Neff Elementary School

School Level Plan

07/01/2018 - 06/30/2022

School Profile

Demographics

Neff Sch

PO Box 5134
Lancaster, PA 17606
(717)569-8502

Federal Accountability Designation: none
Title I Status: No
Schoolwide Status: No
Principal: Travis Bash
Superintendent: Robin Felty

Stakeholder Involvement

Name	Role
Travis Bash	Administrator
Travis Bash	Building Principal
Crystal Wenger	Business Representative
Nancy Cooper	Ed Specialist - Other
Kara Rogers	Ed Specialist - School Counselor
Christina Ravert	Ed Specialist - School Psychologist
Kristina Friend	Elementary School Teacher - Regular Education
Jodi Gaudlip	Elementary School Teacher - Regular Education
Taylor Good	Elementary School Teacher - Regular Education
Lynn Longridge	Elementary School Teacher - Regular Education
Brynn Reid	Elementary School Teacher - Regular Education
Nicole Rieker	Elementary School Teacher - Regular Education
Kellie Shank	Elementary School Teacher - Regular Education
Janine Young	Parent

Needs Assessment

School Accomplishments

Accomplishment #1:

SPP for 2017 increased by 10.2% to 86%

Accomplishment #2:

PSSA - Achievement scores increased in all subjects overall from 2016 to 2017 in terms of the % of students scoring P/A. Overall building scores:
Science 92.5%; +1.0%
Math 80.5%; +9.0%
ELA 82.8%; +8.2%
+10% in 3rd grade math
+8.4% in 4th grade math

Accomplishment #3:

ELA PSSA - 15 students increased their proficiency levels from 3rd grade to 4th grade

Accomplishment #4:

Math PSSA - 12 students increased their proficiency levels from 3rd to 4th grade

Accomplishment #5:

PVAAS - Students demonstrated significant evidence for exceeding one year of growth over the past three years.

Accomplishment #6:

PVAAS - Overall, all groups of students achieved at least one year of growth from 2016-2017

Accomplishment #7:

DIBELS - EOY 2017 - K-2 Composite scores are all above 90% of students at benchmark
K: 95%
1: 97%
2: 94%

Accomplishment #8:

DIBELS - K-2 and 4th grade showed increase of students meeting benchmark from BOY 2017 to MOY 2018
K: +13% in composite score
1: +9% in composite score
2: +3% in composite score
4: +6% in DORF

Accomplishment #9:

EOY Math assessment K-2 - all grades had at least 95% or more scoring at benchmark
K: 95%
1: 96%
2: 97%

Accomplishment #10:

Perceptual data:

100% of students responded yes to, "My teachers believe I can learn."

97.2% of students responded yes to, "The adults care about me."

98% of students responded yes to, "I like my school"

Accomplishment #11:

Attendance - 97% attendance rate for 2016-2017

School Concerns

Concern #1:

PSSA

ELA PSSA - 5 students decreased in their proficiency level from 3rd to 4th grade

Math PSSA - 6 decreased in their proficiency level from 3rd to 4th grade

Concern #2:

PSSA

Historically underperforming sub groups - % of P/A students is lower than the overall average in all subjects

ELA - 58.1% P/A

Math - 55.9% P/A

Science - 85.8% P/A

Concern #3:

PVAAS - The lowest performing groups of students achieved a year's worth of growth. We want them to have more than a year's worth of growth to close the gap.

Concern #4:

DIBELS - 3rd grade decreased the percentage of students meeting benchmark in DORF from BOY 2017 to MOY 2018

3: -2%

Concern #5:

Student Survey Results:

21% of students responded no to, "I am recognized for my hard work."

20 % of students responded no to, "I am challenged at school."

17.7% of students responded no to, "The learning we do at school is interesting to me."

Concern #6:

103 office discipline referrals; 25 of those students had 2 or more referrals

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:**
>
> PSSA
>
> ELA PSSA - 5 students decreased in their proficiency level from 3rd to 4th grade
>
> Math PSSA - 6 decreased in their proficiency level from 3rd to 4th grade
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>
> PSSA
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> ---
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> 17.7% of students responded no to, "The learning we do at school is interesting to me."

103 office discipline referrals; 25 of those students had 2 or more referrals

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:

PSSA

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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:

PSSA

ELA PSSA - 5 students decreased in their proficiency level from 3rd to 4th grade

Math PSSA - 6 decreased in their proficiency level from 3rd to 4th grade

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PSSA

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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:

PSSA

ELA PSSA - 5 students decreased in their proficiency level from 3rd to 4th grade

Math PSSA - 6 decreased in their proficiency level from 3rd to 4th grade

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PSSA

Historically underperforming sub groups - % of P/A students is lower than the overall average in all subjects

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PVAAS - The lowest performing groups of students achieved a year's worth of growth. We want them to have more than a year's worth of growth to close the gap.

Systemic Challenge #5 *(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:

PSSA

ELA PSSA - 5 students decreased in their proficiency level from 3rd to 4th grade

Math PSSA - 6 decreased in their proficiency level from 3rd to 4th grade

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PSSA

Historically underperforming sub groups - % of P/A students is lower than the overall average in all subjects

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DIBELS - 3rd grade decreased the percentage of students meeting benchmark in DORF from BOY 2017 to MOY 2018

3: -2%

Systemic Challenge #6 *(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.

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: Discipline referrals
>> Specific Targets: Reduce the number of referrals to the office

Strategies:

Pennsylvania's Schoolwide Positive Behavior Support System / PBIS.org

> **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)
>
>
> PBIS.org
>
> **Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the Technical Assistance Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups**
>
> **SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Safe and Supportive Schools

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

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

Implementation Steps:

Classroom meetings

Description:

Implementation of daily classroom meetings utilizing a framework from The Morning Meeting Book by Roxanne Kriete and Carol Davis

Training in May 2018 for the principal, counselor, and clinical classroom teacher

Training for all staff will take place in August 2018

Training materials and sign in sheets will be used to document classroom meeting training of staff

Principal monitoring of classroom meetings will be used as evidence that they are taking place

Data from office discipline referrals will be used to document effectiveness of classroom meetings

Start Date: 5/3/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Classroom Meetings - Character and Social Skill Building Program

SW-PBIS Training and Implementation

Description:

The principal will attend the PBIS Implementor's Forum in Hershey, PA May 22 and May 23

Form the core team ithat will participate in the training - spring 2018

Core team training and planning will take place during the 2018-2019 school year

Core team members will create the Neff framework for SW-PBIS

After each training/work session, core team will share progress with the staff and gather input

Agendas and completed documents from the core team will be evidence that the training has taken place

Initial implementation of SW-PBIS will take place during the 2019-2020 school year

Evidence to document implementation will include a building wide schedule of core lessons taught that align to the behavior matrix, observations of lessons taught, meeting agendas, and faculty meeting notes

Evidence of effectiveness will be office discipline referral data and teacher survey results including andecdotal evidence from classroom teachers

Start Date: 8/20/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System / PBIS.org

ACES and Trauma Informed Care

Description:

Educate staff on ACES and trauma informed care

Starting with the 2018-2019 school year, staff will receive periodic training by the district ACES team at faculty meetings which will be documented in our faculty meeting agendas

For the 2019-2020 and 2020-2021 school years we will work to coordinate with the district ACES committee to continue training and develop more understanding about how to promote resilience for students who have experienced traumatic events in their lives

Documentation will be through faculty meeting agendas, PST meeting notes, and PBIS core team meeting notes

Start Date: 8/20/2018   **End Date:** 6/30/2021

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

Supported Strategies:

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

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: TBD

Specific Targets: TBD

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility (Sources: The Framework)

SAS Alignment: Instruction

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: Getting Acquainted with the Essential Nine , Research-Based Effective Teaching Principles , Principles of Instruction , Instructional Practices for an Effective Classroom)

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Individualized learning regarding the Danielson Framwork

Description:

As teachers develop guided goals, they will utilize resources to improve understanding of expectations for the component and domain that aligns with their goal

There will also be opportunites for teachers in intensive to set goals that relate to his/her instructional needs, that will be done informally through the supervision process

Teachers will request walkthroughs during times that they are teaching as it relates to their individual guided goal

This purposeful walkthrough will provide specific and timely feedback to teachers with regards to their guided goal

Peer collaboration, cohort groups, instructional learning visits, and/or videos of colleagues implementing certain practices

Evidence that implementation step is taking place will be in teachers Individual Growth Portfolio on My Learning Plan and in principal walk throughs

SAS and the Danielson Rubric are some of the key resources to be used

Start Date: 8/20/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Charlotte Danielson Framework
- Effective Teaching Principles
- Professional Development

PLCs - Literacy Instruction Focus

Description:

2018-2019 Professional development at Neff will include PLCs with a book study

A small group from the comprehensive plan committee will select several books for teacher to preview

Each teacher will choose a book based on his/her needs

PLCs will meet monthly for a book study

Teacher leaders, the principal, and/or the ELA consultant will help to facilitate the book studies

Evidence of implementation will include meeting notes, end of book study summary of learning, and walk throughs that show implementation of learning during instruction

Start Date: 8/20/2018   **End Date:** 6/5/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Effective Teaching Principles
- Professional Development

Analysis of Student Data to Identify Needs and to Plan Instruction

Description:

Utilize universal screenings and progress monitoring to determine specific student needs

Weekly and monthly grade level meetings to discuss student needs, instructional strategies, and student groupings

Data planning sessions by grade level 2-3 times per year to analyze student data, determine student needs, and plan instruction (release time and district scheduled data days)

Continue to utilize the PST process to target specific students who may need additional interventions and support

Provide opportunities for collaboration between classroom teachers and specialists (ESL, Special Ed., Reading, Gifted) to plan appropriate instructional interventions

Start Date: 8/20/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Charlotte Danielson Framework
- Effective Teaching Principles
- Professional Development