

Schaeffer Elementary School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Schaeffer Sch

875 Pleasure Rd
Lancaster, PA 17601
(717)392-6797

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: Elizabeth Edwards

Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Christopher Zander	Administrator
Christopher Zander	Building Principal
Kristin Thiry	Business Representative
Barbara Murphy	Ed Specialist - Other
Betty Jo Reinhart	Ed Specialist - Other
Megan Bingham	Ed Specialist - School Counselor
Rebecca Bisking	Elementary School Teacher - Regular Education
Kristen Canady	Elementary School Teacher - Regular Education
Laurie Fellenbaum	Elementary School Teacher - Regular Education
Jeffrey Illig	Elementary School Teacher - Regular Education
Jennifer Smith	Elementary School Teacher - Regular Education
Allison Zell	Elementary School Teacher - Regular Education
Natalie Whisler	Elementary School Teacher - Special Education
Anne Kinderwalter-Carroll	Parent
Anastasio Santos	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

On the 2017 PSSA assessments, 93.8% of third grade students achieved at or above the proficient level on the English-Language Arts Assessment. On the 2017 PSSA assessments, 89.6% of third grade students performed at or above the proficient level.

Accomplishment #2:

Kindergarten students enter first grade with a strong foundation in the areas of both reading and math. On the 2017 End-of-Year assessment in reading, 91% of students finished at or above the benchmark. On the 2017 End-of-Year math assessment, 96% of students scored at a proficient level (70% or better).

Accomplishment #3:

Based on 2017 PVAAS data, fourth grade students in the area of ELA showed evidence of exceeding the growth standard. 17 out of 55 students showed an increase by one level based on student PSSA performance.

Accomplishment #4:

Based on parent survey data, 100% of parents have a positive view of the educational programming provided at the school. On a scale of 1-5 (1=low/5=high), 100% of responses were at a level 4 or better for the question asking for the overall opinion of the school and the education it provides to students.

Accomplishment #5:

Based on student survey results, our Schaeffer third and fourth grade students have a positive feeling about school. 99% of students indicate they enjoy being at Schaeffer. 99% of students feel that the adults at school care about them. 100% of students feel that their teachers believe they can learn.

Accomplishment #6:

Student attendance is closely linked to achievement at school. The overall school attendance rate for the 2016-2017 school year was 97%.

Accomplishment #7:

Student achievement on the PSSA Science Assessment, given in fourth grade, has maintained between 87% to 92% of students scoring at or above the proficient level.

Accomplishment #8:

Based on comments on a parent survey, there is a strong sense of community in our school.

School Concerns

Concern #1:

Based on fourth grade PSSA data, the economically disadvantaged group is performing approximately 20% below the overall student group performance in both ELA and math. In math, 43% of students identified as economically disadvantaged scored at or above the proficient level compared to 64% of all fourth grade students who scored at or above the proficient level. In ELA, 57% of students identified as economically disadvantaged scored at or above the proficient level compared to 79% of all fourth grade students who scored at or above the proficient level.

Concern #2:

Based on PVAAS growth data, students in fourth grade did not meet the growth expectation in mathematics. Notably, students who are scoring in the top 3 quintiles did not meet the growth expectation for mathematics. Our highest achieving students are not making one year's worth of growth.

Concern #3:

Based on the 2017 PSSA assessment result, 64.5% of fourth grade students scored at or above the proficient level on the mathematics assessment.

Concern #4:

Based on fourth grade PSSA data, male students are performing at significantly lower level than female students. 69% of male students scored at or above the proficient level in ELA compared to 90% of female students who scored at or above the proficient level. In mathematics, 59% of male students scored at or above the proficient level compared to 70% of female students who scored at or above the proficient level.

Concern #5:

Based on student survey data, 23% of students in third and fourth grade feel they are "not recognized for their hard work".

Concern #6:

Based on fourth grade PSSA science data, the percentage of students who scored at or above the proficient level has declined by 2% percentage points each year, beginning in 2015.

Concern #7:

Based on comments from a parent survey, our Schaeffer families would like to see more inclusive programs/events for families.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

Based on PVAAS growth data, students in fourth grade did not meet the growth expectation in mathematics. Notably, students who are scoring in the top 3 quintiles did not meet the growth expectation for mathematics. Our highest achieving students are not making one year's worth of growth.

Based on the 2017PSSA assessment result, 64.5% of fourth grade students scored at or above the proficient level on the mathematics assessment.

Based on fourth grade PSSA data, the economically disadvantaged group is performing approximately 20% below the overall student group performance in both ELA and math. In math, 43% of students identified as economically disadvantaged scored at or above the proficient level compared to 64% of all fourth grade students who scored at or above the proficient level. In ELA, 57% of students identified as economically disadvantaged scored at or above the proficient level compared to 79% of all fourth grade students who scored at or above the proficient level.

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:

Based on PVAAS growth data, students in fourth grade did not meet the growth expectation in mathematics. Notably, students who are scoring in the top 3 quintiles did not meet the growth expectation for mathematics. Our highest achieving students are not making one year's worth of growth.

Based on the 2017PSSA assessment result, 64.5% of fourth grade students scored at or above the proficient level on the mathematics assessment.

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Based on fourth grade PSSA science data, the percentage of students who scored at or above the proficient level has declined by 2% percentage points each year, beginning in 2015.

Based on student survey data, 23% of students in third and fourth grade feel they are "not recognized for their hard work".

Based on comments from a parent survey, our Schaeffer families would like to see more inclusive programs/events for families.

Systemic Challenge #3 (*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:

Based on PVAAS growth data, students in fourth grade did not meet the growth expectation in mathematics. Notably, students who are scoring in the top 3 quintiles did not meet the growth expectation for mathematics. Our highest achieving students are not making one year's worth of growth.

Based on the 2017PSSA assessment result, 64.5% of fourth grade students scored at or above the proficient level on the mathematics assessment.

Based on fourth grade PSSA data, male students are performing at significantly lower level than female students. 69% of male students scored at or above the proficient level in ELA compared to 90% of female students who scored at or above the proficient level. In mathematics, 59% of male students scored at or above the proficient level compared to 70% of female students who scored at or above the proficient level.

Based on fourth grade PSSA science data, the percentage of students who scored at or above the proficient level has declined by 2% percentage points each year, beginning in 2015.

Systemic Challenge #4 (*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:

Based on fourth grade PSSA data, male students are performing at significantly lower level than female students. 69% of male students scored at or above the proficient level in ELA compared to 90% of female students who scored at or above the proficient level. In mathematics, 59% of male students scored at or above the proficient level compared to 70% of female students who scored at or above the proficient level.

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Based on comments from a parent survey, our Schaeffer families would like to see more inclusive programs/events for families.

Systemic Challenge #5 (*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:

Based on fourth grade PSSA data, the economically disadvantaged group is performing approximately 20% below the overall student group performance in both ELA and math. In math, 43% of students identified as economically disadvantaged scored at or above the proficient level compared to 64% of all fourth grade students who scored at or above the proficient level. In ELA, 57% of students identified as economically disadvantaged scored at or above the proficient level compared to 79% of all fourth grade students who scored at or above the proficient level.

Based on fourth grade PSSA science data, the percentage of students who scored at or above the proficient level has declined by 2% percentage points each year, beginning in 2015.

Systemic Challenge #6 (*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:

Based on fourth grade PSSA data, male students are performing at significantly lower level than female students. 69% of male students scored at or above the proficient level in ELA compared to 90% of female students who scored at or above the proficient level. In mathematics, 59% of male students scored at or above the proficient level compared to 70% of female students who scored at or above the proficient level.

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Based on student survey data, 23% of students in third and fourth grade feel they are "not recognized for their hard work".

Based on comments from a parent survey, our Schaeffer families would like to see more inclusive programs/events for families.

School Level Plan

Action Plans

Goal #1: 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: PSSA Assessment (3rd and 4th Grade)

End of Year Math Assessment (Kindergarten through second grade)

Specific Targets: 80% of students in third and fourth grade will score at proficiency or above on the PSSA assessment.

90% of students in kindergarten, first and second grade will score at proficiency or above on the EOY math assessment.

Type: Interim

Data Source: Number Sense Inventory

Specific Targets: 90% of students in kindergarten through second grade will score proficient on the number sense inventory by the end of the school year.

Type: Interim

Data Source: Math Unit Assessment

Specific Targets: 80% of students in Kindergarten through fourth grade will score proficient (average score on entire assessment of 70%) on each end of unit math assessment.

Type: Annual

Data Source: Basic Math Facts (Xtra Math)

Specific Targets: 100% of students in kindergarten to fourth grade will show growth from the beginning of the year to the end of year based on basic facts measures.

Type: Annual

Data Source: PVAAS Data

Specific Targets: Fourth grade students will meet or exceed the growth standard for math.

Strategies:

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: Curriculum Framework

*After School Math***Description:**

A math program, adapted for use in the after-school setting, resulted in 49 more hours of math instruction during the school year (30 percent more) for math program students than for their counterparts. The math program students scored 2.8 scaled points higher on a test of math achievement at the end of one year, an 8.5 percent difference in achievement growth. The impacts did not vary significantly for students in different grades or with different prior levels of achievement. Nor did the math program students and their counterparts differ significantly on other in-school behavior. (Source: [After School Math](#))

SAS Alignment: Instruction, Materials & Resources

*Differentiated Instruction***Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

Differentiated stations and small group activities.

SAS Alignment: Instruction

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

SAS Alignment: Assessment, Instruction

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

Implementation Steps:

Math Family Night

Description:

Math family night developed to support parents in helping their children learn math concepts.

Start Date: 10/4/2019 **End Date:** 10/31/2019

Program Area(s):

Supported Strategies:

- After School Math

CRA Training

Description:

2018 - 2019 School Year -- All third and fourth grade teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

2019 - 2020 School -- All first and second grade teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

2020 - 2021 -- All kindergarten teachers will receive professional development in the Concrete, Representational, and Abstract instructional strategy.

Start Date: 8/20/2018 **End Date:** 6/4/2021

Program Area(s):

Supported Strategies:

- Professional Development

- Multi-Tiered Systems of Support (MTSS-RtII)

Growth Goal Alignment

Description:

Teacher growth goals (Guided Supervision) will be aligned to the area of mathematics. Focus areas would included differentiated math stations, using data to create strategic small groups for instruction, improved student performance in basic facts, etc.

All teachers in the guided supervision process will set a goal focused on math. Professional learning communities can be developed to support this area.

Start Date: 9/4/2018 **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Support Staff Professional Development in Mathematics

Description:

Support staff members will be included in the CRA professional development as well as be provided PD in other areas of mathematics. This will include visiting our Clinical Classroom teacher to observe math instruction and implementation of the district problem solving approach as well as work with using incremental rehearsal to support basic facts achievement.

Start Date: 9/7/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Classroom Visits

Description:

Teachers in all grade levels will be provided with opportunities to visit and observe in other classrooms in the building or across the district to observe math instruction. The K-12 mathematics curriculum supervisor will be part of this process. Teachers in all grade levels will also have the opportunity to work with the K-12 mathematics curriculum supervisor in their classrooms to try new ideas and strategies for mathematics instruction.

Start Date: 9/7/2018 **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Multi-Tiered Systems of Support (MTSS-RtII)

Data and Grade Level Math-focused Meetings

Description:

Teachers will participate with grade level colleagues and colleagues across grade levels to review student achievement data for mathematics. Based on patterns observed, teachers will review specific content where students have struggled and work with their grade level teams along with the building principal and K-12 mathematics supervisor to develop strategies/methods for instructional delivery to reach all learners. Teachers will also work with the building principal using a specific data protocol to analyze data and support the creation of small groups for both enrichment and remediation purposes.

Three monthly grade level meetings will be focused on mathematics data specifically. Two half day grade level data days will also be provided (December and February).

Start Date: 9/7/2018 **End Date:** 6/4/2021

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- Using Student Achievement Data to Support Instructional Decision Making

Problem Solving Strategy

Description:

The district has developed a common problem solving strategy. This strategy will be utilized at all grade levels. Teachers will implement the use of this strategy with fidelity. Teachers will also have the opportunity to visit Clinical Classroom teachers or watch video taped lessons of the problem solving strategy being utilized. A minimum of one walk through during the school year will focus on mathematics problems solving to receive feedback on the implementation of the strategy.

Start Date: 9/7/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- Multi-Tiered Systems of Support (MTSS-RtII)

Mathematics Interventions

Description:

Research and develop a plan for math interventions throughout the building. Review math instructional block to determine possibility of adding an intervention time. Review the usage of current and future staff to support students in their learning of math concepts.

Start Date: 9/7/2018 **End Date:** 6/5/2020

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Differentiated Instruction
- Using Student Achievement Data to Support Instructional Decision Making
- Multi-Tiered Systems of Support (MTSS-RtII)

STEAM and Inquiry-based Learning Opportunities

Description:

Provide students with STEAM and inquiry-based learning opportunities to apply learned skills in all areas, but notably the area of mathematics. K-4 teachers will create a minimum of 2 STEAM lessons per year where students need to utilize learned mathematics skills as part of the lesson. Implementation will begin for the 2019 - 2020 school year.

Start Date: 9/6/2019 **End Date:** 6/5/2020

Program Area(s):**Supported Strategies:**

- Curriculum Mapping

*Common Mathematics Vocabulary***Description:**

Precise language is critical in support student learning in the area of mathematics. When all teachers use appropriate mathematics language, students are able to transfer that from grade level to grade level. Teachers will work in grade level teams to identify the critical vocabulary for their grade level. Cross grade level meetings will be conducted to focus on what vocabulary is utilized in the grade level above and below. Working with the K-12 mathematics supervisor, these words will become word walls in grade level classrooms. Teachers will also monitor student usage of the common vocabulary when students are responding to mathematics questions with a written explanation.

Start Date: 9/6/2019 **End Date:** 6/5/2020

Program Area(s):**Supported Strategies:**

- Curriculum Mapping

Goal #2: 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: Stakeholder Surveys -- students, parents, and Schaeffer staff

Specific Targets: Survey at beginning and end of the school year. Compare results to determine if strategies implemented support growth toward a safe and supportive school environment.

Strategies:

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

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

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

Family Engagement

Description:

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

SAS Alignment: Instruction, Materials & Resources

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

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:

PBIS (Positive Behavioral Intervention and Supports) -- Core Team

Description:

Development of a building level core PBIS team. The core team will be responsible for developing a school-wide PBIS program for our school. All staff members in the building will be part of one team related to PBIS (Core Team, Celebrations/Kick-Off, and Community Outreach).

Core team will begin meeting in Fall of 2018 and throughout 2018 - 2019 School Year.

Celebrations/Kick-Off and Community Outreach teams will meet in the spring of 2019.

Start Date: 9/4/2018 **End Date:** 6/7/2019

Program Area(s): Professional Education

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training
- Multi-Tiered Systems of Support (MTSS-RtII)
- Family Engagement
- Pennsylvania's Schoolwide Positive Behavior Support System

Revision of Student Culture Survey

Description:

In order to gather more detailed data related to student impressions related to school culture, the current survey needs to be updated for more information to be gathered. A school team will revise our district survey to include some open-ended questions to gather specific information related to recognition within our school.

Start Date: 6/8/2018 **End Date:** 9/13/2019

Program Area(s):**Supported Strategies:**

- Character and Social Skill Building Programs - Social Skills Training
- Family Engagement
- 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:

- Family Engagement
- Professional Development

Classroom Meeting

Description:

Research supports the use of classroom meetings to help create a positive school environment. All professional staff will receive professional development on how to implement effective classroom meetings. In addition to this training, all professional staff will receive a copy of *The Morning Meeting* book to support their understanding of classroom meetings. The new master schedule contains a specific time, daily, in all grade levels (K-4) for classroom meetings.

Start Date: 8/20/2018 **End Date:** 6/7/2019

Program Area(s):

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training
- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development
- Pennsylvania's Schoolwide Positive Behavior Support System

Family Events and Activities

Description:

Family engagement is paramount to a successful school. Our school team will look at currently scheduled events to adjust and modify as an opportunity for family/community engagement. Our school team will also look at additional opportunities for families to visit classrooms to connect and interact with their child's learning environment. This could include adding a spring open house opportunity, etc.

Start Date: 8/20/2018 **End Date:** 6/4/2021

Program Area(s):

Supported Strategies:

- Family Engagement

Family Communication

Description:

Consistently implement a communication plan from teachers/staff to parents. Grade level teams will develop a consistent plan that all grade level teachers adhere to following. Minimum of monthly newsletters.

Working with families to ensure all parents are signed up for the School Messenger communication tool.

Start Date: 9/7/2018 **End Date:** 6/4/2021

Program Area(s):

Supported Strategies:

- Family Engagement

Trauma Informed Care Practices

Description:

Teachers and staff will receive professional development on trauma informed care practices and the impact on student learning. This will occur as part of monthly faculty meetings.

Start Date: 9/7/2018 **End Date:** 6/7/2019

Program Area(s):

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development