

Nitrauer Elementary School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Nitrauer Sch

811 Ashbourne Ave
Lancaster, PA 17601
(717)569-4239

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Wendy Hancock

Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Wendy Hancock	Administrator
Wendy Hancock	Building Principal
Oyku Ak	Business Representative
Courtney Milne	Business Representative
Missy Weaver	Ed Specialist - School Counselor
Maritza Delgado	Elementary School Teacher - Regular Education
Stacey Dietrich	Elementary School Teacher - Regular Education
Christina DiLouie	Elementary School Teacher - Regular Education
Elizabeth Edwards	Elementary School Teacher - Regular Education
Kathy Schotta	Elementary School Teacher - Regular Education
Sheri Usner	Elementary School Teacher - Regular Education
Terri Vogt	Elementary School Teacher - Regular Education
Jess Miller	Elementary School Teacher - Special Education
Oyku Ak	Parent
Courtney Milne	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

96.7% of families (182 responses total) agree or strongly agree with the following:

What is your overall opinion of the school and the education it provides to students?

Accomplishment #2:

- Based on student survey (2017-18) answers #5 and #9: students report teachers believe they can learn and that they know "adults are at school to help you."

Accomplishment #3:

82.5% of families answers they feel "welcome and involved in the school community."

Accomplishment #4:

- Math- High level of growth from 3rd to 4th for lowest quintile on 2017 PSSA

Accomplishment #5:

- ELA- Lowest achievers made the most growth from 3rd to 4th on 2017 PSSA

Accomplishment #6:

- High performance Math: 81% proficient or advanced (4th grade) on 2017 PSSA.

Accomplishment #7:

- High performance ELA: 90% proficient or advanced (4th grade) on 2017 PSSA

Accomplishment #8:

- Using building aides to enhance instruction (when kids are in the “wilderness”) to support lower level math classes/students (2017-18 SY).

Accomplishment #9:

- Weekly communication with parents by principal sharpened and formalized in 2017-18 SY.

School Concerns

Concern #1:

- Improvements in school facilities--NUMEROUS comments on family survey regarding playground and lack of fence, and overall quality of school facilities

Concern #2:

There is a growing number of students (based on discipline referrals and communciations from teachers, students, parents, staff members, bus drivers) who need emotional, behavioral, and social intervention. Students struggle with rules consistently, how to conduct themselves in a variety of settings, and how to successfully and consistently properly interact with others.

Concern #3:

There is a lack of consistency in how students act and what the expectations are of them depending on the learning space they visit while at school.

Concern #4:

- ELA: achievement is high, but top quintlie did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).

Concern #5:

- 21.2% reported not feeling challenged at school.

Concern #6:

Lack of remediation in math. Teachers are delivering Tiers 1 and 2 instruction in most places, but intervention (Tiers 2-3) is missing here and district-wide. This is currently a goal for the MTSS team.

Concern #7:

- Consistent vocabulary and instructional strategies across classrooms/schools/district. Specifically with solving in math (e.g. box important numbers, underline important information, and circle question in math).

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

- Improvements in school facilities--NUMEROUS comments on family survey regarding playground and lack of fence, and overall quality of school facilities

There is a growing number of students (based on discipline referrals and communications from teachers, students, parents, staff members, bus drivers) who need emotional, behavioral, and social intervention. Students struggle with rules consistently, how to conduct themselves in a variety of settings, and how to successfully and consistently properly interact with others.

There is a lack of consistency in how students act and what the expectations are of them depending on the learning space they visit while at school.

Systemic Challenge #2 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

- ELA: achievement is high, but top quintile did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).

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Systemic Challenge #3 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

- ELA: achievement is high, but top quintile did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).

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Systemic Challenge #4 (*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:

- ELA: achievement is high, but top quintile did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).

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- Consistent vocabulary and instructional strategies across classrooms/schools/district. Specifically with solving in math (e.g. box important numbers, underline important information, and circle question in math).

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Lack of remediation in math. Teachers are delivering Tiers 1 and 2 instruction in most places, but intervention (Tiers 2-3) is missing here and district-wide. This is currently a goal for the MTSS team.

Systemic Challenge #5 (*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:

- ELA: achievement is high, but top quintile did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).
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Lack of remediation in math. Teachers are delivering Tiers 1 and 2 instruction in most places, but intervention (Tiers 2-3) is missing here and district-wide. This is currently a goal for the MTSS team.

Systemic Challenge #6 (*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:

- ELA: achievement is high, but top quintile did not make year's worth of growth as per 2017 PSSA, and middle quintiles made one year's worth of growth (compared to more than one year's worth of growth in lowest quintile).

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- Consistent vocabulary and instructional strategies across classrooms/schools/district. Specifically with solving in math (e.g. box important numbers, underline important information, and circle question in math).

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School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Discipline referrals/entries into Sapphire discipline system

Specific Targets: Decrease by semester--second semester has fewer or the same number of referrals/entries as first semester.

Type: Interim

Data Source: Daily attendance report

Specific Targets: Average monthly percentage increased by half a percent (consistently). This does not include medical, educational leave, or pre-approved absences.

Type: Annual

Data Source: Staff, student, and parent surveys focused on school having safe, supportive climate (socially, emotionally, academically).

Specific Targets: 90% of students will report feeling safe and supported; 90% of staff will report feeling safe and supported; 90% of parents (who respond) will report feeling safe and supported.

Type: Interim

Data Source: Anecdotal evidence and fewer discipline referrals (stop and thinks, conduct forms)

Specific Targets: Daily class meetings that focus on class/school problems and result in fewer behavioral and emotional obstacles throughout the school day.

Type: Interim

Data Source: Classroom, hallway, cafeteria, playground, arrival, dismissal, and bus observations

Specific Targets: Strong and positive mgmt of procedures and behavior in classrooms and in unstructured environments

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction, Safe and Supportive Schools

*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](#)).

PLCs will be focused on and coupled with ways to incorporate and build on MTSS model at Nitrauer.

SAS Alignment: Materials & Resources

*Pennsylvania's Schoolwide Positive Behavior Support System***Description:**

Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. (Sources: [Positive Behavioral Interventions & Supports](#) , [Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction](#) , [Pennsylvania's Schoolwide Positive Behavior Support System: An Introduction](#))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

Implementation Steps:

Supporting MTSD Initiative of MTSS (Multi-Tiered System of Support) for Behavior

Description:

MTSD will be focusing efforts to build and support the MTSS for behavior in each elementary building. Nitrauer, like the other elementary buildings will include daily class meetings in all classrooms, and will train and support staff, and ultimately students in creating a safe, supportive environment for students in all areas (classroom, cafeteria, playground, bus, hallways, etc.).

Students will learn appropriate behavior and teachers and staff members will be consistent deliverers of instruction of behavior in all settings. A school wide system will be put into place, including consistent positive reinforcement.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Teacher Induction, Student Services, Educational Technology

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities
- Pennsylvania's Schoolwide Positive Behavior Support System

PBIS (Positive Behavioral Intervention and Supports) School Team

Description:

Fully train and support staff to learn and deliver PBIS (Positive Behavioral Intervention and Supports) strategies to all students as part of MTSS for behavior. Team will learn first and then help support the rest of the staff.

Start Date: 8/27/2018 **End Date:** 6/8/2019

Program Area(s): Professional Education

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities
- Pennsylvania's Schoolwide Positive Behavior Support System

Class Meetings

Description:

All teachers will be trained on how to conduct class meetings, and these meetings will be part of the daily schedule K-4.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities
- Pennsylvania's Schoolwide Positive Behavior Support System

ACES and Trauma Informed Care

Description:

Educate staff on ACES and trauma informed care. Starting with the 2018-2019 school year, staff will receive periodic training by the district ACES team at faculty meetings. It will be documented in our faculty meeting agendas.

For the 2019-2020 and 2020-2021 school years we will work to coordinate with the district ACES committee to continue training and develop more understanding about how to promote resilience for students who have experienced traumatic

events in their lives. Documentation will be through faculty meeting agendas, PST meeting notes, and PBIS core team meeting notes.

Start Date: 8/27/2018 **End Date:** 6/7/2019

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- PLCs - Professional Learning Communities
- Pennsylvania's Schoolwide Positive Behavior Support System

Professional Development -- ALiCE

Description:

Implementation of ALiCE training for all students and staff.

This training will be implemented with staff members first and will include activities such as simulations and/or table talk activities.

We recognize that the training for students will require a carefully implemented plan. The development of lessons will occur so that teachers can implement a consistent message/lesson for all students. Additionally, a picture book was ordered to be used as a resource and springboard for the lesson.

Communication with parents will occur via written correspondence and opportunities will be provided at PTO meetings for parents to hear information as it relates to ALiCE.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies: None selected

Grade Level Collaboration Meetings

Description:

Grade levels will meet (not monthly 45 minute meetings, but 25-minute meetings) to discuss progress of class meetings, trouble-shooting topics, approaches, etc. Counselor, principal, other specialists will attend as needed/possible.

Start Date: 8/27/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Ensuring Adequate Supervision of Students

Description:

Part of MTSS Behavior (Tier 1) is to ensure there is adequate supervision of students during all times, especially unstructured settings like the cafeteria, playground, bus, hallways, etc. Looking at all parts of the school day to ensure this supervision is occurring is an essential part of the success of MTSS.

Start Date: 8/27/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

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: Classroom data, MTSD common assessments (ELA, math, science), DIBELs, info from pilot of Star 360.

Specific Targets: Students of all levels are showing growth as per data mentioned above, work on SWEs and open-ended responses show growth, formative assessments, student and staff surveys.

Type: Annual

Data Source: PVAAS

Specific Targets: Growth of all students from 3rd to 4th grade.

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

Ensure all students are growing and meeting their potential

Description:

Through monitoring of student data, staff will track that all students are growing in their achievement--especially in math and ELA. Data supports that top learners are not making a year's worth of growth. Students will be enriched, accelerated, or remediated as needed.

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

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: [25 Quick Formative Assessments](#))

SAS Alignment: Assessment

Promote collaboration and growth in differentiation amongst teachers

Description:

1. Teachers in and between grade level teams will work in conjunction with gifted teacher, reading specialist, ELD teacher, MT Math Coordinator, learning support teacher and principal to collaborate to create enrichment and/or accelerated activities, materials, tasks, choice, etc. to appropriately challenge learners (especially top learners).

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

Implementation Steps:

Teacher collaboration in planning/instruction for differentiation

Description:

Grade level teams in conjunction with gifted teacher, reading specialist, MT Math Coordinator will continue to collaborate to create enrichment and/or accelerated activities, materials, tasks, choice, etc. to appropriately challenge learners (especially top learners). This collaboration includes ensuring teachers receive

proper professional development/support to feel confident leading differentiated small groups effectively.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Gifted Education, Educational Technology

Supported Strategies: None selected

Plan and hold regular data meetings

Description:

1. Continue to hold data analysis/decision-making discussions (2-3 half days/school year and at 8:00 meetings held monthly) with teachers and to identify areas of need for remediation, enrichment, and acceleration; design differentiated instruction accordingly.
- 2.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education, Special Education

Supported Strategies: None selected

Use data to inform/modify teaching practices and strategies

Description:

Teachers will use information from data to inform instructional practices; they will work to best meet needs of all students by providing enrichment/acceleration or remediation with differentiation of instruction/materials/tasks/texts.

Start Date: 8/27/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies: None selected

Pilot New Assessment

Description:

Nitrauer will pilot a new assessment (Star 360) to help with decision making regarding remediation and enrichment/acceleration needs of students. This will be for grades 3-4 in ELA and Math.

Start Date: 8/27/2018 **End Date:** 6/7/2019

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

Supported Strategies: None selected