

FRANKLIN TWP EL SCH

870 Old Route 30

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

Fostering character development and academic success one relationship at a time.

STEERING COMMITTEE

Name	Position	Building/Group
Jennifer Althoff	Reading Specialist	Franklin Township
Ashlee Kunkel	Reading Specialist	Franklin Township
Rebecca Morris	Reading Specialist	Franklin Township
Kate Wingerd	Teacher	Franklin Township
Amy Masenheimer	Teacher	Franklin Township
Ali Eberle	Parent	PTO - Franklin Township
Cortney Suerdieck	Parent	Franklin Township
Lindsay Knouse	Community Member	PTO - Franklin Township
Shelly Lappi	Principal	Franklin Township
Tara Johnson	Education Specialist	Franklin Township
Andrea Flickinger	Education Specialist	Franklin Township
Jackie Kapfhammer	Education Specialist	Franklin Township
Dr. Jason Perrin	Chief School Administrator	GASD

Name	Position	Building/Group
Dr. Christine Lay	District Level Leaders	GASD
Maggie Koenig	Parent	Franklin Township
Christina Daugherty	Parent	Franklin Township
Kelly Dewees	District Level Leaders	GASD

ESTABLISHED PRIORITIES

Priority Statement

Model for parents/caregivers ways to better support students at home, informing them of the hinge skills and as a result provide ways for families to help follow through practicing these skills at home.

Outcome Category

Essential Practices 3: Provide Student-Centered Support Systems

Parent and family engagement

Essential Practices 3: Provide Student-Centered Support Systems

Create a parent and community leadership team to identify how local businesses, community organizations, and families can work together to support the needs of our students and our school.

Essential Practices 1: Focus on Continuous Improvement of Instruction

Essential Practices 1: Focus on Continuous Improvement of Instruction

Community Engagement

ACTION PLAN AND STEPS

Evidence-based Strategy

PSSAs

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PSSAs

By the end of the 2021-2022 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Administer benchmark assessments, diagnostic assessments, and provide intervention, WIN, and in-class support to all students.

2021-08-23 -
2022-05-27

Shelly J.
Lappi/Principal

Assessment materials
teachers and
interventionists

Anticipated Outcome

80% of students in grades 3-5 will achieve proficient or advanced on the PSSAs.

Monitoring/Evaluation

Acadience Data/PSSAs

Evidence-based Strategy

Parent Leadership Team

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Parent Leadership Team

By the end of the 2021-2022 school year, a parent/ community leadership team will be established to better support the needs of students at Franklin Township.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Determine a parent group, create an agenda, meet with parents.

2021-08-23 - 2022-05-27

Shelly J. Lappi/Principal

Reading Team/Title 1 Plan document

Anticipated Outcome

A Parent Leadership Team created in an effort to help families to better understand Title 1 and how students are supported, as well as how to better support their child at home.

Monitoring/Evaluation

Survey and feedback

Evidence-based Strategy

Students with Disabilities in ELA & Math

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Focus - Students with Disabilities	By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in ELA.
Math Focus - Students with Disabilities	By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in Math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Get benchmark data on students, create goals, and monitor with Acadience	2021-08-23 - 2022-05-27	Andrea Flickinger Tara Johnson	Intervention Resources/Acadience Assessment

Anticipated Outcome

Students with disabilities will achieve growth that is well above the typical rate of improvement.

Monitoring/Evaluation

Acadience Data

Evidence-based Strategy

Model For Parents

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Models for parents

By the end of the 21-22 school year, 2 videos for parents will be sent out to model best practices for understanding student data and practicing needed skills at home.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Create Videos for parents that demonstrate how to read the Acadience Reports and support their child at home.

2021-08-23 -
2022-05-27

Reading Team

Technology

Anticipated Outcome

Parents will have a better understanding of their child's performance in reading and math and be able to better support their child's needs at home.

Monitoring/Evaluation

Survey/Feedback

Evidence-based Strategy

Community Engagement

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Community Engagement

By the end of the 2021-2022 school year, community members will participate in literacy activities

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Create a literacy event to engage community members

2021-08-23 - 2022-05-27

Shelly J. Lappi & Reading Team

To Be Determined

Anticipated Outcome

Community members will participate in a literacy event at the school

Monitoring/Evaluation

Event/Feedback

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-2022 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments. (PSSAs)	PSSAs	Administer benchmark assessments, diagnostic assessments, and provide intervention, WIN, and in-class support to all students.	08/23/2021 - 05/27/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)	Students with Disabilities	Get benchmark data on students, create goals, and	08/23/2021 -
By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)	in ELA & Math	monitor with Acadience	05/27/2022

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Programs were made available to students in grades 3,4,5 to explore up to 5 different career paths.

Kindergarten - Daily Heggerty, daily FUNDATIONS, 95% Group PALS Lessons, early literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, 1 paraprofessional supporting each classroom, targeted small group instruction, goal setting

K-5: Daily Heggerty (K-2), daily FUNDATIONS (K-3), daily syllable type review (4-5), literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting, co-teaching/model lessons

4th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting

Challenges

A virtual career day limited student experiences and conversations regarding various careers.

K-1st Grade - Strengthen phonological skills to allow for more instructional time for decoding.

2nd-3rd Grade - The need to ensure advanced phonological skills are secure and automatic and increase access and practice with decodable texts.

K-5th grade- Flexible small group instruction was difficult due to health and safety guidelines, resulting in less differentiated instruction without as much immediate teacher feedback.

Virtual learning, as well as student and staff quarantines, impacted instruction, learning and growth.

K-5: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.

K-5th grade- Flexible small group instruction was difficult due to health and safety guidelines, resulting in less differentiated instruction without as much immediate teacher feedback.

Strengths

5th Grade - Daily review of syllable types, literacy assessments (Acadience Benchmarks, Acadience Progress Monitoring, 95% Diagnostic Assessments), highly qualified teachers with continued professional development, targeted small group instruction, goal setting

K-5: Targeted groupings for math instruction, daily designated math instruction, highly qualified staff, goal setting, math assessments (acadience benchmarking, progress monitoring)

N/A

Continuous Improvement of Instruction - structured collaborative planning time, aligned instructional materials, multi-disciplinary teams to collaborate with a focus on data, continuous improvement with differentiated instruction used to address individual learning needs, administrative daily/weekly classroom visits with intentional/actionable feedback

Foster Quality Professional Learning - Identified and differentiated, all staff participating in professional learning communities and/or professional organizations, On site instructional coaches follow-up to support teachers' implementation of new learning

ELA All Student Group (2018-2019 PSSA Data) - Core Instruction and Interventions have been successful in helping students to exceed interim targets.

Challenges

Virtual learning, as well as student and staff quarantines, impacted instruction, learning and growth.

N/A

Provide Student-Centered Support Systems - Improve communication with families to offer and provide specific ways to support students at home, create a parent leadership group, compose an outline detailing the role of local businesses and how they can better support the needs of our students and school.

Students with Disabilities (Math) (2018-2019 PSSA Data) - Provide targeted instruction and intervention to students with disabilities to increase achievement and meet interim targets.

Students with Disabilities (ELA) (2018-2019 PSSA Data) - Refine targeted instruction and interventions to students with disabilities to increase achievement and meet interim targets.

The Math data shows a need to improve our processes surrounding students with disabilities. This may include revising iep goals more frequently, adjusting SDI's on a more regular basis, and refining instructional practices and supports during interventions. Additionally, an intervention called Connecting Math Concepts will be implemented during the 2020-2021 school year. Professional Development may also be explored and considered.

Strengths

Math All Student Group (2018-2019 PSSA Data) - Core Instruction has been successful in helping students to exceed interim targets.

The behavioral and attendance data support the academic success of this group of students.

The culture and climate of the school is positive and conducive to promoting a positive learning environment; the school-wide expectations are consistent in/among all teachers and staff and students know, understand, and follow the school-wide expectations. Expectations and follow-through are clear, consistent and evident on a daily basis.

Challenges

The ELA data shows a need to improve our processes surrounding students with disabilities. This may include revising iep goals more frequently, adjusting SDI's on a more regular basis, and refining instructional practices and supports during interventions. Professional Development may also be explored and considered.

Most Notable Observations/Patterns

Although the strengths and challenges are delineated by grade levels, there are many parallels within the organization of classrooms. Many instructional and structural components are consistent across grade levels. The resources and supports are common and equitable. There needs to be more time allocated on the teaching (and regularly revisiting) of the hinge skills across all grade levels. Pacing may need to be adjusted accordingly. We will continue to look for ways to engage families and communities in the leadership of the school and the learning of their students.

Challenges	Discussion Point	Priority for Planning
<p>Students with Disabilities (Math) (2018-2019 PSSA Data) - Provide targeted instruction and intervention to students with disabilities to increase achievement and meet interim targets.</p>	<p>The data shows a need to improve our processes surrounding students with disabilities. This may include revising iep goals more frequently, adjusting SDI's on a more regular basis, and refining instructional practices and supports during interventions. Professional Development may also be explored and considered.</p>	
<p>Students with Disabilities (ELA) (2018-2019 PSSA Data) - Refine targeted instruction and interventions to students with disabilities to increase achievement and meet interim targets.</p>	<p>The data shows a need to improve our processes surrounding students with disabilities. This may include revising iep goals more frequently, adjusting SDI's on a more regular basis, and refining instructional practices and supports during interventions. Professional Development may also be explored and considered.</p>	
<p>K-5: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.</p>	<p>Common understanding of what foundational skills are and how to teach them, pacing to ensure time allotted to teach/ solidify the hinge skills</p>	
<p>Provide Student-Centered Support Systems - Improve communication with families to offer and provide specific ways to support students at home, create a parent leadership group, compose an outline detailing the role of local businesses and how they can better support the needs of our students and school.</p>	<p>Coordinating time and schedules; differing cultural viewpoints of what school is/family role and individual family involvement; language barriers; economic disadvantages</p>	

ADDENDUM B: ACTION PLAN

Action Plan: PSSAs

Action Steps	Anticipated Start/Completion Date
Administer benchmark assessments, diagnostic assessments, and provide intervention, WIN, and in-class support to all students.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Acadience Data/PSSAs	80% of students in grades 3-5 will achieve proficient or advanced on the PSSAs.

Material/Resources/Supports Needed	PD Step
Assessment materials teachers and interventionists	yes



Action Plan: Parent Leadership Team

Action Steps	Anticipated Start/Completion Date
Determine a parent group, create an agenda, meet with parents.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Survey and feedback	A Parent Leadership Team created in an effort to help families to better understand Title 1 and how students are supported, as well as how to better support their child at home.

Material/Resources/Supports Needed	PD Step
Reading Team/Title 1 Plan document	no

Action Plan: Students with Disabilities in ELA & Math

Action Steps

Anticipated Start/Completion Date

Get benchmark data on students, create goals, and monitor with Acadience

08/23/2021 - 05/27/2022

Monitoring/Evaluation

Anticipated Output

Acadience Data

Students with disabilities will achieve growth that is well above the typical rate of improvement.

Material/Resources/Supports Needed

PD Step

Intervention Resources/Acadience Assessment

yes



Action Plan: Model For Parents

Action Steps	Anticipated Start/Completion Date
Create Videos for parents that demonstrate how to read the Acadience Reports and support their child at home.	08/23/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
Survey/Feedback	Parents will have a better understanding of their child's performance in reading and math and be able to better support their child's needs at home.

Material/Resources/Supports Needed	PD Step
Technology	no



Action Plan: Community Engagement

Action Steps	Anticipated Start/Completion Date
Create a literacy event to engage community members	08/23/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Event/Feedback	Community members will participate in a literacy event at the school
Material/Resources/Supports Needed	PD Step
To Be Determined	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-2022 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments. (PSSAs)	PSSAs	Administer benchmark assessments, diagnostic assessments, and provide intervention, WIN, and in-class support to all students.	08/23/2021 - 05/27/2022
By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)	Students with Disabilities	Get benchmark data on students, create goals, and monitor with Acadience	08/23/2021 - 05/27/2022
By the end of the 2021-2022 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)	in ELA & Math		



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Meetings	All Classroom Teachers and Interventionists	New Assessments, Benchmark Data, WIN Instruction, Core in the Classroom, Any additional training needed...

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Using data to inform next steps...	08/23/2021 - 05/27/2022	Principal/Data Team Members

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

4b: Maintaining Accurate Records

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

