Clay El Sch

School Level Plan

07/01/2018 - 06/30/2019
School Profile

Demographics

Clay El Sch
250 Clay School Rd
Ephrata, PA 17522
(717) 721-1100

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tracy Blunt
Superintendent: Brian Troop

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Tracy Blunt</td>
<td>Administrator : Schoolwide Plan</td>
</tr>
<tr>
<td>Tracy Blunt</td>
<td>Building Principal : Schoolwide Plan</td>
</tr>
<tr>
<td>Sandy Jones</td>
<td>Community Representative : Schoolwide Plan</td>
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<tr>
<td>Steve Lauer</td>
<td>Ed Specialist - School Counselor : Schoolwide Plan</td>
</tr>
<tr>
<td>Laura Frey</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Beth Garrison</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Deb Sheaffer</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Sue Wenrich</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Adam Zeni</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Theresa Shahan</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Jane Mitchell</td>
<td>Instructional Coach/Mentor Librarian</td>
</tr>
<tr>
<td>Sandy Jones</td>
<td>Parent : Schoolwide Plan</td>
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</table>
Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. Assurances 1 through 12

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Technical Assistance

The Assistant Superintendent of Elementary Education, Literacy Coordinator, and one elementary principal make up the leadership team for literacy and Title 1 at the elementary level. These 3 individuals attend various Title 1 informational and training programs including local Title 1 liaison point of contact meetings. These contacts with Title 1 officials provided the best information we can attain in regards to quality Title 1 planning and compliance.

Because there are 3 individuals on the leadership team, Ephrata is able to participate in nearly all local trainings. This also provides a platform for collaboration on the team. This information is then shared with the other elementary principals and intervention specialists. The elementary administration works together to develop schoolwide plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Organization</td>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>------------------------------------------</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>New Coordinators meeting</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>3/23/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Ephrata Literacy Team</td>
<td>3/20/2017</td>
<td>Support building principals in school wide planning</td>
</tr>
<tr>
<td>IU 13</td>
<td>9/26/2016</td>
<td>PIIC Network meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>11/3/2016</td>
<td>Title 1 Coordinator Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>1/12/2017</td>
<td>Title 1 Coordinator Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>3/2/2017</td>
<td>Title 1 Coordinator Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>9/22/2017</td>
<td>Federal Program Meeting</td>
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<tr>
<td>IU 13</td>
<td>10/13/2017</td>
<td>Federal Program Meeting</td>
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<tr>
<td>IU 13</td>
<td>11/17/2017</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>12/15/2017</td>
<td>Federal program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>1/19/2018</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>2/16/2018</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>PDE - Division of Federal Programs</td>
<td>5/18/2018</td>
<td>Audit</td>
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</tbody>
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**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.
Needs Assessment

School Accomplishments

Accomplishment #1:
More than 90% of all students made a year’s worth of growth on DIBELS measures during the 2017-2018 School Year.

Accomplishment #2:
Most students show at least a year’s worth of growth on DRAs.

In fact, the second grade team at Clay Elementary focused their SLO on DRA data and student growth and achievement in reading as measured by the DRA. Overall, outcomes were excellent and showed that over 90% of second grade students made a year’s growth, and upwards of 85% of students reached the DRA leveled reading achievement goal (level 28).

Accomplishment #3:
Overall growth in Reading has improved.

School Concerns

Concern #1:
Improvements needed in our PLC meeting processes and action planning to impact student achievement in all areas.

Concern #2:
Design and implement a school wide STEAM day at least one day per marking period that involves students in engaging project based learning.

Concern #3:
There is an increase in the number of students needing intervention and support in social and emotional growth and resilience in order to be able to engage in learning and maximize their potential.
Prioritized Systemic Challenges

Systemic Challenge #1 (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:

- Improvements needed in our PLC meeting processes and action planning to impact student achievement in all areas.

- Design and implement a school wide STEAM day at least one day per marking period that involves students in engaging project based learning.

- There is an increase in the number of students needing intervention and support in social and emotional growth and resilience in order to be able to engage in learning and maximize their potential.
School Level Plan

Action Plans

**Goal #1:** 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:** Observation and walkthrough data
- **Specific Targets:** Presence of multiple instructional strategies in observations and walkthroughs. Discussion and sharing in professional learning community team time

**Strategies:**

**PLCs - Professional Learning Communities**

**Description:**


1. Create a schedule that allows for grade level PLC meetings several times a month

2. Create a mechanism to record work at PLC meetings

3. Principal and literacy coach periodically attend PLC meetings to monitor progress

**SAS Alignment:** Assessment, Instruction
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/dddmpg_092909.pdf)

1. Within team time, use student data as the basis for instructional discussion.

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
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
Differentiated Instruction Reexamined
http://www.hepg.org/hel/article/499
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
Resource: http://effectivestrategieswiki.caui.org/Instructional+Practices"

1. Continue to emphasize small, flexible grouping based on student needs

2. Begin to investigate the use of Project Based Learning as a means to individualize learning

SAS Alignment: Assessment, Instruction

Implementation Steps:
Professional Learning Communities (PLC) development

Description:

Continued work on PLC development through additional PLC professional development and creating opportunities to share instructional strategies to best meet the needs of students

Start Date: 8/22/2016   End Date: 6/7/2021

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

Supported Strategies:

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

Consistent implementation of effective instructional strategies

Description:

1. Consistent Use of Learning Focused Schools lesson plan format for all classes
2. Implementation of best practice in writing
3. Implementation of best practice in math
4. Implementation of differentiated instruction that addresses needs of all students

Start Date: 8/22/2016   End Date: 6/7/2021

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

Supported Strategies:

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Professional Development

Description:

1. Professional development sessions on the continued work on the development of PLCs

2. Professional development sessions on differentiation and best instructional practice

3. Professional development sessions on the integration of STEAM, Project Based Learning, and the 4Cs

Start Date: 8/22/2016    End Date: 6/7/2020

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

Supported Strategies:

- PLCs - Professional Learning Communities

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

- Differentiated Instruction

Professional Development on teaching diverse learners in an inclusive setting

Description:

1. Collaborative work with teachers and special education teachers

2. Inservice Session for related arts teachers

Start Date: 8/29/2016    End Date: 6/12/2020

Program Area(s): Professional Education, Special Education
Supported Strategies:

- Differentiated Instruction

*Professional development in the area of language and literacy acquisition for all students*

**Description:**

1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy

2. Professional development sessions in the area of differentiation

3. Ongoing teacher support during PLC and data meetings

4. Professional development sessions on kidwriting, writing workshop, text dependent analysis, and close reading

**Start Date:** 6/3/2016    **End Date:** 6/12/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Clay El Sch in the Ephrata Area SD has been duly reviewed by a Quality Review Team convened by the 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 the Secretary of Education that the school level plan:

- Addresses all the required components prescribed by the Pennsylvania Department of Education
- Meets ESSA requirements for Title I schools
- Reflects sound educational practice
- Has a high probability of improving student achievement
- Has sufficient District leadership and support to ensure successful implementation

With this Assurance of Quality & Accountability, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Clay El Sch in the Ephrata Area SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director