

FRANKLIN TWP EL SCH

870 Old Route 30

Schoolwide Title 1 School Plan | 2020 - 2021

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	Franklin Township
Cortney Suerdieck	Parent	Franklin Township
Shelly Lappi	Principal	Franklin Township

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
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.	Essential Practices 3: Provide Student-Centered Support Systems Parent and family engagement
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 3: Provide Student-Centered Support Systems
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.	Essential Practices 1: Focus on Continuous Improvement of Instruction
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.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy

Identify individual student needs

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PSSAs

By the end of the 2020-2021 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments.

ELA Focus - Students with Disabilities

By the end of the 2020-2021 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 2020-2021 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

Administer diagnostic assessments

2020-08-19 -
2021-05-28

Shelly Lappi -
Principal

Diagnostic Assessments (may vary): i.e. Wilson WADE, PAST, PASI, PSI

Analyze data and create targeted skill groups

2020-08-19 -
2021-05-28

Data Team
Members

Diagnostic assessment results

Continually review progress monitoring data and adjust targeted skill groups as needed throughout the year.

2020-08-19 -
2021-05-28

Data Team
Members

Progress Monitoring Data, BOY/MOY assessments, etc.

Anticipated Outcome

Student growth & increased achievement

Monitoring/Evaluation

Progress monitoring, Acadience Benchmark Assessment, State interim targets for PSSA assessments

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2020-2021 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments. (PSSAs)	Identify individual student needs	Administer diagnostic assessments	08/19/2020
By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)			-
By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)			05/28/2021

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Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)			-
By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)			05/28/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2020-2021 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments. (PSSAs)	Identify individual student needs	Continually review progress monitoring data and adjust targeted skill groups as needed throughout the year.	08/19/2020
By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)			-
By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)			05/28/2021

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

Dr. Christine S. Lay

2020-08-31

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

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

3rd Grade - Targeted groupings for math instruction, daily fact practice, daily designated math instruction, highly qualified staff, goal setting, math assessments (Acadience benchmarking, progress monitoring)

5th Grade - Targeted groupings for math instruction, daily fact practice, daily designated 90 minute math instruction, highly qualified staff, goal setting, math assessments (Acadience benchmarking)

Kindergarten - Targeted groupings for math instruction, daily designated math instruction, highly qualified staff, goal setting, math assessments (Acadience benchmarking, progress monitoring)

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

Challenges

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

1st Grade - The need to maintain and strengthen phonological skills to allow for more instructional time for decoding.

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

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) - Provide targeted instruction and intervention to students with disabilities to increase achievement and meet interim targets.

Student with Disabilities (ELA) - Refine targeted instruction and interventions to students with disabilities to increase achievement and meet interim targets.

During Remote Learning, not all students participated or had access to the online programs to participate.

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

Strengths

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

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

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 - Core Instruction and Interventions have been successful in helping students to exceed interim targets.

Math All Student Group - Core Instruction has been successful in helping students to exceed interim targets.

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

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

The culture and climate of the school is positive

Challenges

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.

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.

Strengths

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.

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
K-5: Teachers ensure that foundational skills are taught to automaticity, as well as hinge skills secured.	Common understanding of what foundational skills are and how to teach them, pacing to ensure time allotted to teach/ solidify the hinge skills	✓
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.	Coordinating time and schedules; differing cultural viewpoints of what school is/family role and individual family involvement; language barriers; economic disadvantages	✓
Students with Disabilities (Math) - Provide targeted instruction and intervention to students with disabilities to increase achievement and meet interim targets.	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.	✓
Student with Disabilities (ELA) - Refine targeted instruction and interventions to students with disabilities to increase achievement and meet interim targets.	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.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Identify individual student needs

Action Steps	Anticipated Start/Completion Date
Administer diagnostic assessments	08/19/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Progress monitoring, Acadience Benchmark Assessment, State interim targets for PSSA assessments	Student growth & increased achievement

Material/Resources/Supports Needed	PD Step
Diagnostic Assessments (may vary): i.e. Wilson WADE, PAST, PASI, PSI	yes

Action Steps	Anticipated Start/Completion Date
Analyze data and create targeted skill groups	08/19/2020 - 05/28/2021

Monitoring/Evaluation	Anticipated Output
Progress monitoring, Acadience Benchmark Assessment, State interim targets for PSSA assessments	Student growth & increased achievement

Material/Resources/Supports Needed	PD Step
Diagnostic assessment results	yes

Action Steps**Anticipated Start/Completion Date**

Continually review progress monitoring data and adjust targeted skill groups as needed throughout the year.

08/19/2020 - 05/28/2021

Monitoring/Evaluation**Anticipated Output**

Progress monitoring, Acadience Benchmark Assessment, State interim targets for PSSA assessments

Student growth & increased achievement

Material/Resources/Supports Needed**PD Step**

Progress Monitoring Data, BOY/MOY assessments, etc.

yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2020-2021 school year, 80% of our 3rd, 4th, & 5th-grade students will score advanced or proficient on the state assessments. (PSSAs)</p> <p>By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in ELA. (ELA Focus - Students with Disabilities)</p> <p>By the end of the 2020-2021 school year, students with disabilities will meet or exceed the state interim target in Math. (Math Focus - Students with Disabilities)</p>	Identify individual student needs	Administer diagnostic assessments	08/19/2020 - 05/28/2021
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Diagnostic Assessment Training	Learning Support Teachers	Administering Diagnostic Assessments, analyzing data, and forming targeted skill groups

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased student achievement and growth.	08/19/2020 - 05/28/2021	Data Team Members

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Staff Meeting Grade Level Meetings Steering Committee Meetings	Strengths and Challenges Addressing Individual Student Needs Parent Involvement	Presentations/Discussions/Surveys/Meetings	All Stakeholders	2020- 2021 School Year
