Comprehensive Plan

LITITZ ELEMENTARY SCHOOL
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017

Lititz El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Lititz El Sch

20 S Cedar St
Lititz, PA 17543
(717)626-3702

Federal Accountability Designation: none
Title I Status: Yes
Principal: Jennifer Murphy
Superintendent: April Hershey

Planning Committee

Name	Role
Lori Earle	Ed Specialist - School Psychologist
Megan Graupensperger	Elementary School Teacher - Regular Education
Andrea Hoglund	Elementary School Teacher - Regular Education
Megan Kunkle	Elementary School Teacher - Regular Education
Amy Martin	Elementary School Teacher - Regular Education
Amanda Miller	Elementary School Teacher - Regular Education
Jennifer Murphy	Administrator
Sue Oswald	Elementary School Teacher - Regular Education
Mary Lou Scicchitano	Elementary School Teacher - Special Education
Andrea Shertzer	Ed Specialist - School Counselor
Kathy Steinour	Elementary School Teacher - Regular Education
Laura Wash	Parent
Sandy Weismandel	Elementary School Teacher - Regular Education
Bob White	Elementary School Teacher - Regular Education
William Zee	Community Representative

Needs Assessment

School Accomplishments

Accomplishment #1:

Strong conference attendance for parents – 94.5; *communication through Alert Now, day and evening options for parents, siblings scheduled together, communication in plenty of time, parents feel welcomed into the school, community values the school/home connection*

Accomplishment #2:

Building safety and procedures; *district focus, Dr. Felty's leadership, consistent practice, accountability, functional drill*

Accomplishment #3:

DIBELS results that illustrate we are reducing the percentage of students identified at-risk in grades Kindergarten through second grade from beginning to middle benchmark (K- 51% to 32%; 1 – 47% to 32%; 2 – 53% to 38%); *teamwork to meet student needs, team collaboration to plan for students' instructional needs, trusting and flexible professional relationships and dialogue, strong use of data for identification of students, fluidity of groups as needs adjust, strong interventions in Kindergarten (ERI, Fundations), Extended Day Kindergarten program, consistent progress monitoring schedule tied to data review*

Accomplishment #4:

Low discipline referral averages per day (classroom and office referrals included); *class meetings, supplemental behavior interventions, consistency of school wide rules, guidance counselor's connections to agencies for support for students with intensive needs, open communication and support as soon as possible (respond to priorities), strong relationships with parents to partner with students, active leadership, flexible in meeting individual students where their behavior needs are, uncertainty of what should be referred*

Accomplishment #5:

Pride Committee work on monthly themes, character building, etc. (consistent language, school-wide focus, school-wide implementation); *school-wide focus, consistency of school wide rules, school store, positive reinforcement, collaborative planning team that individualizes for our LE school, school-wide expected lessons taught to all students, more frequent reinforcement with dollars, counselor leadership*

Accomplishment #6:

PSSA Results – Grade 3 Reading – 95%; Grade 3 Math – 94%; Grade 6 Math – 90% - *students having required reading and decoding skills, excitement for learning, supportive parents, 5th teacher model*

Accomplishment #7:

Student school attendance rate – 96.2% - *alert now phone calls, district attendance policy, parent-school support to break down barriers for students,positive school atmosphere, breakfast for students, truancy elimination plans, support of home-school visitor, attendance letters*

Accomplishment #8:

6th grade PVAAS data – Significant evidence that the grade exceeded the standard for PA Academic Growth – *system concerns with testing, consistent practices across curricular areas*

Accomplishment #9:

Involvement of school staff in district processes and decision - *District meeting schedules to support school and district vision, curriculum teams led by grade level teachers, staff led professional development*

School Concerns

Concern #1:

DIBELS results that illustrate we are experiencing less movement for the students identified at-risk in grades three through six from beginning to middle benchmark (3- 35% to 35%; 4 – 38% to 46%; 5 – 35% to 28%; 6 – 41% to 34%) – NEED FOR/CONCERN: *developmentally appropriate testing for students, transition in instruction from learning to read to reading to learn, focus of instruction changes,appropriate measures of student's academic achievement (specifically comprehension), anxiety of timed testing on students, need to do a better job matching interventions with student needs, increase decoding instruction in intermediate grades, give intermediate teachers tools for instruct decoding*

Concern #2:

Need to increase PVAAS data – less growth in value-added results in the area of reading for students grades 4th and 5th (4th avg. -7.8 growth; 5th avg. -2.9 growth) – – NEED FOR/CONCERN: *limited data for 3rd to 4th grade, differentiate instruction to meet student needs where they are at, target instruction for students who are projected on the borderline to target specific skills, grouping of students, need for more flexible grouping, interventions that best meet student needs, balance of reading and skills vs. interventions, class size between instructional groups*

Concern #3:

Improve 5th grade PSSA written expression results – 55.30% proficient – NEED FOR/CONCERN: *no consistent, sequential grammar instruction that builds from K-6 with scope and sequence, focus on direct grammar instruction, differentiation in writing instruction that builds through the grades, updated writing curriculum with scope and sequence is needed, incorporation of writing into special areas, letter formation instruction and writing fluency, typing fluency, lack of sentence structure instruction*

Concern #4:

Improve 5th grade written expression – PVAAS data, subgroup scoring in basic range (-49.9 growth measure) - – NEED FOR/CONCERN: *no consistent, sequential grammar instruction that builds from K-6 with scope and sequence, focus on direct grammar instruction, differentiation in writing instruction that builds through the grades, updated writing curriculum with scope and sequence is needed, incorporation of writing into special areas, letter formation instruction and writing fluency, typing fluency, lack of sentence structure instruction*

Concern #5:

Seek ways to implement consistent written expression and response to text practices Kindergarten through sixth grade – – NEED FOR/CONCERN: *no consistent, sequential grammar instruction that builds from K-6 with scope and sequence, focus on direct grammar instruction, differentiation in writing instruction that builds through the grades, updated writing curriculum with scope and sequence is needed, incorporation of writing into special areas, letter formation instruction and writing fluency, typing fluency, lack of sentence structure instruction, text-dependent writing response in grades K – 6, embed writing across all curricular areas, train teachers on scoring of written responses, student self-evaluation of written work*

Concern #6:

Seek additional ways to involve parents within the school community and improve communication with parents, (Summer Academy specific data; specific academic information, tutoring communication as well) – – NEED FOR/CONCERN: *parent resource room, increased communication with grade concerns, better communication with parents on the resources that are available to them to connect into the school (webgrades, how to video) (currently existing: a strong parent communication with online grades, Alert Now, email, etc.)*

Concern #7:

Improve PSSA IEP Subgroup data, specifically Reading Data (3 – 75%; 4 – 50%; 5 – 9%; 6 – 50%) –– NEED FOR/CONCERN: *current interventions delivered that meet student needs, targeted skills instruction; consistent rigor of instruction for students, review identification methods of students, study best practices for instruction*

Concern #8:

Seek reasons for a drop in PSSA proficiency scores between third and fourth grade and fourth and fifth grade in the areas of math and reading (Math à 3rd to 4th – 82% to 69%; 4th to 5th – 72% to 61% -- Reading à 3rd to 4th – 80% to 67%; 4th to 5th – 73% to 59%) - – NEED FOR/CONCERN:*targeted skills instruction; consistent rigor of instruction and expectations for students, instructional grouping of students, flexible guided reading and guided skill instruction based on data, higher order thinking application activities, review best practices for instruction in reading and math, increase problem solving opportunities in math, increase hands on/manipulative based instruction in mathematics, increase student and teacher number sense, alternative fact fluency practice, application of skills*

Concern #9:

Identify ways to continue to grow 4th and 5th grade students identified in the Advanced range on PVAAS data in the area of reading (4th -10.3 growth; 5th-2.8 growth) - – NEED FOR/CONCERN: *targeted skills instruction; consistent rigor of instruction and expectations for students, instructional grouping of students, flexible guided reading and guided skill instruction based on data, higher order thinking application activities, student led activities based on Bloom's Taxonomy*

Prioritized Systemic Challenges

Systemic Challenge #1 *(System #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:**
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>>   DIBELS results that illustrate we are experiencing less movement for the students identified at-risk in grades three through six from beginning to middle benchmark (3-35% to 35%; 4 – 38% to 46%; 5 – 35% to 28%; 6 – 41% to 34%) – NEED FOR/CONCERN: *developmentally appropriate testing for students, transition in instruction from learning to read to reading to learn, focus of instruction changes,appropriate measures of student's academic achievement (specifically comprehension), anxiety of timed testing on students, need to do a better job matching interventions with student needs, increase decoding instruction in intermediate grades, give intermediate teachers tools for instruct decoding*
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Systemic Challenge #2 *(System #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

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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: PSSA ELA (with focus on writing/text response)
Specific Targets: Overall student proficiency at 70% or higher

Type: Interim
Data Source: District writing prompts
Specific Targets: 90% of all students achieve a score of 3 or higher on 4/5 rubric categories

Type: Interim
Data Source: Common grade level published pieces
Specific Targets: 90% of all students achieve a score of 3 or higher on 4/5 writing categories

Type: Annual
Data Source: PVAAS ELA
Specific Targets: Evidence that each student in each grade level meets or exceeds the PA Academic Growth standard in writing

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Source:http://lincs.ed.gov/publications/pdf/lit_interventions.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Writing Across the Curriculum

Description:

The Common Core State Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K-5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA (Common Core State Standards, 2010). Discipline-based instruction in reading and writing enhances student achievement in all subjects. Studies show that reading and writing across the curriculum are essential to learning. Without strategies for reading course material and opportunities to write thoughtfully about it, students have difficulty mastering concepts (Allington, 2002). Students who can read with clear comprehension and write effectively about a given subject matter will learn the material much more thoroughly than those who do not (NCTE Reading and Writing Across the Curriculum, 2011).

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Student Goal-Setting

Description:

Research shows the impact of student involvement in setting goals for personal attainment of skills. Bandura's (1986) social cognitive theory provides evidence of the connection between goal setting and learning. Learners set goals that they feel self-efficacious about attaining and believe that a positive outcome occurs with goal achievement. As noted by Bandura, learners evaluate their goal progress continually as they work, with and without prompting. Self-efficacy and motivation improve when progress is made toward the goals. Self-efficacy is further enhanced when learners achieve their goals, as well as the motivation to set and pursue new goals. Goal setting is also an important component of self-regulation, another important process for increasing student learning (Zimmerman, 2000).

SAS Alignment: Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Develop scope and sequence of grade level writing skills and plan for incorporation of grammar and the Step Up to Writing program

Description:

Teachers work collaboratively to outline a scope and sequence of skills taught at each grade level, and create a plan for incorporating grammar and elements of the Step Up to Writing program. Evidence of implementation will include updated scope and sequence for grade level writing skills and grammar in the district online curriculum map, along with a written plan for incorporating the writing program.

Start Date: 6/30/2014   **End Date:** 6/30/2015

Program Area(s): Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Writing Across the Curriculum

Develop school-wide Guided Writing Team for planning and guiding needed instruction and supports for staff, students and families

Description:

A Guided Writing Team will review current practices for teaching writing instruction, and plan for research-based/promising practices for teaching written expression. The team will recommend strategies, resources, and professional development in the area of written expression. Evidence of implementation will include team meeting agendas and meeting minutes, written recommendations, and professional development information.

Start Date: 10/31/2014   **End Date:** 6/23/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Family Literacy Activities
- Curriculum Mapping
- Writing Across the Curriculum

Promote family involvement in school activities and student learning through increased parent communication

Description:

School staff and administration will increase parent communication through multiple venues, such as including information about goals in Back to School Night presentations, promoting family writing projects, sharing student writing examples with at-home strategies for parents, offering instructional guides/supports for family support of at-home work, providing digital application ideas for students to use at home, and sharing information about effective writing instruction on teacher/school websites. Evidence of implementation includes documentation from the strategies listed above (ex. Back to School Night presentations, parent instructional guide for writing, website information, etc.).

Start Date: 9/30/2014   **End Date:** 6/17/2016

Program Area(s): Educational Technology

Supported Strategies:

- Family Literacy Activities

Provide consistent instruction for learning sentence structure through use of Spivey Writing

Description:

Teachers will implement consistent instruction for sentence structure using Spivey sentences (with grade level scope and sequence). Evidence of implementation will include scope and sequence development, lesson plans, walkthroughs and observation data.

Start Date: 9/8/2014 **End Date:** 6/12/2015

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

Supported Strategies:

- Writing Across the Curriculum

Plan for the inclusion of more writing tasks in all subject areas

Description:

Teachers, Educational Specialists, and enrichment area teachers will work collaboratively in grade level teams to develop ways to incorporate writing into all subject areas, with the inclusion of time requirements for subjects other than Language Arts. Evidence of implementation will include a written plan for expanding writing in all subject areas with consistent student materials, as well as lesson plans, walkthroughs and observation data.

Start Date: 9/30/2014 **End Date:** 2/27/2015

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Writing Across the Curriculum

Compile exemplars of scored pieces to share with staff and students as part of the planned instruction

Description:

Teachers work collaboratively to compile exemplars of scored pieces to share with colleagues and students to support the instructional process. Exemplar portfolios will be created for each grade level. Evidence of implementation will include published exemplars for teacher use, stored in the online curriculum map as a resource.

Start Date: 6/30/2014   **End Date:** 6/30/2016

Program Area(s): Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Writing Across the Curriculum

Implement student goal-setting for improving written expression

Description:

Teachers will work with students to engage in personal goal-setting for improving writing skills. This will involve monitoring of student-created goals and progress within for each type of writing instruction. Evidence of implementation will include student goals related to each type of writing, and student scores on writing prompts.

Start Date: 9/8/2014   **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Writing Across the Curriculum
- Student Goal-Setting

Develop consistent grade level expectations for written expression/open-ended responses, and develop consistent scoring practices

Description:

Teachers will develop consistent grade level expectations for written expression and responding to open-ended questions on the 4Sight exams and unit assessments, along with consistent procedures for scoring student writing samples. Evidence of implementation to include written grade level expectations and procedures for scoring writing samples.

Start Date: 9/30/2014   **End Date:** 6/30/2015

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping
- Writing Across the Curriculum

Facilitate a professional book study with staff on writing strategies/techniques

Description:

School staff will engage in a book study focused on effective writing strategies/techniques. Evidence of implementation will include staff feedback, lesson plans, and walkthrough and observation information.

Start Date: 1/5/2015   **End Date:** 6/10/2016

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

Supported Strategies:

- Writing Across the Curriculum

Research the Kid Writing approach to writing instruction and plan for possible implementation with primary grades

Description:

School staff will research the Kid Writing systematic approach to teaching writing to students in kindergarten through grade 2, as well as English Language Learners and special education students. Evidence of implementation will include feedback

on the benefits of the approach with the targeted student population, and a plan for possible future use.

Start Date: 9/7/2015   **End Date:** 6/17/2016

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

Supported Strategies:

- Writing Across the Curriculum

Incorporate more writing instruction in district Summer Academy

Description:

School administrators and designated staff will work collaboratively to plan for additional instruction in writing during the district Summer Academy. Evidence of implementation will include a schedule for teaching writing during the 2015 summer academy master schedule, and summer teacher feedback.

Start Date: 1/30/2015   **End Date:** 8/28/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Family Literacy Activities

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: PSSA ELA

Specific Targets: Overall school-wide achievement at 79% proficiency

Type: Annual

Data Source: PVAAS ELA

Specific Targets: Evidence that each student in each grade level meets or exceeds the PA Academic Growth Standard in writing

Type: Interim

Data Source: DIBELS

Specific Targets: Reduce the number of students identified as at-risk and emerging by 20% between each assessment period

Type: Interim

Data Source: Classroom Diagnostic Tools (CDTs), 4Sight test, GRADE test

Specific Targets: Evidence that each student makes academic gains and demonstrates growth between each assessment period

Strategies:

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Source:http://lincs.ed.gov/publications/pdf/lit_interventions.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in

instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

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

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Implementation Steps:

Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data

Description:

Teachers will be trained in how to interpret and analyze data gathered from the GRADE assessment, Classroom Diagnostic Tool (CDT), and unit pre-assessments. Teachers will learn how to use the achievement data to change instructional practices. Evidence of implementation to include walkthrough and observation data, and student achievement data.

Start Date: 10/31/2014   **End Date:** 6/10/2016

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

Supported Strategies:

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

Develop a matrix of post-tier supports for students exiting the RtII process

Description:

Designated school staff will create a matrix of the post-tier check-in times and other related supports for students exiting the RtII process, with the focus on data-based instructional decision-making. Evidence of implementation will include completed suppport matrix that addresses the needs of students post-RtII.

Start Date: 7/31/2014   **End Date:** 7/31/2015

Program Area(s): Student Services

Supported Strategies:

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

Develop a plan for implementation of a common school-wide or grade-wide independent reading time

Description:

School staff will research and outline the benefits of having a common independent reading time for either the entire school or grade level, and develop a plan for implementing the practice and related activities with consistency. Evidence of implementation will include completed plan of action and schedule for common independent reading time.

Start Date: 7/31/2014   **End Date:** 1/30/2015

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

Supported Strategies:

• Reading Across the Curriculum

Implement a One Book, One School project to promote at-home reading

Description:

School staff will work together to plan a One Book, One School annual project to encourage reading at home, with follow up reinforcement activities at school. Evidence of implementation will include teacher and student feedback on the number of students reading at home with family members, and increased motivation to read outside of the school setting.

Start Date: 1/31/2014   **End Date:** 5/31/2017

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

Supported Strategies:

• Family Literacy Activities

Develop common language vocabulary to use during reading instruction and with reading activities across the curriculum

Description:

School staff will work collaboratively in grade level teams to identify common language vocabulary related to reading instruction, and develop "key grade level reading instruction common vocabulary lists." Evidence of implementation to include published grade level common language vocabulary lists.

Start Date: 10/31/2014   **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping
- Reading Across the Curriculum

Provide professional development on best practices for teaching phonological awareness, decoding, and phonics

Description:

Teachers will be given professional development in best practices for teaching phonological awareness, decoding and phonics to students in K-6. Part of the training will involve teacher development of a phonics scope and sequence, and the expansion of resources for teaching reading K-6. Evidence of implementation will include a completed scope and sequence, increased materials and resources, walkthroughs and observation data, and student achievement data on multiple measures.

Start Date: 9/30/2014   **End Date:** 6/30/2016

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

Supported Strategies:

- Curriculum Mapping
- Phonological Awareness Training
- Reading Across the Curriculum

Develop and implement Guided Reading/Skill Groups

Description:

Using baseline data to group students by skill area(s), teachers will facilitate guided reading groups with instruction geared toward identified areas of need. Flexible grouping will be used, along with additional skill groups facilitated by the reading specialists and intervention specialists. All instruction will be based on student data. Evidence of implementation will include operational guided reading/skill groups structured by student data/area of need, and increased student achievement.

Start Date: 10/31/2014   **End Date:** 6/9/2017

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

Supported Strategies:

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

- Phonological Awareness Training

Provide to staff a monthly/quarterly newsletter with research, best practices, and practical classroom implementation ideas for teaching reading

Description:

A monthly/quarterly newsletter will be provided to staff, with information about research, effective strategies, and practical classroom ideas for teaching reading. Evidence of implementation to include published newsletter and feedback from staff.

Start Date: 9/30/2014   **End Date:** 6/8/2018

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

Supported Strategies:

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

- Phonological Awareness Training

- Reading Across the Curriculum

Facilitate a series of professional "Hot Topics in Reading" collaborative sessions with staff

Description:

School staff will participate in a series of "Hot Topics in Reading" collaborative sessions in order to share ideas, problem solve as a group, and plan for continued improvement in meeting the needs of students. Student data and staff input will drive the dialogue. Evidence of implementation will include session agendas, summary of ideas/solutions, etc.

Start Date: 10/31/2014   **End Date:** 6/8/2018

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

Supported Strategies:

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

- Reading Across the Curriculum

Provide professional development in strategies for increasing the rigor of student questioning and higher level thinking skills

Description:

Staff will be provided with training in strategies to purposefully increase the rigor of student questioning and higher level thinking skills used during reading instruction and/or guided reading groups. As part of the professional development, staff will develop a menu or questions/higher order thinking skills to implement into instruction. Evidence of implementation to include developed lists of questions/higher level thinking skills for use during instruction.

Start Date: 1/30/2015   **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- Reading Across the Curriculum

Facilitate a professional book study with staff on effective reading instruction

Description:

School staff will participate in a professional book study focused on the topic of best practices in reading instruction. Evidence of implementation to include discussion notes from book study, meeting agendas (if appropriate), strategies outlined in lesson plans.

Start Date: 9/30/2015   **End Date:** 6/10/2016

Program Area(s): Professional Education

Supported Strategies:

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

- Phonological Awareness Training

- Reading Across the Curriculum

Facilitate collaborative planning with local early childcare providers to promote reading readiness skills in children

Description:

Elementary administrators will collaborate with local early childcare providers to discuss curricular academic expectations for students entering kindergarten. The dialogue will focus on the need for specific reading readiness skills. Evidence of implementation will include meeting agendas/minutes and curriculum-related information for childcare providers.

Start Date: 1/30/2015   **End Date:** 6/12/2015

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Family Literacy Activities
- Phonological Awareness Training

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#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.	Strategy #1: Writing Across the Curriculum

Start	End	Title	Description
9/8/2014	6/12/2015	Provide consistent instruction for learning sentence structure through use of Spivey Writing	Teachers will implement consistent instruction for sentence structure using Spivey sentences (with grade level scope and sequence). Evidence of implementation will include scope and sequence development, lesson plans, walkthroughs and observation data.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal	1	3	40	Building Principal	School Entity	No

Knowledge	Teachers will have an understanding of how to teach students differentiated sentence structure, and the opportunity to develop a scope and sequence for instruction.
Supportive Research	Professional development on teaching written expression, based on the work of Dr. William Spivey from Writing Express (http://www.writingexpress.net/news/news.cfm)

Designed to Accomplish

For classroom teachers, school   Enhances the educator's content knowledge in the area of the educator's

counsels and education specialists:

certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	School Whole Group Presentation		
Participant Roles	Classroom teachers School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
    Analysis of student work,
with administrator and/or peers
    Creating lessons to meet
varied student learning styles
    Peer-to-peer lesson
discussion

instructional delivery and professionalism.
    Student PSSA data
    Classroom student assessment data

LEA Goals Addressed:	#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	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
10/31/2014	6/10/2016	Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data	Teachers will be trained in how to interpret and analyze data gathered from the GRADE assessment, Classroom Diagnostic Tool (CDT), and unit pre-assessments. Teachers will learn how to use the achievement data to change instructional practices. Evidence of implementation to include walkthrough and observation data, and student achievement data.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal (and Director of Elementary Education if needed)	2.0	20	41	Building Principal	School Entity	No

Knowledge	Teachers will learn how to develop and use pre-assessment data as well as PVAAS, GRADE, and CDT information in order to differentiate instruction to maximize student growth specifically in the area of reading.

Supportive Research

Using Student Achievement Data to Support Instructional Decision Making -- National Association of Elementary School Principals, Best Practice for Better Schools excerpted from Doing What Works, U.S. Department of Education (2011)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles		**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	**#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**	**Strategy #1: Curriculum Mapping** **Strategy #2: Phonological Awareness Training** **Strategy #3: Reading Across the Curriculum**

Start	**End**	**Title**	**Description**
9/30/2014	6/30/2016	Provide professional development on best practices for teaching phonological awareness, decoding, and phonics	Teachers will be given professional development in best practices for teaching phonological awareness, decoding and phonics to students in K-6. Part of the training will involve teacher development of a phonics scope and sequence, and the expansion of resources for teaching reading K-6. Evidence of implementation will include a completed scope and sequence, increased materials and resources, walkthroughs and observation data, and student achievement data on multiple measures.
	Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**

Building principal	1.0	4	40	Building Principal	School Entity	Yes

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Knowledge

Teachers will receive training in the delivery of purposeful, appropriate instruction in phonological awareness, decoding, and phonics.

Supportive Research

Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's

academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	School Whole Group Presentation Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Standardized student assessment data other than the PSSA

LEA Goals Addressed:	#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	Strategy #1: Reading Across the Curriculum

Start	End	Title	Description
1/30/2015	6/12/2015	Provide professional development in strategies for increasing the rigor of student questioning and higher level thinking skills	Staff will be provided with training in strategies to purposefully increase the rigor of student questioning and higher level thinking skills used during reading instruction and/or guided reading groups. As part of the professional development, staff will develop a menu or questions/higher order thinking skills to implement into instruction. Evidence of implementation to include developed lists of questions/higher level thinking skills for use during instruction.

Person Responsible	SH	S	EP	Provider		Type	App.
Building principal	1	3	40	Building Principal		School Entity	No

Knowledge	Teachers will gain an increased rigor of questioning capacity for incorporation into lessons.
Supportive Research	Blackburn, B. (2013) *Rigor is not a Four-Letter Word, 2nd Edition*. Routledge: New York, NY. Blackburn, B. (2014). *Rigor in Your Classroom: A Toolkit for Teachers*. Routledge: New York, NY.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Other educational specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Lititz El Sch in the Warwick 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 **ESEA 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 Lititz El Sch in the Warwick SD for the 2014-2015 school-year.

No signature has been provided

Superintendent/Chief Administrator

No signature has been provided

Board President

No signature has been provided

IU Executive Director