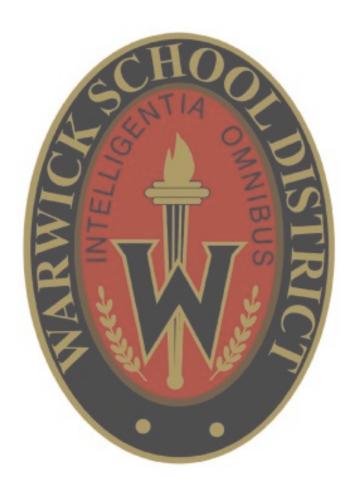# Comprehensive Plan

KISSEL HILL ELEMENTARY SCHOOL
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017

Kissel Hill El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

Kissel Hill El Sch

215 Landis Valley Rd
Lititz, PA 17543
(717)626-3703

Federal Accountability Designation: none
Title I Status: No
Principal: Ryan Berardi
Superintendent: April Hershey

Planning Committee

Name	Role
Stacey Bernstein	Elementary School Teacher - Regular Education
Tracey Davis	Parent
Ashlee Garman	Elementary School Teacher - Regular Education
Connie Goebel	Elementary School Teacher - Regular Education
Emily Hursh	Elementary School Teacher - Regular Education
Jean Johns	Elementary School Teacher - Regular Education
Penn Ketchum	Local Business Owner, Parent
Aimee Ketchum	Local Business Owner, Parent
Britnee Mathin	Ed Specialist - School Counselor
Will Maza	Learning Facilitator
Julie Palmer	Elementary School Teacher - Regular Education
Penny Trees	Elementary School Teacher - Regular Education
Melissa Vulopas	Administrator

Needs Assessment

School Accomplishments

Accomplishment #1:

-Grade 4 Science PSSA data

-Grade 6 Reading PSSA data

-Grade 6 Math PSSA data

-High student daily attendance rate

-Fire drill evacuation time

School Concerns

Concern #1:

-Overall PSSA Writing scores; percentage of students proficient and advanced

-Support for intermediate grades to read with accuracy and comprehension as it links to all content areas

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:**
>
> > -Overall PSSA Writing scores; percentage of students proficient and advanced
> >
> > -Support for intermediate grades to read with accuracy and comprehension as it links to all content areas

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:**
>
> > -Overall PSSA Writing scores; percentage of students proficient and advanced
> >
> > -Support for intermediate grades to read with accuracy and comprehension as it links to all content areas

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: 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 the end of each marking period
Specific Targets: Improved grade level writing samples 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(s)

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_Mod
eration.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)

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

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

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, as well as lesson plans, walkthroughs and observation data.

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

Program Area(s):

Supported Strategies: None selected

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: Classroom Diagnostic Tools (CDTs) and 4Sight tests

Specific Targets: Increased student achievement, comparing data from baseline test to last scheduled exam

Type: Interim

Data Source: Language Arts Curriculum Unit Tests

Specific Targets: Increased student performance on common unit assessments within Language Arts curriculum grades 4-6

Type: Interim

Data Source: District writing prompts

Specific Targets: Increased student performance on district writing prompts, comparing progress on rubric from first writing piece to the last scheduled piece

Type: Interim

Data Source: DIBELS and DAZE

Specific Targets: Demonstrated growth along the aim-line for each student

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)

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.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 Classroom Diagnostic Tool (CDT), 4Sight, unit pre-assessments, as well as PVAAS. 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

- Instructional Coaching

Implement data analysis using writing 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 writing assessments. Teachers will learn how to use the performance data to change instructional practices. Evidence of implementation to include walkthrough and observation data, and student achievement data.

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

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

Supported Strategies:

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

- Instructional Coaching

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: Common Assessment within Grade/Subject

Start	End	Title	Description
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.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal & Director of Elementary Education	6.0	2	25	District	School Entity	No

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.

Training Format

Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals 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	**Evaluation Methods**	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

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** **Strategy #2: Instructional Coaching**		

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 Classroom Diagnostic Tool (CDT), 4Sight, unit pre-assessments, as well as PVAAS. 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	1.0	15	45	Building Principal	School Entity	No

Knowledge	Teachers will learn how to develop and use pre-assessment data as well as PVAAS, 4Sight, 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

Enhances the educator's content knowledge in the area of the educator's

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 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	**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

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching

Start	End	Title	Description
9/30/2014	6/30/2016	Implement data analysis using writing 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 writing assessments. Teachers will learn how to use the performance 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	1.0	3	50	Building Principal	School Entity	No

Knowledge	Teachers will analyze student writing to determine strengths and needs in the area of writing.
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	Analysis of student work, with administrator and/or peers Creating lessons to meet	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA

varied student learning styles

Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Kissel Hill El Sch in the Warwick SD has been duly reviewed 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

- 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 Kissel Hill 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