

Hydetown El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Hydetown El Sch

12294 Gresham Road
Titusville, PA 16354
(814)827-2715

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Stacy Houck
Superintendent: Karen Jez

Stakeholder Involvement

Name	Role
Stephanie Keebler	Administrator : Schoolwide Plan
Stacy Houck	Building Principal : Schoolwide Plan
Becki Ernecoff	Classroom Aide
Joe Donovan	Community Representative
Joe Nicolaison	Community Representative
Courtney Kline	Ed Specialist - Other
Ann Culbertson	Elementary School Teacher - Regular Education
Lauren Hopwood	Elementary School Teacher - Regular Education
Megan Blakeslee	Elementary School Teacher - Special Education : Schoolwide Plan
Melanie Lalone	Parent
Kristen Reynolds	Parent : Schoolwide Plan

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.

The Titusville Area School District conducts screening assessments in the fall, winter and spring in both reading and math through DIBELS, Front Row, NWEA/MAP and PSSA 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 also provided as a resource. Intervention is provided in a pull out manner by a reading specialist, and a Title I reading and math aide. In addition at Hydetown we customize classes on a twelve day cycle depending on student growth and mastery of content as related to the PA CORE standards. 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 in collaboration with other learning facilitators. Screening and progress monitoring assessments are done with DIBELS Next for literacy and various assessments for Math competency based learning. 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 in Mass Customized Learning began in the 15-16 school year and will continue during the 18-19 school year. In light of our pilot of Mass Customized Learning we are focusing much professional development on use of online Student Courses to provide better instruction aligned to goals. Students have a list of “I Can statements” and these reflect PA Core Standards. Our school has 1-1 technology (Chromebooks) for use by all learners. Our teachers/learning facilitators are working on courses to address individual personalized learning initiatives.

Provider	Meeting Date	Type of Assistance
Debra Amsler	8/23/2017	Professional Development
Debra Amsler	8/24/2017	Professional Development
Debra Amsler	10/6/2017	Data Analysis and Instructional Planning
Debra Amsler; Director of Federal Programs and Curriculum	8/22/2017	Professional Development
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	8/29/2018	Finalization and submission 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 math by increasing their average RIT score from the fall 2017 to spring 2018. In addition, 1st, 2nd, 4th and 5th 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	161	184	+23	181
2nd grade	184	205	+21	192
3rd grade	184	202	+18	203
4th grade	203	216	+13	213
5th grade	209	222	+13	221

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 reading by increasing their average RIT score from the fall 2017 to spring 2018. In addition, grade levels 1, 2 and 4 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	177	+17	177
2nd grade	177	190	+13	189
3rd grade	181	196	+15	199
4th grade	199	208	+9	206

5th grade	202	210	+8	212
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School Concerns

Concern #1:

In reviewing the 2nd grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results, 59% of the students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 51% of the students at the benchmark standard. During the spring final assessment 2018, only 60% 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), 67% of the 1st grade students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 49% at the benchmark standard. During the spring final assessment 2018, we only had 51% 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 grade 5 and in numbers and operations in grade 2.

Concern #3:

Based on our PowerSchool and SWIS data, our 2nd grade students attributed to 33% of the total discipline referrals. This is a concern looking at next year based on these numbers. We also had the majority of our referrals, 58%, occur during transition or unstructured time. We will have to modify our SWPBIS in order to address this moving forward.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

In reviewing the 2nd grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results, 59% of the students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 51% of the students at the benchmark standard. During the spring final assessment 2018, only 60% 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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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:

In reviewing the 2nd grade DIBELS (Dynamic Indicators of Basic Early Literacy Skills) results, 59% of the students were at the benchmark standard in the fall of 2017. During the winter assessment 2018, we had 51% of the students at the benchmark standard. During the spring final assessment 2018, only 60% 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 a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA results, MAP data, Dibels data

Specific Targets: Improvement and maintaining and improving comparison with the state average.

Type: Interim

Data Source: Looking at MAP assessments in more depth to understand instructional weaknesses.

Specific Targets: Constant re- evaluation of growth data and alignment with course offerings in MCL. Also a better understanding of course goals.

Type: Interim

Data Source: Comprehension checks via study island and other assessments to guide comprehension instruction. Dibels monitoring by reading specialist.

Specific Targets: Mastery of comprehension strategies outlined by Study Island CC assessments assigned by teachers. Improve Dibels intervention instruction for early learners who are struggling with fluency.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments.

(Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning.

Alexandria, Va.: ASCD.) Resource:

<http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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)

SAS Alignment: Assessment, Instruction

Create and use templates to study standards with checklists and journaling to reflect implementation and instruction in that standard area.

Description:

Use over a 3 year period to monitor effectiveness of instruction and keep track of how teachers are recognizing the need for standard instruction. Study these at professional development sessions.

SAS Alignment: Standards, Instruction, Materials & Resources

Continue Building PLC

Description:

Continue to develop the MCL model with outside agency support and research based teaching via personalized learning paths.

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

Implementation Steps:

Use of SWIS Data for SWBIS and Behavioral Concerns

Description:

Teachers will continue teaming and analyzing SWIS (Behavioral) data as case managers for learners to keep them on a growth path as part of the SWPBS program.

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

*Create Learning continuums for personalized learning paths.***Description:**

Continue work on learning continuums that are user friendly and allign with PA Core standards.

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

Program Area(s): Professional Education

Supported Strategies:

- Create and use templates to study standards with checklists and journaling to reflect implementation and instruction in that standard area.
- Continue Building PLC

*Professional Development for Technology Implementation in regard to instruction***Description:**

Continue to explore use of technology instructionally and not as an Add On or differentiation but an integral tool to use daily. It is also important to understand how to manage data obtained for all learners to insure appropriate instructional assignments.

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

Program Area(s): Professional Education

Supported Strategies:

- Create and use templates to study standards with checklists and journaling to reflect implementation and instruction in that standard area.
- Continue Building PLC

Regular Data meetings by grade level to look at individual students beyond DIBELS

Description:

Use SIR meetings monthly to discuss other sources of data. The meetings will include the building principals, the team facilitators and the educational specialists.

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Curriculum alignment and scope and sequence for Common Core Standards

Description:

Systematic examination of Common Core Standards. Continue work as a school to use Empower software.

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

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Create and use templates to study standards with checklists and journaling to reflect implementation and instruction in that standard area.

Analyze NWEA MAP Data as well as other data sources

Description:

Teachers meet in teams to best plan for instruction using the NWEA Measures of Academic Progress (MAP) assessments, DIBELS, Front Row (Freckle) and Study Island.

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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: MCL Data sources such as surveys and teacher use of materials.
(Inventories)

Specific Targets: More funds available for technology based learning tools.

Strategies:

Survey use of materials and analyze need for funding shifts.

Description:

Keep detailed records of the use of materials and analyze spending on those materials and where that money can shift to better meet MCL instructional needs.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Professional Development for Technology Implementation in regard to instruction

Description:

Continue to explore use of technology instructionally and not as an Add On or differentiation but an integral tool to use daily. It is also important to understand how to manage data obtained for all learners to insure appropriate instructional assignments.

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

Program Area(s): Professional Education

Supported Strategies:

- Survey use of materials and analyze need for funding shifts.

Regular Data meetings by grade level to look at individual students beyond DIBELS

Description:

Use SIR meetings monthly to discuss other sources of data. The meetings will include the building principals, the team facilitators and the educational specialists.

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

Program Area(s):

Supported Strategies:

- Survey use of materials and analyze need for funding shifts.

Appendix: Professional Development Implementation Step Details

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

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Hydetown 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 Hydetown 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