment processes and practices throughout the year by including information in newsletters, calendars, parent conferences, Title I nights.
3. Hold parent meetings through our PTG to allow parents the opportunity to talk with teachers regarding assessment.
4. Rewrite end of the year parent survey to specifically address assessment.

5. Include a link to DIBELS assessment.

**Start Date:** 8/23/2018    **End Date:** 5/31/2019

**Program Area(s):**

**Supported Strategies:**

- 25 Quick Formative Assessments for a Differentiated Classroom

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>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</b>	<b>Strategy #1: Differentiated Instruction Strategy #2: 25 Quick Formative Assessments for a Differentiated Classroom</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/21/2018	6/7/2019	Professional Development for differentiation	<p>This plan reflects a year long process to provide teachers with materials and resources to allow them to begin the differentiation process within their classroom and in collaboration with fellow teachers. This will be implemented during monthly grade level meetings:</p> <p>Meeting 1 - Review differentiation and how it impacts instruction.</p> <p>Meeting 2 - Discuss previously assigned reading materials</p> <p>Meeting 3 - Discuss the role of assessment in the differentiation process</p> <p>Meeting 4 - Plan for differentiation</p> <p>Meeting 5 - Discuss what is working and what is not working - make adjustments</p> <p>Meeting 6 - Discussion revisions, successes and failures</p>

Meeting 7 - Review data

Meeting 8 - Discuss future plans

Person Responsible	SH	S	EP	Provider	Type	App.
Stephanie Beck	1.0	8	7	School administrator	School Entity	No

**Knowledge** Teachers will gain an understanding of differentiation and how it applies to their classroom.

**Supportive Research** Research base - work of Carol Tomlinson and Fisher and Frey

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
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Principals / Asst. Principals

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Early Childhood Lc in the Titusville Area 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 **ESSA 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 Early Childhood Lc in the Titusville Area SD for the 2018-2019 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*