

Orefield MS

**School Level Plan**

07/01/2014 - 06/30/2015

# School Profile

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## Demographics

### *Orefield MS*

2675 PA Route 309  
Orefield, PA 18069  
(610)351-5750

Federal Accountability Designation: NA

Title I Status: No

Principal: Todd Gombos

Superintendent: Richard Sniscak

## Planning Committee

Name	Role
Angela Bachert	Ed Specialist - Instructional Technology
Elsa Benincasa	Middle School Teacher - Special Education
Jill Berrigan	Middle School Teacher - Regular Education
Matt Brown	Middle School Teacher - Regular Education
Tom Bryant	Middle School Teacher - Regular Education
Bob Clark	Middle School Teacher - Regular Education
Brian Fulmer	Middle School Teacher - Special Education
Brian Fulmer	Secondary School Teacher - Special Education
Todd Gombos	Administrator
Patti Heavener	Middle School Teacher - Regular Education
Anita Kapoor	Parent
Barry Kushner	Middle School Teacher - Regular Education
Karen Lauser	Middle School Teacher - Regular Education
Jennifer Mack	Middle School Teacher - Special Education
Jennifer Mack	Middle School Teacher - Special Education
Dana Mancini	Middle School Teacher - Regular Education
Carlos Montes	Middle School Teacher - Regular Education
Patrick Murphy	Middle School Teacher - Special Education
Monica Ouly-Uhl	Administrator
Janis Pany	Business Representative
Jude Sandt	Middle School Teacher - Regular Education
Samatha Schultz	Middle School Teacher - Regular Education
Marcia Stay	Secondary School Teacher - Regular Education
Tom Stoudt	Administrator
Lynda Strohl	Ed Specialist - School Counselor

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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All below basic, basic, proficient, and advanced students in 6<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA mathematics scores.

### Accomplishment #2:

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All below basic and proficient students in 6<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA reading scores.

### Accomplishment #3:

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All basic, proficient, and advanced students in 7<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA mathematics scores.

### Accomplishment #4:

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All below basic and basic students in 8<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA mathematics scores.

### Accomplishment #5:

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All basic and proficient students in 7<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA reading scores.

### Accomplishment #6:

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All basic and proficient students in 8<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA reading scores.

### Accomplishment #7:

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All below basic, basic, proficient, and advanced students in 8<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA science scores.

### Accomplishment #8:

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All basic and proficient students in 8<sup>th</sup> grade exceeded the standard for PA Academic Growth in PSSA writing scores.

### Accomplishment #9:

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Attendance and participation in service related projects that benefit our local community are excellent.

### Accomplishment #10:

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Our school has a very active Parent Participation Organization (PTO) and the collaboration between the PTO and school is very well done.

## School Concerns

### Concern #1:

Advanced students in 6<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA reading scores.

### Concern #2:

Advanced students in 7<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA reading scores.

### Concern #3:

Advanced students in 8<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA mathematics scores.

### Concern #4:

Proficient students in 8<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in the Keystone Algebra I mathematics scores.

### Concern #5:

Have a more clear and focused understanding of academic expectations by content level by grade and from grade level to grade level.

### Concern #6:

We need to do a more effective job at meeting the needs of our higher level learners by challenging them academically.

### Concern #7:

Working more effectively to integrate technology within a blended format to expose students to the types of skills they need in the post K-12 phase of their lives.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:

Advanced students in 6<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA reading scores.

Advanced students in 7<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA reading scores.

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Advanced students in 8<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in PSSA mathematics scores.

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Proficient students in 8<sup>th</sup> grade showed moderate evidence that the group did not meet the standard for PA Academic Growth in the Keystone Algebra I mathematics scores.

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Have a more clear and focused understanding of academic expectations by content level by grade and from grade level to grade level.

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We need to do a more effective job at meeting the needs of our higher level learners by challenging them academically.

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Working more effectively to integrate technology within a blended format to expose students to the types of skills they need in the post K-12 phase of their lives.

**Systemic Challenge #2** (*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:**

We need to do a more effective job at meeting the needs of our higher level learners by challenging them academically.

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Working more effectively to integrate technology within a blended format to expose students to the types of skills they need in the post K-12 phase of their lives.

# School Level Plan

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## Action Plans

**Goal #1:** Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Annual  
 Data Source: Student grades  
 Study Island benchmarks  
 Discipline referrals

Specific Targets: Increased scores for grades, PSSA/Keystone Testing  
 Identify skill deficits and differentiate instruction to meet the individual student needs.  
 Fewer Behavioral incidents

**Strategies:**

**Implementation Steps:**

**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: Study Island Benchmark tests, district formed common assessments, prior grade level student data in Performance Tracker.  
 Specific Targets: Individual teachers will formulate goals to address specific instructional needs based on a comprehensive review of the various data compiled and reviewed.

**Strategies:**

*Effective and Engaging Lessons.*

**Description:** Middle School Content teams will meet and collaborate about student data in order to best address the curricular needs of their students as a way to ensure all students show a years worth of growth as determined by the PVAAS system.

## Classroom Observations

Leadership team observes classroom practices and creates opportunities to reflect and grow. Classroom walk through, observations and conferences give feedback and suggestions for improved teaching strategies. They also allow administrative teams to identify strengths and areas that need improvement between content teachers.

Communication with the Department of Curriculum, Instruction, and Professional Development between team leaders and content teams to establish current practices. Differentiated professional development will help improve teaching strategies. Follow up observations and conferences.

## Curriculum Mapping

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](http://en.wikipedia.org/wiki/Curriculum_mapping)

## Differentiating Instruction

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](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](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](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>)

## Effective and Engaging Lessons

Middle School Content Teams will meet collaboratively during summer workshops and professional development throughout the year to learn and teach best practices in instruction including differentiated instruction, blended learning, and Response to Instruction and Intervention based on the multiple levels of assessments throughout the year. Content teams will meet to identify learning

needs and determine strategies to guide students to create a years worth of growth as identified in the PVAAS system.

#### Enhance Mastery of Instruction

Create opportunities for teachers to collaborate with content teams and Curriculum to ensure mastery of instruction. Teachers will have professional development time to understand the shift to PA Core standards and research best instructional practices to differentiate instruction and meet student needs. Moreover, teachers will create data plans individually and with teams beyond Student Data Reports. Team Data Plans should identify how each member of the team will strive to improve instructional outcomes. Professional development will also be provided for online resources including Study Island, Khan Academy, IXL math, etc. The 8th grade Math teachers will pilot the Dellicker Hybrid model for the 2014-2015 school year. Differentiated professional Development for other 'best practices' will be provided throughout the year.

#### Intervention and Enrichment

The Parkland Middle Schools plan to establish a system to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student need and includes procedures for monitoring effectiveness. This comes through data driven decision making for differentiated instruction. Both OMS and SMS recognize the need for a refined Response to Instruction and Intervention System. We are reviewing the current schedule to maximize time for effective interventions and enrichment. We have many measures already built into our school day, but with increased pressures to improve academic growth it is important that we look beyond Student Data Reports and identify better ways to identify concerns and create opportunities for intervention and enrichment.

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

### ***Implementation Steps:***

#### *Professional Development*

##### **Description:**

Differentiated Professional Development will be used throughout the year to ensure teachers are being provided with specifically what they need to work toward their individual goal/goals related to student data showing growth as per the PVAAS system.

**Start Date:** 9/2/2014    **End Date:** 6/12/2015

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

**Supported Strategies:** None selected

### *Curriculum Review*

**Description:**

Collaborate with Curriculum Department and content teams to ensure a curriculum review is aligning core content from the elementary to secondary schools. Example: Curriculum Writing Process revised grades 6- 12; Ensure teachers understand the Curriculum Connector Tool and utilize it to help them enrich lessons and meet Student Learning Objectives (SLO).

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

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

**Supported Strategies:** None selected

**Goal #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.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Curricular Review cycles used.

PVAAS

Performance Tracker data

Specific Targets: The goal will be for teachers to consistently review student data to ensure that all students are being provided with the essential content in order to meet a year's worth of growth as measured by the PVAAS system.

***Strategies:***

***Implementation Steps:***

# Appendix: Professional Development Implementation Step Details

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**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

Start	End	Title	Description	Type	App.
9/2/2014	6/12/2015	Professional Development	Differentiated Professional Development will be used throughout the year to ensure teachers are being provided with specifically what they need to work toward their individual goal/goals related to student data showing growth as per the PVAAS system.	School Entity	Yes
		<b>Person Responsible</b> Building Principal, teachers, Curriculum and Instruction Department support.	<b>SH</b> 7.0 <b>S</b> 7 <b>EP</b> 89	<b>Provider</b> Parkland School District	

**Knowledge** Differentiated instruction, best practices, curricular alignment to PA Core Standards.

**Supportive Research** Collaboration between instructional leadership and teacher leaders ensures best practices are being implemented and used.

**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**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors  
 Paraprofessional  
 New Staff

**Grade Levels**

Middle (grades 6-8)

**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
- Journaling and reflecting

**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
- Classroom student assessment data

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Orefield MS in the Parkland 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 Orefield MS in the Parkland SD for the 2014-2015 school-year.

**Affirmed by Richard Sniscak on 8/28/2014**

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*Superintendent/Chief Administrator*

**Affirmed by Roberta Marcus on 8/28/2014**

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*Board President*

*No signature has been provided*

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*IU Executive Director*

Orefield MS  
Goal Projected Costs

<b>Goal #1: Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b>	
<b>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</b>	<b>\$3,000.00</b>
<b>Goal #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</b>	
<b>Minus Multipurpose Implementation Steps</b>	<b>\$0.00</b>
<b>Total Projected Cost</b>	<b>\$3,000.00</b>

<b>Goal #1:</b>	<b>Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b>	
<b>Goal #2:</b>	<b>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</b>	
<b>Strategies</b>	<b>Effective and Engaging Lessons.</b>	
Professional Development		\$0.00
Curriculum Review	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$3,000.00
	Goal #2 Total	\$3,000.00
<b>Goal #3:</b>	<b>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>	

