

Titusville MS

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Titusville MS

415 Water Street
Titusville, PA 16354
(814)827-2715

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Jessica Stover
Superintendent: Karen Jez

Stakeholder Involvement

Name	Role
Greg Houck	Administrator : School Improvement Plan
Stephanie Keebler	Administrator : Schoolwide Plan
Jessica Stover	Building Principal : Schoolwide Plan
Ashleigh English	Community Representative
Brooke Martin	Ed Specialist - School Counselor
Cindy McCord	Ed Specialist - School Counselor
Kathy Adelman	Middle School Teacher - Regular Education
Bud Brooks	Middle School Teacher - Regular Education
Jon Herman	Middle School Teacher - Regular Education
Stephanie Knapp	Middle School Teacher - Regular Education : School Improvement Plan
Anneliese Ledebur	Middle School Teacher - Regular Education
Dan Parks	Middle School Teacher - Regular Education
Mike Reynolds	Middle School Teacher - Regular Education : School Improvement Plan
Teresa Zdarko	Middle School Teacher - Special Education
Ann Jaco	Parent : School Improvement Plan
Melanie LaLone	Parent
Cammie Mong	Parent
Jennifer Wakefield	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.

Technical assistance is provided by the Federal Programs Coordinator through assessment planning, data analysis and instructional planning. Meetings were held in July of 2017 to determine schoolwide assessments. After receiving positive feedback from two of the Elementary schools on the Measures of Academic Progress (MAP) assessment, it was determined that Titusville Middle School would implement the use of this assessment three times in the 2017-2018 school year. In the summer of 2017 teachers were trained in the MAP assessments. Assessments were given in September 2017 and teachers met in October to go over data and utilize appropriate reports. This process occurred again in January and February of 2018 and interventionists focused on areas of needs prior to the PSSA test. In May 2018 students set individual goals for the last assessment. Administrators then looked at these assessments in comparison to the PSSA assessments. The Federal Programs director meets with the building principal to help develop the school wide plan in conjunction with the stakeholders' feedback.

Provider	Meeting Date	Type of Assistance
Director of Federal Programs	8/22/2017	Schoolwide Planning template in Comprehensive Plan
Director of Federal Programs	8/23/2017	Data analysis/Instructional Planning PD preparation
Director of Federal Programs	8/24/2017	Professional Development
Director of Federal Programs	10/6/2017	Data analysis/Instructional Planning PD preparation
Director of Federal Programs	11/9/2017	Data analysis/Instructional Planning PD preparation
Director of Federal Programs	3/16/2018	Develop School Wide Plan
Director of Federal Programs	4/20/2018	Review Comprehensive plan
Director of Federal Programs	6/8/2018	Comp Plan revisions
Director of Federal Programs	7/20/2018	School Wide Plan review with suggestions
Director of Federal Programs	8/29/2018	School Wide Plan Submission

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:

Through the implementation of the Mathematics MAP assessment data, 73% of 8th grade students showed growth and 58% met their projected growth percentile throughout the 2017-2018 school year. 99% of the 7th graders showed growth and 75% met their projected growth percentile. 73% of all 6th graders showed growth with 58% meeting their projected growth percentile.

Accomplishment #2:

Through the implementation of the ELA MAP assessment data, 54% of 8th grade students showed growth and 57% met their projected growth percentile throughout the 2017-2018 school year. 84% of the 7th graders showed growth with 59% meeting their projected growth percentile. Lastly, 34% of 6th grade students showed growth with 49% meeting their projected growth percentile.

Accomplishment #3:

Communication at Titusville Middle School has improved over the last two years. This was a concern for the Comprehensive plan the last couple of years, however a faculty survey shows positive results this past 2 school years. Administration regularly attends Wednesday Team meetings, emails are more regular and completed in a more timely manner and administration makes efforts to be seen in the hallway (could continue to improve on this piece).

School Concerns

Concern #1:

Although many students throughout the grade levels showed growth on the MAP Benchmark tests, percentages on PSSA assessments didn't correlate as well as we had expected and hoped for. MAP assessments accurately predicted 66%-80% of Math PSSA assessments. Only 32% of 6th grade students performed at the proficient/advanced level in math, 25% of 7th grade students and 15% of 8th grade students. On the Language Arts PSSA Assessments, 61% of 6th grade students performed at the proficient/advanced level, 56% of 7th graders and 49% of 8th grade students.

Concern #2:

At Titusville Middle School, many things are communicated through PTG meetings and our SWIFT calling system. During the 18-19 SY, we are integrated a Facebook page and want to continue to improve on communication to our parents and community to encourage parent involvement with students' academic needs, attendance and activity participation.

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:

Although many students throughout the grade levels showed growth on the MAP Benchmark tests, percentages on PSSA assessments didn't correlate as well as we had expected and hoped for. MAP assessments accurately predicted 66%-80% of Math PSSA assessments. Only 32% of 6th grade students performed at the proficient/advanced level in math, 25% of 7th grade students and 15% of 8th grade students. On the Language Arts PSSA Assessments, 61% of 6th grade students performed at the proficient/advanced level, 56% of 7th graders and 49% of 8th grade students.

Systemic Challenge #2 (*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:

Although many students throughout the grade levels showed growth on the MAP Benchmark tests, percentages on PSSA assessments didn't correlate as well as we had expected and hoped for. MAP assessments accurately predicted 66%-80% of Math PSSA assessments. Only 32% of 6th grade students performed at the proficient/advanced level in math, 25% of 7th grade students and 15% of 8th grade students. On the Language Arts PSSA Assessments, 61% of 6th grade students performed at the proficient/advanced level, 56% of 7th graders and 49% of 8th grade students.

At Titusville Middle School, many things are communicated through PTG meetings and our SWIFT calling system. During the 18-19 SY, we are integrated a Facebook page and want to continue to improve on communication to our parents and community to encourage parent involvement with students' academic needs, attendance and activity participation.

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: Annual

Data Source: Number of student referrals, use and frequency of gold card usage among students and teachers.

Specific Targets: Number of referrals for low level behaviors will decrease. Student participation in gold card usage and school gold card store will increase. Student to student harassment levels will drop.

Type: Interim

Data Source: MAP assessment

Specific Targets: There will be an increase in the RIT scores of the students in both math and reading as measured by the Measure of Academic Progress (MAP) from the beginning of the year to the end.

Type: Annual

Data Source: Curriculum Maps

Specific Targets: All Middle School curriculum maps will be complete and aligned to PA Core Standards.

Strategies:

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

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a

lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Positive Behavioral Interventions and Supports

Description: Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Data Analysis of MAP Benchmark testing

Description:

There are dates in place for the implementation of the MAP Benchmark test for the 2018-2019 school year. There are also dates that are in place for Data Analysis day where content area teachers will be provided a substitute for the day and they will work together to analyze the given benchmark test data, form a plan to cover needed curriculum and evaluate classes to form flexible groups and reteaching strategies.

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Data Analysis Days/Common Assessments

Description:

- The MAP (Measures of Academic Progress) assessment will be given two times in the upcoming 2018-2019 school year. This will be given in both Math and Language Arts.
- Substitutes will be provided for teachers to work together to analyze data and make changes to curriculum and provide opportunities for re-teaching and flexible grouping.
- Results will be used to communicate findings to interventionists to allow for help with these students during ASP (Academic Support Period).
- March assessments will also be conducted and reviewed.

Start Date: 8/28/2018 **End Date:** 3/6/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

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

Goal #2: 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: Measures of Academic Progress

Specific Targets: There will be an improvement in the math and reading RIT score from the beginning of the year to the end of the year for all middle school students.

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

Implementation Steps:

Data Analysis Days/Common Assessments

Description:

- The MAP (Measures of Academic Progress) assessment will be given two times in the upcoming 2018-2019 school year. This will be given in both Math and Language Arts.
- Substitutes will be provided for teachers to work together to analyze data and make changes to curriculum and provide opportunities for re-teaching and flexible grouping.
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Start Date: 8/28/2018 **End Date:** 3/6/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>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</p> <p>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</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p>
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Start	End	Title	Description
8/28/2018	3/6/2019	Data Analysis Days/Common Assessments	<ul style="list-style-type: none"> • The MAP (Measures of Academic Progress) assessment will be given two times in the upcoming 2018-2019 school year. This will be given in both Math and Language Arts. • Substitutes will be provided for teachers to work together to analyze data and make changes to curriculum and provide opportunities for re-teaching and flexible grouping. • Results will be used to communicate findings to interventionists to allow for help with these students during ASP (Academic Support Period). • March assessments will also be conducted and reviewed.

Person Responsible Principals, Director of Curriculum, Teachers and Department Lead	SH 3	S 2	EP 15	Provider Dir. Federal Programs/Principals	Type School Entity	App. Yes
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Knowledge Data Analysis/Instructional Planning

Supportive Research Review of student data to improve instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists: 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 leaders with the ability to access and use appropriate data to inform decision-making.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	Grade Levels	Middle (grades 6-8)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA
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involvement of administrator and/or peers

Classroom student assessment data

LEA Goals Addressed: **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**

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

Strategy #1: Differentiating Instruction

Start	End	Title	Description
8/28/2018	3/6/2019	Data Analysis Days/Common Assessments	<ul style="list-style-type: none"> • The MAP (Measures of Academic Progress) assessment will be given two times in the upcoming 2018-2019 school year. This will be given in both Math and Language Arts. • Substitutes will be provided for teachers to work together to analyze data and make changes to curriculum and provide opportunities for re-teaching and flexible grouping. • Results will be used to communicate findings to interventionists to allow for help with these students during ASP (Academic Support Period). • March assessments will also be conducted and reviewed.

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involvement of administrator and/or
peers

Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Titusville MS 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 Titusville MS 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