

Masontown Elementary School

School Level Plan

07/01/2018 - 06/30/2019

Todos los documentos están disponibles en español bajo petición.

School Profile

Demographics

Masontown Elementary School

201 Spring St
 Masontown, PA 15461
 (724)583-1091

Federal Accountability Designation: None
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Lisa Haught
 Superintendent: Christopher Pegg

Stakeholder Involvement

Name	Role
Lisa Haught	Building Principal : Schoolwide Plan
Christine Spa-Moats	Community Representative : Schoolwide Plan
Rachael Miller	Ed Specialist - Social Restoration : Schoolwide Plan
Heather Hartley	Elementary School Teacher - Regular Education : Schoolwide Plan
Tricia Torrey	Elementary School Teacher - Regular Education : Schoolwide Plan
Lori Conley	Elementary School Teacher - Special Education : Schoolwide Plan
Brandie Beers	Parent : Schoolwide Plan
Dawn Lohr	Parent : Schoolwide Plan

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.

The LEA has provided a core aligned Math and ELA curriculum, researched based local assessments, best practice instructional programs and services, updated Core aligned Math curriculum materials, and professional development to address areas of identified weaknesses and needs, as well as availability to strategic data management and progress monitoring programs. Emphasis has been placed on data driven decision making based on data collected through an extensive Comprehensive Needs Assessment provided by the LEA that facilitates the collaborative collection and analysis of data from eight areas of concentration. Under the LEA's guidance, members of the school-wide planning team collect demographic data and look for trends and identifying population factors that impact student achievement. An emphasis is placed on analysis of student achievement data to focused improvement that centers on our ultimate purpose of improving learning for all students. Attendance data, disciplinary data, our current school culture and staff quality are carefully examined. Special consideration is given to our curriculum, instruction and assessment correlations and alignment. Family and community involvement along with our communication plan are also scrutinized. School expectations, shared ownership and data from our overall school organization are explored. Our technology infrastructure and classroom usage are carefully considered. This technical assistance formulates the foundation upon which our school-wide Title I plan is developed, implemented, and evaluated, and is based upon the auspice of high performing schools.

Provider	Meeting Date	Type of Assistance
Building Principal	5/21/2018	Parent/Student Survey

Houghton Mifflin	8/23/2017	ELA Training
Houghton Mifflin	8/24/2017	ELA/Journeys Series Training
OnHands/EdInsight	11/7/2017	Math Curriculum

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Collaboration from shared data and common planning times with both grade level and subject specific meetings has given Masontown Elementary School an opportunity to set and achieve goals including co-teaching, peer observations and special education meetings. These teams are flexible and work to develop positive and productive changes in our school. These teams meet regularly throughout the year to evaluate student progress, and programs being used, including assessments. Teachers collaboratively analyze student performance data and examine and provide insight into the strengths and weaknesses of academic assessments.

Managing assessment results for the benefit of informed instruction presents many challenges. Analysis of student data helps determine the area(s) with the greatest gap between the current reality and our vision.

Assuring that assessments are Core aligned, researched based and promote rigor and relevance for all students is a top priority. The use of a variety of daily formative assessments, as well as assessments for diagnostic, benchmark, and summative assessment data to ensure that our instruction is targeted to address individual students' needs and to drive instructional changes and improve the academic performance of all students is paramount for our success.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

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:

The collaborative effort of teachers, parents, and community members is a definite strength and contributes to the many accomplishments of Masontown Elementary School. We have shown growth on our School Performance Profile data for which we are very proud. Our attendance rate is also a contributing factor to this achievement and our school-wide behavior program "Get Caught Being Good" at 93% attendance rate.

Accomplishment #2:

Our focus of increased family engagement, literacy skills and transitional practices between early childhood providers and our school have grown over the last five years.

Masontown Elementary School has increased the amount of family engagement opportunities and participation throughout the school year by adding, "Free family movie nights, Arts and Music Fest with community agency resource tables for family interaction and support (Drug and alcohol, Mental Health, Bible Release, WIC, etc..) We also had an evening "Superhero Math and Literacy Night" with a high level of family engagement of faculty, staff, students and families including Pre-K Counts class. This year we are planning a, "Superhero Trunk or Treat" in October with a focus on character, reading and math takeaways.

Accomplishment #3:

At Masontown Elementary School, we know that keeping the lines of communication open is crucial to the educational process. A review of parent surveys, and insight from members of our Parent Advisory Council and PTO indicate that our communication plan is a definite accomplishment.

Parents feel welcomed and well informed in understanding of policies and procedures, according to a recent parent survey. It also indicated that parents know how and where to locate pertinent information regarding their child's performance and the school. They like the use of Wednesday

Folders, the accessibility to MMS, and the sending of monthly newsletters, as well as the availability of information on our school and district web page.

Teachers also turn in a monthly communication log form each month including data of both positive calls and calls of concern to parents, guardians and caregivers.

Accomplishment #4:

At Masontown Elementary School, we provide numerous transition activities for Pre-K and Head Start classes and families to come to school with our Kindergarten classes and families. These events are focused on increasing familiarity with staff, faculty and facility while giving an opportunity for interactions between school and home raising comfort levels for parents and students alike.

This year, 72 Head Start and 20 Pre-K Counts students along with their teachers, aides and family members were invited to decorate one hundred seventeen gingerbreadmen with our Kindergarten classes and parents and also watched the Christmas Music Program. These same students came to a "Meeting Us and Moving Up" event at the end of the school year. This event tied literacy and art together involving current and incoming PK and K families.

Accomplishment #5:

Over the past four years, Masontown Elementary School has partnered with a local church to provide weekend backpacks of food to seventy students each week and entire holiday meals for seventeen local families for Easter, Christmas and Thanksgiving.

To give back to our community, classroom provide decorations to local business, take walking field trips to do Christmas Caroling and play BINGO at our local senior citizen center.

The Albert Gallatin Area School District police and local police officers visit our schools monthly for safety checks and to be visible to students in a positive way. Many officers and local businesses send representatives to read to our students and interact with them in a small group and one-to-one capacity to further build bridges between school, community and home.

Accomplishment #6:

Although transiency of the student population is an issue we face with 71/239 students (or 30%) of our student population enrolled and/or withdrawn during the school year, Masontown Elementary School's faculty and staff meet challenges of our students with resiliency and a positive approach in

their continued efforts to make students feel safe and secure. Student surveys show students feel happy and safe about being a part of the school, its culture and the learning taking place at school.

Accomplishment #7:

According to the 2017 PVAAS Report, fourth grade science results suggests the students met the standard for PA Academic Growth.

According to the 2017 PVAAS Report, the three year rolling average showed that fourth grade science students have met the standard for PA Academic Growth for the last two years.

Accomplishment #8:

3rd grade ELA and Math PSSA data have consistently shown growth or maintained scores between 40-59% passing in either category over the last three years.

School Concerns

Concern #1:

According to the 2017 PVAAS Report, fourth and fifth grade ELA scores suggest that there is evidence that students showed inconsistent or minimal results in PA Academic Growth in the last three years.

Concern #2:

According to the 2017 PVAAS Reports, both fourth and fifth grade Math scores suggest that there is evidence that the school showed inconsistent and minimal PA Academic Growth in the last three years.

Concern #3:

According to DIBELS end of the year data, K-2 scores indicate a low level of performance for gaining pre-reading and reading skills based on the attainment of K and first grade students maintaining or achieving benchmark status. The K and first grade classrooms show low to moderate percentage of students achieving a core benchmark.

39% or 71% achieved Core status in K classes and 53 or 56% achieving Core in First grade classes.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

According to the 2017 PVAAS Reports, both fourth and fifth grade Math scores suggest that there is evidence that the school showed inconsistent and minimal PA Academic Growth in the last three years.

According to the 2017 PVAAS Report, fourth and fifth grade ELA scores suggest that there is evidence that students showed inconsistent or minimal results in PA Academic Growth in the last three years.

According to DIBELS end of the year data, K-2 scores indicate a low level of performance for gaining pre-reading and reading skills based on the attainment of K and first grade students maintaining or achieving benchmark status. The K and first grade classrooms show low to moderate percentage of students achieving a core benchmark.

39% or 71% achieved Core status in K classes and 53 or 56% achieving Core in First grade classes.

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:

According to the 2017 PVAAS Reports, both fourth and fifth grade Math scores suggest that there is evidence that the school showed inconsistent and minimal PA Academic Growth in the last three years.

According to the 2017 PVAAS Report, fourth and fifth grade ELA scores suggest that there is evidence that students showed inconsistent or minimal results in PA Academic Growth in the last three years.

According to DIBELS end of the year data, K-2 scores indicate a low level of performance for gaining pre-reading and reading skills based on the attainment of K and first grade students maintaining or achieving benchmark status. The K and first grade classrooms show low to moderate percentage of students achieving a core benchmark.

39% or 71% achieved Core status in K classes and 53 or 56% achieving Core in First grade classes.

School Level Plan

Action Plans

Goal #1: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: 2017 PVAAS Report, 4th and 5th ELA scores suggest that students showed inconsistent or minimal results in PA Academic Growth over last three years.

Specific Targets: 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.

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.

Type: Annual

Data Source: A 2017 PVAAS Report, 4th & 5th Math scores suggest that students showed inconsistent or minimal results in PA Academic Growth over last three years.

Specific Targets: 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.

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.

Type: Annual

Data Source: Using DIBELS end of the year data, K-2 scores show low levels of reading skills obtained by 60% of students maintaining or achieving the benchmark.

Specific Targets: 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.

Strategies:

Data analysis (K-2 DIBELS) and intervention/remediation periods (RtII) for K-5 classrooms.

Description:

This year, RtII periods will be used for intervention of non-solidified skills in ELA and Math classrooms K-2.

This year, RtII periods will be used for remediation of non-solidified skills in ELA and Math classrooms 3-5.

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

Differentiated Instruction

Description:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#)), [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

SAS Alignment: Instruction

Implementation Steps:

Data analysis (DIBELS) and intervention program (RtII) for elementary teachers K-2.

Description:

Teachers will consistently use the data protocol to analyze data and monitor student growth and using research based, explicit teaching strategies during throughout the school year.

Start Date: 8/27/2018 **End Date:** 5/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Data analysis (K-2 DIBELS) and intervention/remediation periods (RtII) for K-5 classrooms.

Student self-monitoring protocol

Description:

Students will monitor their own academic performance for growth.

Start Date: 9/18/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Data analysis (K-2 DIBELS) and intervention/remediation periods (RtII) for K-5 classrooms.

Development of a pacing guide for ELA and Math.

Description:

ELA and math teachers will meet to develop a pacing guide aligned to eligible content per grade level.

Start Date: 8/27/2018 **End Date:** 5/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Data analysis (K-2 DIBELS) and intervention/remediation periods (RtII) for K-5 classrooms.
- Differentiated Instruction

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: A specific data analysis protocol will be established and implemented to monitor student growth throughout the school year.

Specific Targets: Data analysis protocol for elementary teachers.

Type: Annual

Data Source: Using the 2016 PVAAS Report, fourth and fifth grade ELA scores suggest inconsistent and minimal PA Academic Growth in the last three years.

Specific Targets: Data analysis protocol for elementary teachers.

Type: Annual

Data Source: According to E.O.Y. DIBELS, K-2 scores indicate a low level of gaining reading skills based on the 60% of students maintaining or achieving benchmark.

Specific Targets: DIBELS ongoing progress monitoring reports and B.O.Y., M.O.Y. and E.O.Y benchmark assessments will show success and struggles of specific skills students are working on in RtII.

Strategies:

Data analysis protocol for elementary teachers

Description:

A specific data analysis protocol will be established and implemented to monitor student growth throughout the school year.

SAS Alignment: Standards, Assessment, Instruction

Periodic curricular meetings

Description:

The ELA and Math Teachers will meet periodically to revisit curriculum and pacing guide to ensure alignment of the PA Core Standards.

SAS Alignment: Assessment, Materials & Resources

Student self-monitoring protocol for students.

Description:

K-5 Teachers will oversee and students will monitor their own academic performance for growth and data collection purposes.

SAS Alignment: Standards, Assessment, Safe and Supportive Schools

Professional development for ELA and Math teachers K-5.

Description:

Ongoing professional development for ELA and GO Math curriculum series during Act 80 Days and curricular meetings.

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

Implementation Steps:

Data analysis (DIBELS) and intervention program (RtII) for elementary teachers K-2.

Description:

Teachers will consistently use the data protocol to analyze data and monitor student growth and using research based, explicit teaching strategies during throughout the school year.

Start Date: 8/27/2018 **End Date:** 5/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Data analysis protocol for elementary teachers

- Periodic curricular meetings

Development of a pacing guide for ELA and Math.

Description:

ELA and math teachers will meet to develop a pacing guide aligned to eligible content per grade level.

Start Date: 8/27/2018 **End Date:** 5/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Periodic curricular meetings
- Professional development for ELA and Math teachers K-5.

Student self-monitoring protocol

Description:

Students will monitor their own academic performance for growth.

Start Date: 9/18/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Student self-monitoring protocol for students.

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Masontown El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Masontown El Sch in the Albert Gallatin 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 Masontown El Sch in the Albert Gallatin 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