

Landis Run Intermediate School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Landis Run Intermediate School

PO Box 5134
Lancaster, PA 17606
(717)581-9124

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: William Gillis IV
Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Dana Schrodel	Administrator
Joan Withum	Administrator
William Gillis	Building Principal
Laurie Cubell	Community Representative
Michelle Pollis	Ed Specialist - School Counselor
Steve Appleby	Elementary School Teacher - Regular Education
Melanie Beakes	Elementary School Teacher - Regular Education
Kate Cramer	Elementary School Teacher - Regular Education
Doug Ehst	Elementary School Teacher - Regular Education
Chris Fields	Elementary School Teacher - Regular Education
Christina Handwerk	Elementary School Teacher - Regular Education
Amy Houck	Elementary School Teacher - Regular Education
Anderson Janet	Elementary School Teacher - Regular Education
Kelly McCart	Elementary School Teacher - Regular Education
Dolores Rabey	Elementary School Teacher - Regular Education
Brittany Siegrist	Elementary School Teacher - Regular Education
Kim Steinman	Elementary School Teacher - Regular Education
Nikki Rivera	Parent
Kim Romano	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

Student Achievement -- 79.38% of all fifth and sixth grade students achieved proficiency or better on the math PSSA assessment in 2017. 35.1% of all students in fifth and sixth grade scored at the advanced level.

Accomplishment #2:

In 2017, students scoring at the below basic level met or exceeded one year of growth in both fifth and sixth grade ELA. Student performance in 6th-grade math met or exceeded a year's worth of growth in all 5 quintiles (according to PVAAS data).

Accomplishment #3:

According to Landis Run student survey data, 97% of students felt their teachers encouraged them to do their best. 93% of students felt adults encouraged students to help others. 95% of students felt teacher make them work hard and do their best in class. 91% of students surveyed feel safe at Landis Run .

Accomplishment #4:

The attendance rate at Landis Run is over 97% and there were no students retained the previous year in either 5th or 6th grade.

School Concerns

Concern #1:

Based on student surveys, transitions between elementary schools and LRIS as well as LRIS and the middle school are not meeting all of the social-emotional needs of our students.

Concern #2:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

Concern #3:

Inconsistent ability to identify students, using data, to qualify at-risk students for math interventions.

Concern #4:

There is evidence pointing to a need for consistent behavior expectations being implemented. 18% of office discipline referrals are consistently the same students.

Concern #5:

Disconnected special education programming (Learning Support moving back and forth between classes to receive support).

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:

There is evidence pointing to a need for consistent behavior expectations being implemented. 18% of office discipline referrals are consistently the same students.

Based on student surveys, transitions between elementary schools and LRIS as well as LRIS and the middle school are not meeting all of the social-emotional needs of our students.

Systemic Challenge #2 (*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:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

Inconsistent ability to identify students, using data, to qualify at-risk students for math interventions.

Disconnected special education programming (Learning Support moving back and forth between classes to receive support).

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:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

Inconsistent ability to identify students, using data, to qualify at-risk students for math interventions.

Disconnected special education programming (Learning Support moving back and forth between classes to receive support).

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:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

There is evidence pointing to a need for consistent behavior expectations being implemented. 18% of office discipline referrals are consistently the same students.

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:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

Inconsistent ability to identify students, using data, to qualify at-risk students for math interventions.

Disconnected special education programming (Learning Support moving back and forth between classes to receive support).

Systemic Challenge #6 (*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:

Students scoring in the advanced range on the PSSA assessment in fifth grade did not meet the standards for growth in both math and reading. The number of students scoring at the advanced level is our second largest group (proficient being first).

There is evidence pointing to a need for consistent behavior expectations being implemented. 18% of office discipline referrals are consistently the same students.

Based on student surveys, transitions between elementary schools and LRIS as well as LRIS and the middle school are not meeting all of the social-emotional needs of our students.

Disconnected special education programming (Learning Support moving back and forth between classes to receive support).

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: Student survey Pre and Post, Staff Surveys Pre and Post, Discipline Referrals,

Attendance records, SAP/PST Referrals, School Counselor Referrals

Specific Targets: The targets will be perceptual in nature as we look to attain the feedback from students and their overall experience in the building. The surveys will play a large role in determining the impacts of the actions and how it is affecting our students. Another target will be the creation of a new student/building schedule.

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

Creation of a new building Schedule

Description:

Creating a new building schedule will allow for the school to better meet the needs of a changing population of students. Currently, the building schedule locks the decisions makers in due to time constraints and inflexibility. Allowing for more

time to be spent addressing student's needs (classroom meetings, intervention blocks, increased related arts etc) will help the overall transition of the 5th and 6th grade students.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: 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

Implementation Steps:

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: Annual

Data Source: Walk-through data, teacher observations, lesson plans, teacher pd goals and teacher participation, PSSA achievement scores and PVAAS growth

Specific Targets: Student achievement scores will increase and growth will occur based on student performance on state tests.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

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

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx>, and

<http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Staff Development Sessions for Math Teachers

Description:

All Math teachers will participate in staff development connected to Concrete Representational Abstract (where appropriate) All teachers will be introduced to a variety of research-based strategies and instructional methods to help all students achieve.

The goals of the staff development would be for teachers to understand the how and why of number sense as well as the importance of using data to help drive instructional decision making. The use of formative assessment to help pull differentiated small groups will also be a focus through this learning process.

Start Date: 8/20/2018 **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies: None selected

Supervision Process

Description:

The building administrators and teachers will utilize the Teacher Effectiveness framework based on the Charlotte Danielson model to evaluate and reflect on instructional practices

The building administration team will use feedback and data gathered from the evaluation and supervision process to plan staff development activities

The building administration team will utilize data from walk throughs and observations to ensure that teachers are delivering instruction utilizing the curriculum guides necessary for each subject/grade level. Walk through data will also be analyzed and discussions occur to support teachers in developing differentiated instruction in their classrooms.

Start Date: 8/27/2018 **End Date:** 6/10/2020

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

Differentiated Instruction

Description:

- Teachers will plan small groups and individual instruction for all students (regardless of level) to provide additional support or enrichment beyond the core instruction.
- Teachers will review assessment data to create flexible groups for ELA and Math.
- All math teachers will implement the use of a math workshop based on staff development sessions offered throughout the previous school year.
- Teachers will participate in staff development sessions to support the use of small groups in their classrooms.
- Academic support teachers will be support students during math instruction daily.
- Academic support teachers will work closely with classroom teachers and develop co-taught lessons that increase student understanding.
- Gifted Education teachers will support students in the general education environment to enrich the core curriculum.

Start Date: 8/25/2018 **End Date:** 6/10/2020

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

Supported Strategies: None selected

Analysis of Student Data to Identify Needs and to Plan Instruction

Description:

- Utilize benchmark and other assessment data to determine specific student needs
- Weekly team meetings to discuss student needs, instructional strategies, and student groupings
- Continue building-wide data sessions (winter/spring) to analyze student data, to determine student needs, and to plan instruction
- Utilize the Pupil Services Team to target specific students who may need additional interventions and support
- Opportunities for collaboration between classroom teachers and specialists (ESL, Special Ed., Reading, Gifted) to plan appropriate instructional interventions

Start Date: 8/27/2018 **End Date:** 6/10/2020

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

Supported Strategies: None selected

Curriculum Mapping and Alignment to PA Core Standards

Description:

Use of district-wide curriculum guides for ELA and Math that are aligned to PA Core Standards

Redesign content area curriculum that is aligned to the PA Core Standards that includes complex texts, aligned assessments, and higher level thinking activities

Teachers will participate in building-wide and district-wide grade level meetings to discuss implementation of the curriculum guides and changes needed to instruction with the PA Core Standards

In-service opportunities will be available for curriculum revisions and to provide feedback on the newly revised ELA and Math curriculum guides

Teachers will collaborate on meaningful activities, inclusion of complex texts, and integrating higher order thinking activities into their instruction

Development of common assessments in content area classes (Science/Social Studies)

Development/integration of writing in the content area classes through the LDC framework (Science/Social Studies)

Start Date: 8/27/2018 **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies: None selected

School Wide Expectations for Study Skills

Description:

Direct instruction during REM period, provided by teachers, on: Agenda usage, binder organization, locker organization, time management, note taking, listening to directions, reviewing for tests, test taking, how to study, good study environment, goal setting, learning styles

Follow-up lessons throughout the school year to ensure student usage of strategies

Start Date: 8/27/2018 **End Date:** 6/10/2020

Program Area(s):

Supported Strategies: None selected

Building Level Special Education Improvement Plan (Co-teaching initiative)

Description:

Develop a plan to address the specific concerns of student achievement in the area of special education. This plan will be developed through a review of student data, instructional practices and programs utilized to support students receiving special education services. The plan will also explore the potential for a Co-teaching model to be utilized within the classroom to deliver instruction. Action steps will be developed and reviewed by special education staff. Building administration will monitor the implementation of the plan throughout the year and data will be reviewed to determine overall effectiveness and areas for continued growth.

Start Date: 8/27/2018 **End Date:** 6/10/2020

Program Area(s): Special Education

Supported Strategies: None selected