Comprehensive Plan

JOHN R. BONFIELD ELEMENTARY SCHOOL
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017

John R Bonfield El Sch

School Level Plan

07/01/2014 - 06/30/2017

School Profile

Demographics

John R Bonfield El Sch

101 N Oak St
Lititz, PA 17543
(717)626-3705

Federal Accountability Designation: none
Title I Status: Yes
Principal: Stacie Bardell
Superintendent: April Hershey

Planning Committee

Name	Role
Jason Balsbaugh	Elementary School Teacher - Gifted
Stacie Bardell	Administrator
Marcia Brenner	Elementary School Teacher - Regular Education
Lindsey Buckwalter	Elementary School Teacher - Regular Education
Megan Cupo-Fisher	Elementary School Teacher - Regular Education
Cathy Dommel	Elementary School Teacher - Regular Education
Bernae Haas	Parent
Caroline Keller	Elementary School Teacher - Regular Education
Bethany Mueller	Elementary School Teacher - Regular Education
Jennifer Shreiner	Parent
Jill Sturgis	Elementary School Teacher - Regular Education

Needs Assessment

School Accomplishments

-Grade 4 Math - 88% proficient or advanced, and evidence that the standard for PA Academic Growth was met.

-Grade 4 Science - 87% proficient or advanced, and moderate evidence that the standard for PA Academic Growth was met.

-Grade 6 Reading - 83% proficient or advanced, and significant evidence that the standard for PA Academic Growth was met.

School Concerns

Concern #1:
-Grade 4 Reading - 71% proficient or advanced, and significant evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Reading - 62% proficient or advanced, and significant evidence that the school met the standard for PA Academic Growth

-Grade 5 Math - 77% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Writing - 67% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

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:**

-Grade 4 Reading - 71% proficient or advanced, and significant evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Reading - 62% proficient or advanced, and significant evidence that the school met the standard for PA Academic Growth

-Grade 5 Math - 77% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Writing - 67% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

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:

-Grade 4 Reading - 71% proficient or advanced, and significant evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Reading - 62% proficient or advanced, and significant evidence that the school met the standard for PA Academic Growth

-Grade 5 Math - 77% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

-Grade 5 Writing - 67% proficient or advanced, and moderate evidence that the school did not meet the standard for PA Academic Growth

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: GRADE Assessment K-3
> > Specific Targets: Evidence that all classrooms met or exceeded one year growth for all students in the area of reading
> >
> > Type: Annual
> > Data Source: PVAAS Grades 4-6
> > Specific Targets: Evidence for grades 4-6 that all classrooms met or exceeded the standard for PA Academic Growth
> >
> > Type: Interim
> > Data Source: Teacher surveys at beginning of the year
> > Specific Targets: Change in teacher confidence in teaching writing across content areas

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

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 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:

- Common Assessment within Grade/Subject

- 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:

- Common Assessment within Grade/Subject

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

- Instructional Coaching

Implement writing across the curriculum

Description:

Teachers will provide 40 minutes per day of writing instruction in grades 1-6. Evidence of implementation will include lesson plans and walkthrough and observation data.

Start Date: 9/15/2014   **End Date:** 6/12/2015

Program Area(s):

Supported Strategies: None selected

Develop vertical progression of writing curriculum

Description:

Teachers and administrators will work together to develop a progression of curriculum with grade level focal points and end of the year grade level expectations, including grammar. Evidence of implementation will include district curriculum documents and established focal points and grade level expectations.

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

Program Area(s): Educational Technology

Supported Strategies: None selected

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:

- Common Assessment within Grade/Subject

Develop PSSA-aligned grading rubrics

Description:

Teachers will work collaboratively to develop PSSA-aligned grading rubrics for grades 1-2. Grades 3-6 will use state developed rubrics. All teachers should be trained in the use of the assigned rubrics to ensure inter-rater reliability. Evidence of implementation will include completed rubrics and teacher usage.

Start Date: 9/30/2015   **End Date:** 2/29/2016

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

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: ELA Data

Specific Targets: 75% proficiency or higher

Type: Interim

Data Source: Common unit assessments (text dependent analysis)

Specific Targets: 75% or all students achieving 15/20 on district writing rubric

Type: Interim

Data Source: Teacher surveys at beginning and end of year

Specific Targets: Change in teacher confidence in teaching writing across content areas

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

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth

Description:

Using the book Leading and Managing a Differentiated Classroom (Carol Ann Tomlinson & Marcia Imbeau), teachers will learn how to implement a differentiated model with fidelity. Instruction will also include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include development of teacher discussion groups and walkthrough and observation data showing differentiated instructional practices.

Start Date: 4/29/2016   **End Date:** 4/28/2017

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

Supported Strategies:

- Differentiating Instruction

Use instructional coaching to support implementation of differentiated instruction

Description:

Teachers will receive coaching to support their implementation of differentiated instruction to meet the needs of all students. Evidence of the implementation of this action step will involve Coaching Support documentation and teacher survey results.

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

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

Supported Strategies:

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

- Instructional Coaching

Use peer collaboration to support differentiated instruction

Description:

Peer collaboration will be used as a forum to support differentiated instruction in the classroom, through peer observation, planning and discussion. Evidence of implementation to include documentation from peer collaboration sessions, and walkthrough and observation data.

Start Date: 9/30/2016   **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

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

- Differentiating Instruction

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 Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: 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 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

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

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 a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: 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	41	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 varied student learning styles	Evaluation Methods	Student PSSA data 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 a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
9/30/2015	2/29/2016	Develop PSSA-aligned grading rubrics	Teachers will work collaboratively to develop PSSA-aligned grading rubrics for grades 1-2. Grades 3-6 will use state developed rubrics. All teachers should be trained in the use of the assigned rubrics to ensure inter-rater reliability. Evidence of implementation will include completed rubrics and teacher usage.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal & Director of Elementary Education	7.5	2	5	Building Principal	School Entity	No

Knowledge   Teachers will learn how to create a rubric specific to writing for grades 1-2.

Supportive Research   Andrade, H. Goodrich (Feb. 2000). *Using Rubrics to Promote Thinking and Learning*. Educational Leadership: Vol. 57 Number 5.

Designed to Accomplish

For classroom teachers, school counselors and education   Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

       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

LEA Whole Group Presentation
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 varied student learning styles	**Evaluation Methods**	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: Differentiating Instruction

Start	End	Title	Description
4/29/2016	4/28/2017	Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth	Using the book Leading and Managing a Differentiated Classroom (Carol Ann Tomlinson & Marcia Imbeau), teachers will learn how to implement a differentiated model with fidelity. Instruction will also include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include development of teacher discussion groups and walkthrough and observation data showing differentiated instructional practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal	2	20	41	Building Principal	School Entity	No

Knowledge	Teachers will gain knowledge to assist in the development of a learning environment to support differentiated instruction, including classroom routines. Teachers, students and parents will develop a growth mindset through the use of differentiated instruction.
Supportive Research	Hilebner, Tracy A. (Feb. 2010) *What Research Says About Differentiated Learning*. Educational Leadership: Vol. 67 Number 5.

Designed to Accomplish

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

counselors 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.

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.

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 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	**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

Creating lessons to meet
varied student learning styles

data other than the PSSA
Classroom student assessment data

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for John R Bonfield 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 John R Bonfield 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