Brecht Elementary School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Brecht Sch

1250 Lititz Pike
Lancaster, PA 17601
(717)291-1733

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Sharon Schaefer
Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Sharon Schaefer	Building Principal
Julia Stern	Business Representative
Gale Burkhart	Ed Specialist - Other
Carla DiClemente	Ed Specialist - Other
Betsy Forrer	Ed Specialist - Other
Melissa Roark	Ed Specialist - Other
Francine Rickert	Ed Specialist - School Counselor
Dyan Branstetter	Elementary School Teacher - Regular Education
Amy Heisey	Elementary School Teacher - Regular Education
Laura Love	Elementary School Teacher - Regular Education
Amy Wertman	Elementary School Teacher - Regular Education
Kira Yeager	Elementary School Teacher - Regular Education
Joshua Stehman	Elementary School Teacher - Special Education
Joy Hosler	Parent
Jon Sensenig	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

4th grade students in ELA predicted to be BASIC showed moderate evidence that the grade level exceeded the standard for PA Academic Growth (not enough students to be BB)

Accomplishment #2:

4th grade- 2017 growth measure for Math exceeded the standard for PA Academic Growth

Accomplishment #3:
4th grade female students in ELA predicted to be ADVANCED met the PA ASG. In 2016, these students did not meet the PA ASG.

Accomplishment #4:
4th grade- 2017 growth measure for ELA exceeded the PA Academic Standard for growth.

Accomplishment #5:
4th grade HUP in ELA predicted to be BASIC and PROFICIENT, exceeded the PA ASG (not enough students predicted to be BB or A).

Accomplishment #6:
4th grade students predicted to be BELOW BASIC, BASIC and ADVANCED in math exceeded the PA ASG.

Accomplishment #7:
4th grade HUP in math predicted to be ADVANCED exceeded the PA ASG.

Accomplishment #8:
4th grade HUP in math predicted to be ADVANCED exceeded the PA ASG.

Accomplishment #9:

100% of students in 3rd and 4th grade believe that teachers believe I can learn.

100% of students in 3rd and 4th grade feel that adults at my school help me when help is needed.

Accomplishment #10:
Growth mindset is embedded in the culture of the school.

Accomplishment #11:
Diversity is celebrated at Brecht. This is reflective of school events, teachers encourage parent involvement, % of subgroups are analyzed at data meetings.

Accomplishment #12:
Communication and outreach to parents is done in multiple ways: Seesaw, Remind, School Messenger, Newsletter, MTSD App, School Social Worker, phone calls, emails

Accomplishment #13:
Communication and outreach to parents is done in multiple ways: Seesaw, Remind, School Messenger, Newsletter, MTSD App, School Social Worker, phone calls, emails

Accomplishment #14:
Continual focus on relationship-building: mentoring, team-building, community, leadership, whole child-focus

School Concerns

Concern #1:

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

Concern #2:

4th grade male students in ELA, predicted to be BASIC, PROFICIENT, OR ADVANCED met the PA ASG. (not enough students to be BELOW BASIC)

Concern #3:

In 4th grade ELA, students predicted to be PROFICIENT and ADVANCED met the growth standard.

Concern #4:

4th grade students in math, predicted to be PROFICIENT met the PA ASG.

Concern #5:

4th grade HUP in math, predicted to be PROFICIENT met the PA ASG. (not enough students predicted to be BELOW BASIC and BASIC)

Concern #6:

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Concern #7:

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

Concern #8:

% of Hispanic students proficient/advanced in ELA and Math

Concern #9:

2 way communication is difficult

How can parent involvement be encouraged?

Concern #10:

Increase need for parenting workshops- bedtime routines (example), homework

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:

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

% of Hispanic students proficient/advanced in ELA and Math

2 way communication is difficult

How can parent involvement be encouraged?

Increase need for parenting workshops- bedtime routines (example), homework

Systemic Challenge #2 *(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:

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

---

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

% of Hispanic students proficient/advanced in ELA and Math

2 way communication is difficult

How can parent involvement be encouraged?

Increase need for parenting workshops- bedtime routines (example), homework

Systemic Challenge #3 *(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:

In 4th grade ELA, students predicted to be PROFICIENT and ADVANCED met the growth standard.

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

4th grade male students in ELA, predicted to be BASIC, PROFICIENT, OR ADVANCED met the PA ASG. (not enough students to be BELOW BASIC)

4th grade students in math, predicted to be PROFICIENT met the PA ASG.

4th grade HUP in math, predicted to be PROFICIENT met the PA ASG. (not enough students predicted to be BELOW BASIC and BASIC)

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

% of Hispanic students proficient/advanced in ELA and Math

---

2 way communication is difficult

How can parent involvement be encouraged?

Increase need for parenting workshops- bedtime routines (example), homework

Systemic Challenge #4 *(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:

In 4th grade ELA, students predicted to be PROFICIENT and ADVANCED met the growth standard.

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

---

4th grade male students in ELA, predicted to be BASIC, PROFICIENT, OR ADVANCED met the PA ASG. (not enough students to be BELOW BASIC)

4th grade students in math, predicted to be PROFICIENT met the PA ASG.

4th grade HUP in math, predicted to be PROFICIENT met the PA ASG. (not enough students predicted to be BELOW BASIC and BASIC)

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

% of Hispanic students proficient/advanced in ELA and Math

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:

In 4th grade ELA, students predicted to be PROFICIENT and ADVANCED met the growth standard.

Increase in free/reduced lunch to 46% of total student population.

Level of poverty impacts ability to meet needs- access to mental health, resources, access to services

4th grade male students in ELA, predicted to be BASIC, PROFICIENT, OR ADVANCED met the PA ASG. (not enough students to be BELOW BASIC)

4th grade students in math, predicted to be PROFICIENT met the PA ASG.

4th grade HUP in math, predicted to be PROFICIENT met the PA ASG. (not enough students predicted to be BELOW BASIC and BASIC)

SCIENCE:

4th grade students predicted to be P and A met the PA ASG

4th grade HUP students predicted to be P met the PA ASG

4th grade female students predicted to be P and A met the PA ASG

4th grade male students predicted to be P and A met the PA ASG (in 2016, male students predicted to be A did not meet the PA ASG)

Overall reading 67.54% of 3rd and 4th grade students scored proficient or advanced on 2017 ELA PSSA.

Overall math 78.95% of 3rd and 4th grade students scored proficent or advanced on 2017 Math PSSA.

Overall science 86% of 4th grade students scored proficient or advanced on 2017 Science PSSA.

% of Hispanic students proficient/advanced in ELA and Math

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: Annual
>> Data Source: Parent, student, staff surveys
>> Specific Targets: Survey results, student growth data, student achievement, community attendance at events

Strategies:

Classroom Meetings- Character and Social Skill Building Program

> **Description:**
>
> Impementation of class meetings to address social-emotional needs of students, provide direct instruction in prosocial behaviors, connect with implementation of SW-PBIS.
>
> **SAS Alignment:** Instruction, Safe and Supportive Schools

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

ACES- Trauma Informed Practices

> **Description:**

It is well documented that a child's reaction to trauma can "commonly" interfere with brain development, learning, and behavior -- all of which have a potential impact on a child's academic success as well as the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment.

SAS Alignment: Instruction, Safe and Supportive Schools

Culturally Competent Mental Health Services in the Schools: Tips for Teachers

Description:

Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. (Sources: Culturally Competent Mental Health Services in the Schools: Tips for Teachers)

SAS Alignment: Safe and Supportive Schools

PaTTAN Behavior Resources for Educators

Description:

The Behavior Resources for Educators tool is a compilation of the many behavior-related videos, articles, and publications found on the PaTTAN website. The tool is designed to provide educators with quick access to effective resources that are aligned to The Framework for Teaching, with explicit connections to Domain 2: Classroom Environment. (Sources: (PDE) Behavior Resources for Educators , PaTTAN Behavior Resources for Educators)

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

Implementation Steps:

Classroom Meetings

Description:

District Initiative:

2017-2018- Clinical Classroom Teacher/Principal/Counselor will receive professional development in classroom meetings

2018-2019- Professional Development for ALL teachers for classroom meetings (Responsive Classroom, Second Step Program)

Measurement: School culture survey, behavior data, achievement/growth data, benchmark data

Start Date: 7/2/2018   **End Date:** 6/30/2021

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

Supported Strategies: None selected

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

District initiative- 3 year implementation plan

2018-2019-Begin to build PBIS framework with support from IU13

Measurement: Behavior data, school culture survey, acheivement/growth data, benchmark data

Start Date: 7/2/2018   **End Date:** 6/30/2021

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

Supported Strategies: None selected

ACES- Trauma Informed Practices

Description:

Professional development for teachers will begin with 2018-2019 school year. Monthly faculty meeting tips.

Incorporation of these practices into classroom meetings.

Measurement: School culture survey, behavior data, achievement/growth data, benchmark data

Start Date: 7/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Culturally Competent Mental Health Services in the Schools: Tips for Teachers

Description:

This step will be used as a resource for teachers

Measurement: school culture survey, behavior data, student referrals to community resources, achievement/growth data, benchmark data

Start Date: 7/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

PaTTAN Behavior Resources for Educators

Description:

This step will be a resource for teachers and connect with SW-PBIS implemention step

Measurement: Behavior data/referrals, achievement/growth data, benchmark data, school culture survey

Start Date: 7/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS data, measure growth of students through assessments, achievement data, progress monitoring data

Specific Targets: Community partners, improvement plan is shared and communicated with school community

Strategies:

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

Inquiry-based instruction (STEAM)

Description:

Inquiry learning is a student-centered approach to engage, motivate and challenge students in active learning, whereby they discover meaning of newly attained knowledge and increase their deep understanding of encountering problems, topics, or issues that are solved through a systematic method of collecting and analyzing information.

Inquiry learning provides students the opportunity to construct the understanding necessary for deep learning, for instance, when targeting:

- o in-depth exploration of issues, themes or problems without predefined "correct" answers
- o practical knowledge which may not be fixed and permanent, but may be open to questioning and alternative hypotheses
- o motivating and engaging learners into learning projects, problems and processes of interest

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

After School Programs

Description:

After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: After School Programs)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Family Engagement

Description:

Each marking period, new families will be invited to attend a "new families" event.

Monthly activities will be developed with a literacy and technology focus (will connect with SW-PBIS).

Measurement: attendance at family engagement events, school culture survey

Start Date: 7/2/2018   **End Date:** 6/30/2021

Program Area(s): Student Services, Educational Technology

Supported Strategies: None selected

Inquiry-based instruction (STEAM)

Description:

Implementation steps will include:

UPSC (understand, plan, solve, check) model, problem-based learning opportunities, technology integration, background knowledge development, STEAM, mathermatical mindset professional development

Measurement: PSSA data, PVAAS data, benchmark data, common assessment data, student specific data, STEAM survey

Start Date: 7/2/2018   **End Date:** 6/30/2021

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

Supported Strategies: None selected

After School Programs

Description:

Before and after school programs will be designed to meet the needs of students and engage families in school community.

Measurement: Attendance at family engagment events, achievement/growth data, benchmark data, school culture survey

Start Date: 7/2/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected