

Harmony Area El Sch

School Level Plan

07/01/2016 - 06/30/2017

School Profile

Demographics

Harmony Area El Sch

5239 Ridge Rd
Westover, PA 16692
(814)845-2300

Federal Accountability Designation: none

Title I Status: Yes

Principal: Terri Butterworth

Superintendent: Teresa Young

Planning Committee

Name	Role
Terri Butterworth	Administrator
Dr. Jill Dillon	Administrator
Jaclyn Miller	Ed Specialist - Instructional Technology
Amie Breth	Elementary School Teacher - Regular Education
Sherry Hughes	Elementary School Teacher - Regular Education
Sherry Jones	Elementary School Teacher - Regular Education
Lisa Kitko	Elementary School Teacher - Regular Education
Kim Rake	Elementary School Teacher - Regular Education
Shannon Andrews	Elementary School Teacher - Special Education
Tonya Fry	Parent
Crystal Stiver	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

PVAAS results show evidence of students meeting the standard for PA Academic Growth in all statutory areas in ELA in grade four with a growth index of 1.4, in grade five with a growth index of .4 and grade six with a growth index of 3.7.

Accomplishment #2:

PVAAS results show evidence of student meeting the Standard of PA Academic Growth for Math in the fourth grade with a growth index of -1.4 and grade six with a growth index of -.1.

Accomplishment #3:

The attendance rate is 96%.

School Concerns

Concern #1:

PVAAS results show evidence that in Math grade four of the advanced group did not meet the standard of growth with a -5.5, grade five did not meet the standard of growth in the basic and proficient groups with a -6.5 (basic) and -5.2 (proficient), and grade six did not meet the standard of growth in the proficient group with a -3.9.

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:

PVAAS results show evidence that in Math grade four of the advanced group did not meet the standard of growth with a -5.5, grade five did not meet the standard of growth in the

basic and proficient groups with a -6.5 (basic) and -5.2(profcient) , and grade six did not meet the standard of growth in the proficient group with a -3.9.

Systemic Challenge #2 (*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:

PVAAS results show evidence that in Math grade four of the advanced group did not meet the standard of growth with a -5.5, grade five did not meet the standard of growth in the basic and proficient groups with a -6.5 (basic) and -5.2(profcient) , and grade six did not meet the standard of growth in the proficient group with a -3.9.

Systemic Challenge #3 (*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:

PVAAS results show evidence that in Math grade four of the advanced group did not meet the standard of growth with a -5.5, grade five did not meet the standard of growth in the basic and proficient groups with a -6.5 (basic) and -5.2(profcient) , and grade six did not meet the standard of growth in the proficient group with a -3.9.

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: 2015 winter local benchmark assessments in PA Core ELA and Math grades 3-6.

Specific Targets: 50% of all students taking the PA Core Benchmark assessments will score at the proficient or advanced level on the covered eligible content.

Type: Annual

Data Source: 2015 Proficiency and Advanced Mathematics scores of all students Grades 3-6 performance measure on the PSSA assessments.

Specific Targets: 50% proficiency of all students

Type: Annual

Data Source: 2015 Proficiency and advanced ELA scores of all students grades 3-6 performance measure - all students on the PSSA assessments.

Specific Targets: 50% proficiency of all students.

Type: Interim

Data Source: 2016 winter local benchmark assessments in PA Core Reading and Math grades 3-6.

Specific Targets: 55% of all students taking the PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency and Advanced Mathematics scores of all students Grades 3-6 performance measure on the PSSA assessments.

Specific Targets: 55% proficiency of all students

Type: Annual

Data Source: 2016 Proficiency and Advanced ELA scores of all students in grades 3-6 performance measure on the PSSA assessments.

Specific Targets: 60% proficiency of all students.

Type: Interim

Data Source: 2017 winter local benchmark assessments in PA Core Reading and Math grades 3-6 .

Specific Targets: 60% of all students taking the PA Core benchmark assessments will score at the proficient or advanced level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency and Advanced Mathematics scores of all students Grades 3-6 performance measure on the PSSA assessments.

Specific Targets: 60% proficiency of all students

Type: Annual

Data Source: 2017 Proficiency and Advanced ELA scores of all students in grades 3-6 performance measure on the PSSA assessments.

Specific Targets: 65% proficiency of all students.

Strategies:

Data Informed Instruction

Description:

The district intends to utilize a comprehensive data system to house all data. Staff will be provided professional development on how to use the data system to complete analysis of students data. Analyzed data will be used to guide instruction in the classroom to improve students achievement.

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

Implementation Steps:

Provide PD on District database

Description:

Provide professional development to all Elementary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.

Indicator of implementation: Sign in sheet

Start Date: 8/26/2014 **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Schedule Data Team Meetings

Description:

Schedule data team meeting three times a year to analyze current data to use to guide instruction.

Start Date: 8/25/2014 **End Date:** 5/31/2016

Program Area(s): Professional Education

Supported Strategies: None selected

Hold Data Meetings

Description:

Hold data team meetings three times a year to analyzed local and state data, plan for RTII groupings and plan for instruction.

Start Date: 8/25/2014 **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: 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: Interim

Data Source: 2015 winter local benchmark assessments in PA Core Reading and Math, and bench mark Writing assessment in Grades 3-6.

Specific Targets: 50% of all students taking the PA Core benchmark assessments and 40% of all students taking the Writing assessment will score at the proficient level on covered eligible content.

Type: Annual

Data Source: 2015 Proficiency and Advanced Mathematics scores of all students grades 3-6 performance measure on the PSSA assessment

Specific Targets: 70% proficiency of all students.

Type: Annual

Data Source: 2015 Proficiency and Advanced Writing scores of all students grades 3-6 performance measure on the PSSA assessment.

Specific Targets: 50% proficiency of all students.

Type: Interim

Data Source: 2016 winter local benchmark assessments in PA Core Reading and Math, and bench mark Writing assessment in Grades 3-6.

Specific Targets: 55% of all students taking the PA Core benchmark assessments and 45% of all students taking the Writing assessment will score at the proficient level on covered eligible content.

Type: Annual

Data Source: 2016 Proficiency and Advanced Mathematics scores of all students grades 3-6 performance measure on the PSSA assessment

Specific Targets: 75% proficiency of all students.

Type: Annual

Data Source: 2016 Proficiency and Advanced Writing scores of all students grades 3-6 performance measure on the PSSA assessment.

Specific Targets: 55% proficiency of all students.

Type: Interim

Data Source: 2017 winter local benchmark assessments in PA Core Reading and Math, and bench mark Writing assessment in Grades 3-6.

Specific Targets: 60% of all students taking the PA Core benchmark assessments and 50% of all students taking the Writing assessment will score at the proficient level on covered eligible content.

Type: Annual

Data Source: 2017 Proficiency and Advanced Mathematics scores of all students grades 3-6 performance measure on the PSSA assessment

Specific Targets: 80% proficiency of all students.

Type: Annual

Data Source: 2017 Proficiency and Advanced Writing scores of all students grades 3-6 performance measure on the PSSA assessment.

Specific Targets: 60% proficiency of all students.

Strategies:

Curriculum Mapping

Description:

Teachers will complete vertical and horizontal alignment of the curricula to the PA Core standards and/or PA academic standards in all subject areas.

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Vertically align existing curriculum

Description:

Complete vertical alignment of all Math, ELA and Science curriculum maps

Indicator of implementation: curriculum maps

Start Date: 8/26/2014 **End Date:** 6/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Publish ELA, Math and Science Curriculum Maps

Description:

Publish Math, ELA and Science curriculum maps on the district web-site so that they can be accessed by anyone.

Indicator of implementation: Printout of district website links

Start Date: 9/1/2014 **End Date:** 6/1/2016

Program Area(s):

Supported Strategies: None selected

Develop Social Studies/ Tech Ed Maps

Description:

Develop Social Studies and Technology Educaiton curriculum maps that allw for vertical and horizontal alignment to the PA Academic Standards and PA Core Standards.

Start Date: 9/1/2015 **End Date:** 6/1/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Publish Social Studies and Technology Education maps

Description:

Publish Social Studies and Technology Education maps on the district web-site so they can be accessed by anyone.

Indicators of implementation: Printout of district website page

Start Date: 6/1/2016 **End Date:** 9/1/2017

Program Area(s):

Supported Strategies: None selected

Create Elective Curriculum maps

Description:

Develop curriculum maps in the areas of Health and Physical Education and Fine Arts that allow for vertical and horizontal alignment of the PA Academic Standards.

Indicator of implementation: Curriculum maps on SAS website

Start Date: 9/1/2016 **End Date:** 6/1/2017

Program Area(s):

Supported Strategies: None selected

Publish Elective Curriculum maps

Description:

Publish Health and Physical Education and Fine Arts curriculum maps on the district web-site so that they can be accessed by anyone.

Indicators of implementation: Curriculum on SAS website

Start Date: 6/1/2017 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies: None selected

Goal #3: 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: 2015 Local winter benchmark assessments: Study Island winter benchmark in math and reading for grades 3-6 using PA Core standards.

Specific Targets: 50% proficiency in all students for math

50% proficiency in all students for reading

Type: Annual

Data Source: 2015 PSSA assessments for grades 3-6 in Math and ELA.

Specific Targets: 50% proficiency in all students for math

50% proficiency in all students for reading

Type: Interim

Data Source: 2016 Local winter benchmark assessments: Study Island winter benchmark in math and reading for grades 3-6 using PA Core standards.

Specific Targets: 55% proficiency in all students for math

60% proficiency in all students for reading

Type: Annual

Data Source: 2016 PSSA assessments for grades 3-6 in Math and ELA.

Specific Targets: 55% proficiency in all students for math

60% proficiency in all students for reading

Type: Interim

Data Source: 2017 Local winter benchmark assessments: Study Island winter benchmark in math and reading for grades 3-6 using PA Core standards.

Specific Targets: 60% proficiency in all students for math

65% proficiency in all students for reading

Type: Annual

Data Source: 2017 PSSA assessments for grades 3-6 in Math and ELA.

Specific Targets: 60% proficiency in all students for math

65% proficiency in all students for reading

Strategies:

Professional Learning Communities

Description:

Educational researchers have extensively studied professional learning communities and their effects. Results show that having strong professional learning communities in schools led to positive cultural changes, including reduced teacher isolation, increased peer learning, increased content knowledge, increased knowledge of effective teaching strategies, greater job satisfaction, and higher teacher retention rates. Researchers also found that the more schools function as professional learning communities, the greater the gains in student learning and improved teacher practice.

SAS Alignment: Instruction

Implementation Steps:

Create a PLC calendar and meeting template

Description:

Create a calendar and template for all PLC meetings and provide time in the schedule for teachers to meet as PL's.

Start Date: 9/2/2014 **End Date:** 6/1/2017

Program Area(s): Educational Technology

Supported Strategies: None selected

Hold PLC Meetings

Description:

Lead Team members will conduct bi-weekly PLC meetings.

Start Date: 9/2/2014 **End Date:** 5/31/2017

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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

Start	End	Title	Description														
8/26/2014	6/5/2017	Provide PD on District database	<p>Provide professional development to all Elementary School teachers on how to use the district database to analyze data to adjust instructional practices in the classroom.</p> <p>Indicator of implementation: Sign in sheet</p>														
		<table border="1"> <thead> <tr> <th>Person Responsible</th> <th>SH</th> <th>S</th> <th>EP</th> <th>Provider</th> <th>Type</th> <th>App.</th> </tr> </thead> <tbody> <tr> <td>Terri Buttterworth</td> <td>7.0</td> <td>3</td> <td>18</td> <td>On Hands</td> <td>For Profit Company</td> <td>No</td> </tr> </tbody> </table>	Person Responsible	SH	S	EP	Provider	Type	App.	Terri Buttterworth	7.0	3	18	On Hands	For Profit Company	No	
Person Responsible	SH	S	EP	Provider	Type	App.											
Terri Buttterworth	7.0	3	18	On Hands	For Profit Company	No											

Knowledge

Knowledge of how to use the On Hands data system effectively so that teachers can easily access classroom reports and student assessment reports to use in planning for appropriate instruction.

Supportive Research

Data is critical to making good decisions. Various types of data can be collected. Demographic data is one type of data which is especially important for staffing and program planning as well as for budgeting. Perception data is often collected through surveys and interviews and produces data regarding community perception of school climate, programs, and services. Finally, Achievement data (ex. benchmark assessments, PSSA's and keystones), can provide critical evidence in the evaluation of a school's educational program, curriculum, etc.

and in the examination of student growth. Regardless of what data is available, it is important that the school leader acknowledge its value, review it carefully, and utilize it effectively in identifying accomplishments to celebrate and in determining areas of concern for future improvement. Utilizing a simple Plan-Do-Check-Act Cycle can serve as an effective model for application of the data toward continuous school improvement.

Source: Kowalski, T.J., Lasley, T.J., II & Mahonney, J.W. (2008). Data-driven decisions and school leadership: Best practices for school improvement. Boston: Pearson.

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

Series of Workshops

Training Format

Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work,</p>	Evaluation Methods	<p>Classroom student assessment data Participant survey</p>

with administrator and/or peers

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Harmony Area El Sch in the Harmony 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 **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 Harmony Area El Sch in the Harmony Area SD for the 2016-2017 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