Bucher Elementary School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Bucher Sch

450 Candlewyck Rd
Lancaster, PA 17601
(717)569-4291

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Andy Martin
Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Andy Martin	Building Principal
Tony Manley	Business Representative
Mallory MacPherson	Ed Specialist - Other
Jennifer Wealand	Ed Specialist - Other
Lydia Meisel	Ed Specialist - School Counselor
Kathleen Costello	Elementary School Teacher - Regular Education
Michelle Hickey	Elementary School Teacher - Regular Education
Cristi Imperati	Elementary School Teacher - Regular Education
Sammy Pratzner	Elementary School Teacher - Regular Education
Jessica Siedman	Elementary School Teacher - Regular Education
Chelsea Bensel	Elementary School Teacher - Special Education
Allyson Gibson	Parent
Tony Manley	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:
Academic Achievement: Above state % for ELA, Science, and Math

Above district average for Science and Math

Similar achievement for Male and Female Students

Accomplishment #2:
Academic Growth: PVAAS- 4th grade

SPP 2015-2106= 89.8, SPP 2016-2017= 80.7

Accomplishment #3:
97% attendance rate- desire to be here

Accomplishment #4:
Student perceptual data for 3rd and 4th grade students

Accomplishment #5:
Low level of discipline referrals

Accomplishment #6:
Parent perception of staff

Accomplishment #7:
Respect diversity

Accomplishment #8:
Open lines of communication

Accomplishment #9:
Community resources

Accomplishment #10:
Parents willing to share, a large number of parents took the survey in fall 2017, parent engagement, family community atmosphere

School Concerns

Concern #1:
ELA- less than district average

Concern #2:
Achievement of Hispanic Student Population

Concern #3:
Math growth per year, math versus reading support

Concern #4:
Communication

Concern #5:
PTO Volunteer Opportunities

Concern #6:
Enrichment- both during and after school

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

Communication

Enrichment- both during and after school

Systemic Challenge #2 *(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- less than district average

Achievement of Hispanic Student Population

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

Achievement of Hispanic Student Population

Math growth per year, math versus reading support

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

Aligned Concerns:

Communication

PTO Volunteer Opportunities

Systemic Challenge #5 *(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:

Achievement of Hispanic Student Population

Systemic Challenge #6 *(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:

Math growth per year, math versus reading support

School Level Plan

Action Plans

Goal #1: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Behavioral Data

Specific Targets: Decrease in office referrals

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

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

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

Implementation Steps:

Continued Implementation of the School Wide Positive Behavior Support Plan

Description:

- Continued implementation of the School-Wide Positive Behavior Support Plan based on respect, responsibility, kindness, cooperation, and perserverance
- Direct instruction of building and classroom expectations
- Revision of plan based on building data from the 2018-19 school year

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

Program Area(s):

Supported Strategies: None selected

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS Data

Specific Targets: Increased achievement and growth data on the 2019, 2020, 2021 PSSA tests

Strategies:

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: Curriculum Framework, Instruction, Materials & Resources

PSSA

Description:

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. (Sources: Pennsylvania System of School Assessment (PSSA) , Pennsylvania Department of Education (PDE))

SAS Alignment: Assessment

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

Common Assessments - 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. (Sources: Using Student Achievement Data to Support Instructional Decision Making)

SAS Alignment: Assessment

PLCs - Professional Learning Communities

Description:

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

SAS Alignment: Materials & Resources

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: <u>Using Student Achievement Data to Support Instructional Decision Making</u>)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Vertical Grade Level Meetings

Description:

Teachers will participate in regular cross-grade level meetings to increase collaboration and curriculum alignment.

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

Program Area(s): Professional Education

Supported Strategies: None selected