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# Comprehensive Plan

JOHN BECK ELEMENTARY SCHOOL  
WARWICK SCHOOL DISTRICT

301 West Orange Street  
Lititz, PA 17543

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July 2014 - June 2017



John Beck El Sch

**School Level Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

### *John Beck El Sch*

418 E Lexington Rd  
Lititz, PA 17543  
(717)626-3704

Federal Accountability Designation: none

Title I Status: No

Principal: Lisa Himes

Superintendent: April Hershey

## Planning Committee

Name	Role
Allie Bernstein	Elementary School Teacher - Regular Education
Kristine Castellitto	Parent
Lois Class	Elementary School Teacher - Regular Education
Chad Felty	Elementary School Teacher - Regular Education
Maria Gruett	Elementary School Teacher - Regular Education
Colleen Heckman	Ed Specialist - School Counselor
Rebecca Heller	Elementary School Teacher - Regular Education
Lisa Himes	Administrator
Tamera Olivieri	Elementary School Teacher - Regular Education
Jennifer Seibert	Local Business Owner, Parent
Valisa Vealey	Elementary School Teacher - Regular Education
Jessica Welter-Schieber	Elementary School Teacher - Regular Education

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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- 4th Grade Science PSSA - 93% Proficient and Advanced
- 4th Grade Math PSSA - 95% Proficient and Advanced
- Overall Math PSSA scores in grades 3-6
- Overall number of students scoring in Proficient and Advanced ranges on the PSSA's
- Attendance rate
- Parent conference participation
- Building safety and procedures
- Equitable funding and staffing across all district elementary schools
- Overall sense of pride, community and belonging in the school by students, families, and staff

## School Concerns

### Concern #1:

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- Written expression scores on PSSA Writing test
  - Proficient & Advanced scores: 5th Grade-78.9%
- Need to improve student writing K-6
- Need to improve instruction and student understanding in the area of algebraic thinking
- Need to increase number of students qualifying for the algebra program at the middle school
- IEP Subgroup scores on PSSA Reading test (does not include students with only Speech & Language IEPs)
  - Proficient & Advanced scores
    - 3rd Grade-25%

- 4th Grade-16%
  - 5th Grade-33%
  - 6th Grade-11%
- Need to improve 5th Grade scores on PSSA's - drop from 4th to 5th grade
  - Need to improve mid-year and end-of-year DIBELs scores
  - Need to seek additional ways to increase parent involvement for at-risk students with achievement, social/emotional, and/or behavioral concerns
  - Need to increase participation in after-school tutoring/remediation; enrollment has dropped significantly

## 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:

- Written expression scores on PSSA Writing test
  - Proficient & Advanced scores: 5th Grade-78.9%
- Need to improve student writing K-6
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- Need to improve 5th Grade scores on PSSA's - drop from 4th to 5th grade
- Need to improve mid-year and end-of-year DIBELs scores

- Need to seek additional ways to increase parent involvement for at-risk students with achievement, social/emotional, and/or behavioral concerns
- Need to increase participation in after-school tutoring/remediation; enrollment has dropped significantly

**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

**Aligned Concerns:**

- Written expression scores on PSSA Writing test
  - Proficient & Advanced scores: 5th Grade-78.9%
- Need to improve student writing K-6
- Need to improve instruction and student understanding in the area of algebraic thinking
- Need to increase number of students qualifying for the algebra program at the middle school
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# School Level Plan

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## 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: Completed writing curriculum in online curriculum map, including elements of grammar, all aligned to PA Core standards

Specific Targets: Teacher feedback (perceptual) on the effectiveness of the mapped pacing, content and materials; and student achievement (performance) on daily assignments and assessment rubrics

Type: Interim

Data Source: District Writing Prompts administered at end of each marking period

Specific Targets: Improved grade level writing samples generated by students at designated times in the writing curriculum, as shown on a rubric completed at the end of each marking period

Type: Interim

Data Source: 4Sight tests administered 3 times per year (September, January, May)

Specific Targets: Increased student scores on open-ended prompts in 4Sight tests, as reviewed after each of the three administration dates

Type: Interim

Data Source: Writing assignments embedded in all curricular areas

Specific Targets: Improved scores on rubrics used to evaluate writing assignments/projects embedded into grade level courses/subject areas

Type: Annual

Data Source: PSSA Writing test

Specific Targets: Increased proficiency scores on the PSSA, in comparison to data from previous school year

### ***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](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](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

### *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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### **Implementation Steps:**

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

#### **Description:**

Through professional development time, school staff will develop consistent grade level expectations for written expression and responding to open-ended questions on the 4Sight exams, 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
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing



*Develop scope and sequence of grade level writing skills and plan for incorporation of 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 elements of the Step Up to Writing program. Evidence of implementation will include updated scope and sequence 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

*Embed elementary writing prompts into Language Arts Themes*

**Description:**

Through scheduled professional development, teachers will work collaboratively to embed district-created elementary grade level writing prompts into current Language Arts Themes. Evidence of implementation to include completed writing prompts that are incorporated into LA Themes, and noted accordingly in the district online curriculum map.

**Start Date:** 9/10/2014    **End Date:** 6/10/2016

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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

*Develop and implement K-6 Vertical Teaming structures*

**Description:**

Develop a structure for building K-6 vertical teams and implement Vertical Team Meetings that review curriculum, assessments, related materials and resources, identify effective instructional strategies, and analyze student achievement data. Evidence of implementation will include established vertical teams, and documentation of meetings (agendas, meeting minutes, written recommendation for curricular changes, etc.).

**Start Date:** 9/30/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

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

**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: Interim

Data Source: Unit Assessments within the new district math curriculum

Specific Targets: Increased student achievement on unit assessments, from baseline data on first exam to end-of-year data on last unit exam

Type: Interim

Data Source: Classroom Diagnostic Tool (CDT) and 4Sight exams

Specific Targets: Increased student achievement on CDT and 4Sight tests, demonstrating progress between Test 1 and Test 3

Type: Annual

Data Source: 6th Grade Algebra Screening for Middle School Placement

Specific Targets: Increased percentage of 6th grade students achieving benchmark scores on algebra screenings, using data from previous years for comparison of growth

Type: Annual

Data Source: PSSA Math test

Specific Targets: Improved proficiency scores on PSSA math test, in comparison to proficiency scores from previous years

**Strategies:***Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

*Purposeful homework practices***Description:**

Homework can have a positive impact on student learning, if it provides an opportunity to integrate and expand school learning, reinforces independent work-study skills and self-discipline, and uses school and community resources (Sullivan & Sequeira, 1996). Marzano finds "Homework and Practice" to be one of the top nine high-yield instructional strategies for increasing student achievement (Marzano, 2001). Homework is a promising practice if it has purpose, and is not just busy work.

**SAS Alignment:** Instruction

**Implementation Steps:**

*Promote teacher implementation of effective instructional strategies based on student achievement data in order to improve algebraic thinking.*

**Description:**

Teachers will use baseline data on students' ability to perform algebraic computation and reasoning to identify effective instructional strategies to promoting achievement of math skills. Evidence of implementation include lesson planning content, data from walkthroughs and observations, and student achievement data.

**Start Date:** 6/30/2014      **End Date:** 6/30/2017

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

**Supported Strategies:**

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

*Evaluate the structure of current algebra screening assessments and make revisions as needed*

**Description:**

School and district administrators and supervisors will review the components of the math screening assessments, particularly the timed algebra test. The team will review the benefits and limitations of the timed test, and make any recommendations for changes to the screening process if needed. Evidence of implementation include meeting notes, written recommendations, and written process for middle school math placement.

**Start Date:** 9/30/2014    **End Date:** 3/31/2015

**Program Area(s):****Supported Strategies:**

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

*Expand instructional strategies beyond teacher-directed/lecture approach to include hands-on instruction and student use of manipulatives to build number sense and conceptual understanding of math K-6*

**Description:**

Teachers work collaboratively in grade levels and during vertical teams to increase use of hands-on activities and manipulatives when teaching number sense and conceptual understanding. Evidence of implementation to include lesson plans, walkthrough and observation data, and student achievement data on the unit assessments, CDTs, 4Sight tests, and the PSSA.

**Start Date:** 9/15/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

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

*Develop and apply instructional strategies for increasing student understanding of fractions and fraction fluency*

**Description:**

Teachers will work collaboratively in grade level teams and/or vertical teams to plan for effective strategies to increase student understanding of fractions and fraction fluency K-6. Evidence of implementation will include lesson plans, walkthroughs and observations, and student achievement on unit assessments, CDTs, 4Sight tests, and the PSSA.

**Start Date:** 9/30/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

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

*Embed more problem solving opportunities and real-world application examples into math lessons on a consistent basis K-6*

**Description:**

Teachers will work collaboratively in grade level teams and/or vertical teams to plan for more problem solving opportunities in the math units, and identify strategies for incorporating real-life examples when teaching. Evidence of implementation will include lesson plans, walkthroughs and observations, and student achievement on unit assessments, CDTs, 4Sight tests, and the PSSA.

**Start Date:** 9/30/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

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

*Conduct walkthroughs and observations that focus on identified critical components of the math curriculum in order to promote consistent implementation and fidelity of instruction*

**Description:**

The building principal will share with K-6 teachers the critical components of the math curriculum, and provide "look-fors" so they know the focus areas of administrators when conducting walkthroughs and observations during math instruction. Evidence of implementation will include walkthrough and observation data, as well as student achievement scores on the math unit assessments.

**Start Date:** 9/30/2014    **End Date:** 6/12/2015

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

**Supported Strategies:** None selected

*Assigning homework that is purposeful and meaningful to student learning*

**Description:**

Teachers will only assign purposeful homework that meets the established criteria set forth by the principal. Evidence of implementation will include lesson plans and student assignments in the gradebook.

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

**Program Area(s):**

**Supported Strategies:**

- Purposeful homework practices

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>#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.</b>	<b>Strategy #1: Common Assessment within Grade/Subject</b> <b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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Start	End	Title	Description	Provider	Type	App.
9/10/2014	6/10/2016	Embed elementary writing prompts into Language Arts Themes	Through scheduled professional development, teachers will work collaboratively to embed district-created elementary grade level writing prompts into current Language Arts Themes. Evidence of implementation to include completed writing prompts that are incorporated into LA Themes, and noted accordingly in the district online curriculum map.	District	School Entity	No
		<b>Person Responsible</b> Building principal & Director of Elementary Education				
		<b>SH</b> 6.0 <b>S</b> 2 <b>EP</b> 25				

**Knowledge**                      Familiarity with the written expression component of the newly revised ELA curriculum in order to promote consistent use of effective instructional strategies K-6

**Supportive Research**                      PA Core and ELA standards

**Designed to Accomplish**  
 For classroom teachers, school counselors and education                      Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.



specialists: 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.  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
 Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Department Focused Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Student PSSA data Standardized student assessment data other than the PSSA

varied student learning styles

Classroom student assessment data