

SHAFER EL SCH

49 S Liberty St

Schoolwide Title 1 School Plan | 2022 - 2023

VISION FOR LEARNING

The Shafer Elementary School Community is unified in our commitment to provide an exemplary education that creates a learning environment developing individual self-worth and potential.

STEERING COMMITTEE

Name	Position	Building/Group
William Mudlock	Principal/Parent	Shafer Elementary
Tara Sysko	Teacher	Shafer Elementary
Erin Kemmerer	Title I Reading Specialist	Shafer Elementary
Lauren Freed	Teacher	Shafer Elementary
Laurie Ann Conklin	Teacher	Shafer Elementary
Melissa Whitman	Education Specialist	Shafer Elementary
Michelle Warren	Guidance	Shafer Elementary
Holly Sussicks	Parent	Shafer Elememntary
Jessica Reichard	Community Member	Shafer Elementary
Isabel Resende	District Level Leaders	Nazareth Area School District
Leslis Collins	Teacher	Shafer Elementary
Melissa Oberman	Teacher	Shafer Elementary
Jane Meckes	Teacher	Shafer Elementary

Name	Position	Building/Group
Blanca Torres	Parent	Shafer Elementary
Christina Reinhard	Teacher	Shafer Elementary
Luis Bensecome	Parent	Shafer Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase student performance by 8% on the State assessment.	English Language Arts
Increase student performance by 20% on the State assessment.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Evidence Based Remedial Programs for ELA and Math	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math- All students	Increase student performance on State assessment in Math by 20% for grades 3 and 4.
ELA- All Students	Increase student performance on State assessment in ELA by 8% for grades 3 and 4.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that qualify for additional academic support in the area	2022-10-10 -	Principal/RTII/Reading	Remediation Reading

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
of reading (ELA) will receive an additional 30 minutes of reading instruction to close the achievement gap in this area. 1. Student Performace Data on STAR 360 Universal Screener, Curriculum Based Measures, and Teacher recommendations will be reviewed. 2. Students not meeting the grade level expectation Of the 40th Percentile Rank on STAR would be placed into remediation. 3. Student progress monitoring will occur every 4 weeks. 4. When students meet the grade level expectation 3 consecutive times on the progress monitoring assessment they are excited from the remedial program.	2023-05-18	Specialist	Programs like but not limited to Language for Learning, Early Reading Intervention, and Phonics for Reading Partial Salary and Benefits for Reading Specialists and Associate Teacher at \$175,015
Students that qualify for additional academic support in the area of math will receive an additional 30 minutes of math instruction to close the achievement gap in this area. 1. Student Performace Data on STAR 360 Universal Screener, Curriculum Based Measures, and Teacher recommendations will be reviewed. 2. Students not meeting the grade level expectation Of the 40th Percentile Rank on STAR would be placed into remediation. 3. Student progress monitoring will occur every 4 weeks. 4. When students meet the grade level expectation 3 consecutive times on the progress monitoring assessment they are excited from the remedial program.	2022-10-10 - 2023-05-18	Principal/RTII/Math Coach	Remedial Math Program Reveal Math, Do the Math, and VMath Partial Salary and Benefits for Remedial Math Teacher \$70,006
Anticipated Outcome			
Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments			

Monitoring/Evaluation

Review student performance in reading and math curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.

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

2022-08-09

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

Chief School Administrator

Dr. Richard R. Kaskey

2022-09-19

School Improvement Facilitator Signature

Dr. Isabel C. Resende

2022-09-19

Building Principal Signature

William Mudlock

2022-09-19

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All student groups in ELA achieved 68% proficient/advanced in 4th grade.

All student group in Math achieved an 60% proficient or advanced in 3rd grade.

All students attendance was at 93%. The state average was at 85.8%.

All 4th grade student groups in Science were 85% proficient/advanced.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school *

Foster a culture of high expectations for success for all students, educators, families, and community members *

Identify and address individual student learning needs *

Challenges

36% of all 3rd grade student groups in ELA were basic or below basic.

56% of all 4th grade student groups in Math were basic or below basic.

Close the achievement gap for all students that was created by the COVID 19 pandemic.

Currently each area under essential practices are AT LEAST operational with only 1 area considered emerging. However, we will continue to improve in the areas listed below:

Implement an evidence-based system of schoolwide positive behavior interventions and supports *

Implement a multi-tiered system of supports for academics and behavior *

Partner with local businesses, community organizations, and other agencies to meet the needs of the school * - This area is still emerging for us.

N/A

Strengths

Align curricular materials and lesson plans to the PA Standards *

N/A

Knowledgeable staff and strong professional development.

Strong reading and math curriculum. *Making an adjustment to our current Math Program at the K-4 level.

Specific assessments to identify academic concerns and address them with specific academic interventions.

Knowledgeable staff with specific professional development in the area of ELA.

Strong ELA curriculum developed with proper pacing aligned to the state standards and learning objectives.

Strong remediation process for closing the gap of struggling learners.

Knowledgeable staff with specific professional development in the area of Math.

Strong Math curriculum developed with proper pacing aligned to the state standards and learning objectives.

Strong remediation process for closing the gap of struggling

Challenges

Closing the achievement gap of students that performed below grade level in reading and/or math that are economically disadvantage.

Closing the achievement gap of students that performed below grade level in reading and/or math that are identified as special education students.

Closing the achievement gap of all students that performed below grade level in reading and/or math.

Closing the achievement gap of all students in the content area of ELA.

Closing the achievement gap of all students in the are of Math.

Continue to improve student achievement in the content area of Science.

Strengths

learners.

Strong Math curriculum developed with proper pacing aligned to the state standards and learning objectives.

Knowledgeable staff with specific professional development in the area of Math.

Most Notable Observations/Patterns

We need to continue to monitor our student's academic progress that fall into a sub group and make sure the academic support they receive matches their academic needs. In addition, we have developed plans to close the achievement gap created by the pandemic.

Challenges

36% of all 3rd grade student groups in ELA were basic or below basic.

Discussion Point

The majority of our identified special education students are performing two or more years below grade level in ELA concepts.

Priority for Planning

56% of all 4th grade student groups in Math were basic or below basic.

The majority of our identified special education students are performing two or more years

Challenges	Discussion Point	Priority for Planning
	below grade level in Math concepts.	
Closing the achievement gap of all students in the are of Math.	How to target instruction for specific areas of deficit.	
Currently each area under essential practices are AT LEAST operational with only 1 area considered emerging. However, we will continue to improve in the areas listed below:		
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	How can we best meet our students SEL needs.	
Implement a multi-tiered system of supports for academics and behavior *	How can we best meet our students SEL needs.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school * - This area is still emerging for us.	How can we create an inclusive school community to best meet the needs our our school community.	
Closing the achievement gap of all students in the content area of ELA.	How to target instruction for specific areas of deficit.	
Closing the achievement gap of students that performed below grade level in reading and/or math that are economically disadvantage.	Identify these students and create opportunities via Title I services.	
Closing the achievement gap of students that performed below grade level in reading and/or math that are identified as special		

Challenges**Discussion Point****Priority for Planning**

education students.

ADDENDUM B: ACTION PLAN

Action Plan: Evidence Based Remedial Programs for ELA and Math

Action Steps	Anticipated Start/Completion Date
Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction to close the achievement gap in this area. 1. Student Performance Data on STAR 360 Universal Screener, Curriculum Based Measures, and Teacher recommendations will be reviewed. 2. Students not meeting the grade level expectation Of the 40th Percentile Rank on STAR would be placed into remediation. 3. Student progress monitoring will occur every 4 weeks. 4. When students meet the grade level expectation 3 consecutive times on the progress monitoring assessment they are excused from the remedial program.	10/10/2022 - 05/18/2023
Monitoring/Evaluation	Anticipated Output
Review student performance in reading and math curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.	Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments

Material/Resources/Supports Needed	PD Step
Remediation Reading Programs like but not limited to Language for Learning, Early Reading Intervention, and Phonics for Reading Partial Salary and Benefits for Reading Specialists and Associate Teacher at \$175,015	no

Action Steps	Anticipated Start/Completion Date
Students that qualify for additional academic support in the area of math will receive an additional 30 minutes of math instruction to close the achievement gap in this area. 1. Student Performance Data on STAR 360 Universal Screener, Curriculum Based Measures, and Teacher recommendations will be reviewed. 2. Students not meeting the grade level expectation Of the 40th Percentile Rank on STAR would be placed into remediation. 3. Student progress monitoring will occur every 4 weeks. 4. When students meet the grade level expectation 3 consecutive times on the progress monitoring assessment they are excited from the remedial program.	10/10/2022 - 05/18/2023
Monitoring/Evaluation	Anticipated Output
Review student performance in reading and math curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.	Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments
Material/Resources/Supports Needed	PD Step
Remedial Math Program Reveal Math, Do the Math, and VMath Partial Salary and Benefits for Remedial Math Teacher \$70,006	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Review of remedial math and reading programs.	Classroom and Associate Teachers	Review of remedial math and reading programs with the staff that will be implementing them with our students that qualify for additional reading and/or math support.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of programs with fidelity.	09/19/2022 - 03/24/2023	RTII/Math Coach/Reading Specialists

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress toward meeting the challenges identified and outlined in the schoolwide plan.	SES Schoolwide Plan	Presentation at schoolwide planning meeting(s)	professional staff, families, and administrators	January 2023 and June 2023
