

Main Street El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Main Street El Sch

117 W Main St
Titusville, PA 16354
(814)827-2715

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Nancy Wright
Superintendent: Karen Jez

Stakeholder Involvement

Name	Role
Stephanie Keebler	Administrator : Schoolwide Plan
Nancy Wright	Building Principal : Schoolwide Plan
Ashleigh English	Community Representative : Schoolwide Plan
Brandon Goetz	Ed Specialist - Other
Jennifer King	Ed Specialist - Other
Emily McQuown	Ed Specialist - Other : Schoolwide Plan
Cathy Bodamer	Elementary School Teacher - Regular Education
Lisa Bowser	Elementary School Teacher - Regular Education
Lynette Buzzanca	Elementary School Teacher - Regular Education
Ellen Edwards	Elementary School Teacher - Regular Education
Marissa Hanely	Elementary School Teacher - Regular Education
Kim Martin	Elementary School Teacher - Regular Education
Jolene Nosko	Elementary School Teacher - Regular Education
JoAnn Pondel-Fry	Elementary School Teacher - Regular Education
Mona Barger	Parent
Jessica Bryan	Parent
Jessica Decker	Parent
Shawna McFetridge	Parent

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**

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.

Intervention is provided in both pull out and push in models by a reading specialist, Title I reading and math aide. Intervention is explicit and systematic based on the skill needs identified through the assessment data. Additional support is given by the special education teacher also in a push in/pull out basis. Screening and progress monitoring assessments are done with DIBELS Next, enVision assessments, and MAP Reading and Math assessments. Summative assessments for grades 3-5 are the PSSAs. Professional development is provided in data analysis and instructional planning throughout the year. Additional professional development is provided in the areas of personalized learning and the use of technology to support differentiated instruction. Ongoing monthly administrative meetings facilitated by the superintendent and curriculum/federal programs director provide opportunities for district wide evaluations of programming.

Provider	Meeting Date	Type of Assistance
Deb Amsler	8/24/2017	Professional Development

Debra Amsler	8/22/2017	Professional Development
Debra Amsler	8/23/2017	Professional Development
Debra Amsler	10/6/2017	Data Analysis and Instructional Planning
Larry Rondinelli	11/9/2017	Data Analysis and Instructional Planning
Larry Rondinelli	3/16/2018	Develop Schoolwide Plan
Larry Rondinelli	4/20/2018	Review Comp Plan & Schoolwide Plan
Stephanie Keebler	6/8/2018	Review School Wide Plan, school accomplishments, concerns, strategies and action plans
Stephanie Keebler	7/20/2018	School Wide Plan Finalize Using Suggestions
Stephanie Keebler	8/24/2018	Finalization of School Wide Plan

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

School Accomplishments

Accomplishment #1:

During the second year of implementation of the MAP (Measures of Academic Progress) assessment for students in grades 1-5, each grade level demonstrated growth in reading by increasing their average RIT score from the fall 2017 to spring 2018. In addition, all grade levels were above the national average RIT score for the spring 2018 assessment.

Grade Level	Fall 2017	Spring 2018	Growth/Change	Nat. Average spring RIT goal
1st grade	160	182	+22	177
2nd grade	180	197	+17	189
3rd grade	189	203	+14	199
4th grade	205	210	+5	206
5th grade	208	215	+7	212

Accomplishment #2:

During the second year of implementation of the MAP (Measures of Academic Progress) assessment for students in grades 1-5, each grade level demonstrated growth in math by increasing their average RIT score from the fall 2017 to spring 2018. In addition, all grade levels were above the national average RIT score for the spring 2018 assessment.

Grade Level	Fall 2017	Spring 2018	Growth/Change	Nat. Average Spring RIT score
1st grade	162	184	+22	181
2nd grade	181	202	+21	192
3rd grade	188	207	+19	203
4th grade	204	216	+12	213
5th grade	211	224	+13	221

School Concerns

Concern #1:

In reviewing the 2nd grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results, 84% of the students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 88% of the students at the benchmark standard. During the spring final assessment 2018, only 79% of the students were at the benchmark standard. There are concerns in the area of oral fluency and oral fluency accuracy for this grade level/students.

In reviewing the 1st grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills), 77% of the 1st grade students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 71% at the benchmark standard. During the spring final assessment 2018, we only had 73% of the students were at the benchmark standard. There are concerns in the areas of oral fluency and oral fluency accuracy for this grade level/students.

Concern #2:

There is a lack of growth and achievement in the area of algebraic concepts as measured on the Math MAP (Measures of Academic Progress) assessments in grades 2 and 5.

Concern #3:

The School Wide Positive Behavior Support Program at Main Street Elementary School had 1,037 classroom managed discipline referrals. There were 218 documented office discipline referrals that were entered into the SWIS tracking systems as well as into PowerSchool. As we continue our SWPBS program, we will be able to compare discipline referrals from year to year.

Classroom Managed Discipline Referrals by Grade Level (1,037 total)

1st grade 94

2nd grade 163

3rd grade 479

4th grade 214

5th grade 87

Office Discipline Referrals (ODR) 218 total

1st grade 13

2nd grade 69

3rd grade 54

4th grade 77

5th grade 5

Based on the above office discipline referrals, our 4th and 2nd grade students had the most referrals and will be our priority as we move into the 2018-19 school year for additional support and interventions.

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:

In reviewing the 2nd grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results, 84% of the students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 88% of the students at the benchmark standard. During the spring final assessment 2018, only 79% of the students were at the benchmark standard. There are concerns in the area of oral fluency and oral fluency accuracy for this grade level/students.

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School Level Plan

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: Interim

Data Source: DIBELS/MAP Assessments

Specific Targets: Increase in number of students proficient from fall to spring as measured by DIBELS/MAP. Increase in average RIT score for math algebraic concepts for grades 2 and 5. Decrease in office referrals as based on SWIS data.

Strategies:

Title One Reading and Math Intervention

Description:

Title One is research based and the interventions are provided by a certified reading specialist. Instruction is provided in small groups using a push in/pull out format. Title One reading provides explicit and systematic instruction in the identified skills for students needing intervention. The need for intervention is based on their DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores and MAP (Measures of Academic Progress) assessments.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

SWPBS Program

Description:

Enhance current School Wide Positive Behavior Support and Intervention program at Main Street Elementary School ("You Rock").

1. Review Office Discipline Referral (ODR) data entered into the SWIS system and share out with faculty & staff.
2. Conduct quarterly recognition assemblies/experiences for the students.
3. Conduct monthly faculty/staff meetings to review program accomplishments/concerns.

4. Continue TIPS (Team Initiated Problem Solving) process to determine behavior goals/solutions.

5. Coordinate SWPBS with ESAP team. The school counselor and school Social worker will conduct small group, social/emotional push in/pull out classroom lessons.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

SWPBS/ESAP

Description:

1. The ESAP team will meet in the fall 2018 to determine students who are continuing with ESAP services as well as newly identified students.
2. The ESAP team will meet bi-weekly to review the current student caseload and determine continued services as well as discuss new student referrals.
3. The school counselor and social worker will conduct weekly lessons focusing on social/emotional concerns in a small group setting.
4. The school counselor and social worker will conduct individual counseling sessions to students as needed.

Start Date: 8/28/2018 **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- SWPBS Program

Title One Reading and Math Intervention

Description:

1. In the Fall 2018, all students in grades 1-5 will be given the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as well as the MAP (Measures of Academic Progress) in reading and math.

2. The results from the DIBELS and MAP assessments will be reviewed by the core grade level teams. Intervention groups will be identified for reading and math and follow up diagnostic testing will be done.

3. After school tutoring started for identified students.

4. Flexible groupings will be started in each grade level to meet the needs of individual students

5. Monthly SIRS meetings will be conducted. Data Analysis/Instructional Planning meetings will take place in the fall 2018 and winter 2019.

6. Winter assessments in DIBELS and MAP will be conducted and reviewed.

7. Spring assessments in DIBELS and MAP will be conducted and reviewed.

Start Date: 8/28/2018 **End Date:** 6/7/2019

Program Area(s): Student Services

Supported Strategies:

- Title One Reading and Math Intervention

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Main Street El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Main Street El Sch 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 Main Street El Sch in the Titusville Area SD for the 2018-2019 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