

Lakeview MS

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Lakeview MS

2482 Mercer St
 Stoneboro, PA 16153
 (724)376-7911

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Laurie Snyder

Superintendent: Hendley Hoge

Stakeholder Involvement

Name	Role
Hendley Hoge	Administrator : Schoolwide Plan
Laurie Snyder	Administrator : Schoolwide Plan
Betty Moore	Board Member : Schoolwide Plan
Dave Blakley	Building Principal : Schoolwide Plan
Laurie Snyder	Building Principal : Schoolwide Plan
Rina Hart	Community Representative : Schoolwide Plan
Alicia Sciarretta	Ed Specialist - School Counselor : Schoolwide Plan
Alyse Mundt	Ed Specialist - School Psychologist : Schoolwide Plan
Mike Rodriguez	High School Teacher - Regular Education : Schoolwide Plan
Samantha Moon	Middle School Teacher - Regular Education : Schoolwide Plan
Jodi Seddon	Parent
Jen Johnston	Student Services Director/Specialist : Schoolwide Plan

Needs Assessment

School Accomplishments

Accomplishment #1:

- MS Attendance rate of 94.55%.
- Advisory period added to schedule to address student needs.
- Olweus implemented grades 6-8
- LJ Create STEM curriculum utilized in grades 7 and 8
- Introduction to foreign language
- Instructional minutes added to grade 6 mathematics and ELA blocks
- Closed the achievement gap in 88.13 % of historically under performing sub groups

School Concerns

Concern #1:

Academic performance in math and science based on PSSA data.

Math PSSA 2016/2017 proficient or advanced: 38%

Science PSSA 2016/2017 proficient or advanced 59%

Math PSSA 17/18 29-49% proficient (grades 6-8)

Closing the achievement gap (all students):

Math 0%

Science 0%

Concern #2:

Consistent implementation of school-wide positive behavior support promoting prosocial choices utilizing Olweus.

Concern #3:

Update and align curriculum maps focusing on pacing guides to maximizing instructional minutes at the middle school level.

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:

Academic performance in math and science based on PSSA data.

Math PSSA 2016/2017 proficient or advanced: 38%

Science PSSA 2016/2017 proficient or advanced 59%

Math PSSA 17/18 29-49% proficient (grades 6-8)

Closing the achievement gap (all students):

Math 0%

Science 0%

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:

Academic performance in math and science based on PSSA data.

Math PSSA 2016/2017 proficient or advanced: 38%

Science PSSA 2016/2017 proficient or advanced 59%

Math PSSA 17/18 29-49% proficient (grades 6-8)

Closing the achievement gap (all students):

Math 0%

Science 0%

Update and align curriculum maps focusing on pacing guides to maximizing instructional minutes at the middle school level.

Systemic Challenge #3 (*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:

Academic performance in math and science based on PSSA data.

Math PSSA 2016/2017 proficient or advanced: 38%

Science PSSA 2016/2017 proficient or advanced 59%

Math PSSA 17/18 29-49% proficient (grades 6-8)

Closing the achievement gap (all students):

Math 0%

Science 0%

Systemic Challenge #4 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Consistent implementation of school-wide positive behavior support promoting prosocial choices utilizing Olweus.

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: MAP
 Imagine Math
 Curriculum Based Assessment
 PVAAS
 eMetric

Specific Targets: Teachers will participate in at least 2 data meetings following benchmark assessments or informal measures to develop action steps/plans.

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

Implementation Steps:

Data driven instruction

Description:

Teams will meet two times each year to discuss, review, and action plan based on data.

Start Date: 8/29/2018 **End Date:** 6/2/2023

Program Area(s): Professional Education, Special Education, Student Services, Gifted 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: Annual

Data Source: Curriculum Bases Assessment

MAP

Imagine Math

Specific Targets: Data meetings participation occurring at least two times per year.

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

PLCs - Professional Learning Communities

Description:

A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. - The Glossary of Education Reform (Sources: [What Is a Professional Learning Community?](#) , [3 keys to keep learning communities focused on the learning](#))

SAS Alignment: Standards, Instruction, Materials & Resources

Implementation Steps:

Data driven instruction

Description:

Teams will meet two times each year to discuss, review, and action plan based on data.

Start Date: 8/29/2018 **End Date:** 6/2/2023

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

Math Mindset PLC

Description:

Math teachers will participate in a Math Mindset

Start Date: 8/29/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies: None selected

Goal #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.

Indicators of Effectiveness:

Type: Annual

Data Source: MAP

PVAAS

eMetric

Imagine Math

Curriculum based assessment

Specific Targets: Teachers will participate in data meetings at least 2 times each year.

100% teachers will complete curriculum maps in all courses taught. Maps will include intervention and extension to address sub group populations.

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

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: 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: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Curriculum Mapping

Description:

100% of teachers will develop and complete an aligned curriculum map for each course/subject taught.

Start Date: 8/29/2018 **End Date:** 6/4/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies: None selected

Goal #4: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance data

Discipline data

Counselor data

Benchmark data

Classroom based data

Specific Targets: Implementation school-wide PBS through incentive program to occur at least one time each marking period.

Strategies:

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

Implementation Steps:

Olweus Bullying Prevention Program

Description:

Implement Olweus during the 18/19 school year

Start Date: 10/19/2018 **End Date:** 6/2/2023

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- Positive Behavioral Interventions and Supports