

Schnecksville Sch

School Level Plan

07/01/2014 - 06/30/2015

School Profile

Demographics

Schnecksville Sch

4260 Sand Spring Rd
Schnecksville, PA 18078
(610)351-5830

Federal Accountability Designation: Title I - Not Designated

Title I Status: Yes

Principal: Karen Dopera

Superintendent: Richard Sniscak

Planning Committee

Name	Role
Molly Cygan	Parent
Karen Dopera	Administrator
Michelle Geczi	Elementary School Teacher - Regular Education
Chad Groover	Elementary School Teacher - Special Education
Brandi McFarland	Ed Specialist - School Counselor
Kay Piston	Elementary School Teacher - Regular Education
Cathy Sweeney	Elementary School Teacher - Special Education
Sarah Weaber	Elementary School Teacher - Regular Education

Needs Assessment

School Accomplishments

Accomplishment #1:

91.9% Proficient and above in 4th grade math.

Accomplishment #2:

90.6% Proficient and above in 3rd grade math.

Accomplishment #3:

86.6% Proficient and above in 3rd grade reading. Second year for LEAD 21 for the staff.

Accomplishment #4:

Third grade Advanced group increasing over the 3-year trend in math and reading.

Accomplishment #5:

Fourth grade math Proficient & Advanced groups increasing over 3-year trend.

Accomplishment #6:

No students Below Basic in Writing. (Fifth grade only assessment)

Accomplishment #7:

Percentage of students in the basic and below basic categories in all grades and testing subjects is lower than the percentage of students in the proficient and advanced groups.

School Concerns

Concern #1:

Based on the 3 year trend, the percentage of students below Proficient in 4th and 5th grade on Reading, Math and Writing tests is increasing. RtII model needs to be better defined for staff by the beginning of school year with research based and appropriate interventions available for use during SWIM (I/E) time. This includes having sufficient and varied resources.

Concern #2:

Percentage of scores in the Proficient and Advanced categories on all tests is decreasing. Look at rigor of lessons to maintain growth for our high achieving students.

Concern #3:

Percentage of students in basic category based on the 3-year trend in 5th Grade Math and Reading is increasing. Identify students' areas of concern and differentiate lessons to meet the needs of all students.

Concern #4:

Expectations for students behavior, academics and attendance are not clearly established and maintained by all staff throughout the year. Communication of expectations needs to happen on a frequent basis during the school year.

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:

Based on the 3 year trend, the percentage of students below Proficient in 4th and 5th grade on Reading, Math and Writing tests is increasing. RtII model needs to be better defined for staff by the beginning of school year with research based and appropriate interventions available for use during SWIM (I/E) time. This includes having sufficient and varied resources.

Percentage of scores in the Proficient and Advanced categories on all tests is decreasing. Look at rigor of lessons to maintain growth for our high achieving students.

Percentage of students in basic category based on the 3-year trend in 5th Grade Math and Reading is increasing. Identify students' areas of concern and differentiate lessons to meet the needs of all students.

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:

Based on the 3 year trend, the percentage of students below Proficient in 4th and 5th grade on Reading, Math and Writing tests is increasing. RtII model needs to be better defined for staff by the beginning of school year with research based and appropriate interventions available for use during SWIM (I/E) time. This includes having sufficient and varied resources.

Percentage of scores in the Proficient and Advanced categories on all tests is decreasing. Look at rigor of lessons to maintain growth for our high achieving students.

Percentage of students in basic category based on the 3-year trend in 5th Grade Math and Reading is increasing. Identify students' areas of concern and differentiate lessons to meet the needs of all students.

Systemic Challenge #3 (*System #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Based on the 3 year trend, the percentage of students below Proficient in 4th and 5th grade on Reading, Math and Writing tests is increasing. RtII model needs to be better defined for staff by the beginning of school year with research based and appropriate interventions available for use during SWIM (I/E) time. This includes having sufficient and varied resources.

Percentage of scores in the Proficient and Advanced categories on all tests is decreasing. Look at rigor of lessons to maintain growth for our high achieving students.

Percentage of students in basic category based on the 3-year trend in 5th Grade Math and Reading is increasing. Identify students' areas of concern and differentiate lessons to meet the needs of all students.

Systemic Challenge #4 (*System #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Percentage of scores in the Proficient and Advanced categories on all tests is decreasing. Look at rigor of lessons to maintain growth for our high achieving students.

Systemic Challenge #5 (*System #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Expectations for students behavior, academics and attendance are not clearly established and maintained by all staff throughout the year. Communication of expectations needs to happen on a frequent basis during the school year.

School Level Plan

Action Plans

Goal #1: Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: LEAD 21, CBA, SRA, Go Math, Teacher Effectiveness, STAR

Specific Targets: Percentage of students who show a year's growth or more will increase.

Element of communication to parents at the beginning of new units explaining PA Core Standards being addressed.

PSD Standardized Progress Assessment

Teachers final evaluations will be satisfactory.

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

Website/Email

Description:

- Explanation of PA Core Standards alignment for each unit in Reading & Math sent to parents by grade level.

SAS Alignment: None selected

PA Core Aligned Progress Report

Description:

Beginning in September 2014, PSD will introduce an Elementary Progress Report based on PA Core Standards. Teachers will receive PD on completing a Standards Based Progress Report. Parents will receive communication about the new progress reports.

SAS Alignment: None selected

Teacher Effectiveness Support

Description:

Observation/ Walkthrough feedback, Professional Development opportunities, Focused Assistant Plan, Collaborative Grade Level Team Meetings.

Faculty Meetings provide professional development to staff on PA Core and SAS website.

Mentoring & professional development for new teachers and (STV) substitutes on classroom management & instruction.

SAS Alignment: None selected

Implementation Steps:

Common Assessments aligned to PA Core Standards

Description:

Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.

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

Program Area(s):

Supported Strategies: None selected

Core, Title, Learning Support & Grade Level Team Meetings

Description:

Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP)

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

Program Area(s):

Supported Strategies: None selected

Communication to Parents

Description:

Teachers will receive sample newsletter/email/website at beginnig of school year. Teachers will be expected to send communication to parents at least before each new unit.

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

Program Area(s): Professional Education

Supported Strategies: None selected

Standardized Progress Reports

Description: Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card.

Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.

Start Date: 4/16/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Teacher Effectiveness Support

Description:

- Walkthroughs will be completed by Administrator on a monthly basis.
- Observations will be completed following the Teacher Observation Cycle. All staff completes a differentiated supervision plan.
- Faculty will receive monthly PD on PA Core & SAS website.
- New teachers & STV will receive a mentor & receive additional 30 hours to complete.

Start Date: 1/15/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Go Math

Description:

Go Math will be implemented K-5 as the new math program. Teachers will receive PD on the program over the summer and it will continue through the school year.

Start Date: 6/24/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies:

- Teacher Effectiveness Support

Goal #2: 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: Lead 21, STAR, CBA, SRA, GO Math, Teacher Effectiveness,

Specific Targets: Percentage of students who show a year's growth or more will increase. Elements of communication to parents at the beginning of new units: explaining PA Core Standards being addressed. PSD Standardized Progress Assessment, Teacher's final evaluations will be satisfactory

Strategies:

PA Core Aligned Progress Report

Description:

Beginning in September 2014, PSD will introduce an Elementary Progress Report based on PA Core Standards. Teachers will receive PD on completing a Standards Based Progress Report. Parents will receive communication about the new progress reports.

SAS Alignment: None selected

Teacher Effectiveness Support

Description:

Observation/ Walkthrough feedback, Professional Development opportunities, Focused Assistant Plan, Collaborative Grade Level Team Meetings.

Faculty Meetings provide professional development to staff on PA Core and SAS website.

Mentoring & professional development for new teachers and (STV) substitutes on classroom management & instruction.

SAS Alignment: None selected

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:

Common Assessments aligned to PA Core Standards

Description: Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.

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

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- PA Core Aligned Progress Report

Standardized Progress Reports

Description: Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card.

Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.

Start Date: 4/16/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Core, Title, Learning Support & Grade Level Team Meetings

Description: Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP)

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Teacher Effectiveness Support

Communication to Parents

Description: Teachers will receive sample newsletter/email/website at beginning of school year. Teachers will be expected to send communication to parents at least before each new unit.

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

Program Area(s): Professional Education

Supported Strategies:

- Website/Email
- PA Core Aligned Progress Report

Teacher Effectiveness Support

Description:

- Walkthroughs will be completed by Administrator on a monthly basis.
- Observations will be completed following the Teacher Observation Cycle. All staff completes a differentiated supervision plan.
- Faculty will receive monthly PD on PA Core & SAS website.
- New teachers & STV will receive a mentor & receive additional 30 hours to complete.

Start Date: 1/15/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #3: 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: Walkthroughs, Teacher Effectiveness System, LEAD 21, Go Math, Standardized Progress Reports

Specific Targets: Student PSSA scores, PVAAS, Standardized Progress Reports

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

Teacher Effectiveness Support

Description:

Observation/ Walkthrough feedback, Professional Development opportunities, Focused Assistant Plan, Collaborative Grade Level Team Meetings.

Faculty Meetings provide professional development to staff on PA Core and SAS website.

Mentoring & professional development for new teachers and (STV) substitutes on classroom management & instruction.

SAS Alignment: None selected

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

RtII District Process

Description:

Use the RtII Process to identify, monitor and provide supports to students through tiers based on a student's individual needs.

SAS Alignment: None selected

Implementation Steps:

Common Assessments aligned to PA Core Standards

Description:

Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.

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

Program Area(s):

Supported Strategies: None selected

Core, Title, Learning Support & Grade Level Team Meetings

Description:

Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP)

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

Program Area(s):

Supported Strategies: None selected

Standardized Progress Reports

Description: Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card.

Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.

Start Date: 4/16/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Teacher Effectiveness Support

Description:

- Walkthroughs will be completed by Administrator on a monthly basis.
- Observations will be completed following the Teacher Observation Cycle. All staff completes a differentiated supervision plan.
- Faculty will receive monthly PD on PA Core & SAS website.
- New teachers & STV will receive a mentor & receive additional 30 hours to complete.

Start Date: 1/15/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Go Math

Description:

Go Math will be implemented K-5 as the new math program. Teachers will receive PD on the program over the summer and it will continue through the school year.

Start Date: 6/24/2014 **End Date:** 6/12/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Schnecksville Sch.

Assurance of Quality and Accountability

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

Affirmed by Richard Sniscak on 8/28/2014

Superintendent/Chief Administrator

Affirmed by Roberta Marcus on 8/28/2014

Board President

No signature has been provided

IU Executive Director

Schnecksville Sch
Goal Projected Costs

Goal #1: Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.	\$0.00
Goal #2: 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	\$0.00
Goal #3: 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	\$0.00
Minus Multipurpose Implementation Steps	\$0.00
Total Projected Cost	\$0.00

Goal #1: Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.
Strategies Common Assessment within Grade/Subject
Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Website/Email
PA Core Aligned Progress Report
Teacher Effectiveness Support

Common Assessments aligned to PA Core Standards		\$0.00
Core, Title, Learning Support & Grade Level Team Meetings		\$0.00
Communication to Parents		\$0.00
Standardized Progress Reports		\$0.00
Teacher Effectiveness Support		\$0.00
Go Math		\$0.00
	Goal #1 Total	\$0.00

Goal #2: 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.
Strategies Differentiating Instruction
PA Core Aligned Progress Report
Teacher Effectiveness Support

Common Assessments aligned to PA Core Standards		\$0.00
Core, Title, Learning Support & Grade Level Team Meetings		\$0.00
Communication to Parents		\$0.00
Standardized Progress Reports		\$0.00
Teacher Effectiveness Support		\$0.00
	Goal #2 Total	\$0.00

Goal #3: 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
Strategies Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Differentiating Instruction
Teacher Effectiveness Support
RtII District Process

Common Assessments aligned to PA Core Standards		\$0.00
Core, Title, Learning Support & Grade Level Team Meetings		\$0.00
Standardized Progress Reports		\$0.00
Teacher Effectiveness Support		\$0.00
Go Math		\$0.00
	Goal #3 Total	\$0.00

Schnecksville Sch Action Plans

Goal #1: Establish a system within the school that fully ensures consistent implementation of standards aligned curricula across all classrooms for all students.

Strategies
Common Assessment within Grade/Subject
Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Website/Email
PA Core Aligned Progress Report
Teacher Effectiveness Support

Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/12/2015	Common Assessments aligned to PA Core Standards	Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.	Teachers, Administrator, Core Team
9/2/2014	6/12/2015	Core, Title, Learning Support & Grade Level Team Meetings	Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP)	Administrator, Core Team, Reading Specialist, Teachers
9/2/2014	6/12/2015	Communication to Parents	Teachers will receive sample newsletter/email/website at beginning of school year. Teachers will be expected to send communication to parents at least before each new unit.	Administrator
4/16/2014	6/12/2015	Standardized Progress Reports	Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card. Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.	Curriculum & Instruction, Administrator, Teacher

Schnecksville Sch Action Plans

1/15/2014	6/12/2015	Teacher Effectiveness Support	<p>Walkthroughs will be completed by Administrator on a monthly basis.</p> <p>Observations will be completed following the Teacher Observation Cycle.&nbsp; All staff completes a differentiated supervision plan.</p> <p>Faculty will receive monthly PD on PA Core & SAS website.</p> <p>New teachers & STV will receive a mentor & receive additional&nbsp;30 hours to complete.</p>	Administrator
6/24/2014	6/12/2015	Go Math	Go Math will be implemented K-5 as the new math program. Teachers will receive PD on the program over the summer and it will continue through the school year.	Teachers, Curriculum & Instruction
Goal #2: 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. Strategies Differentiating Instruction PA Core Aligned Progress Report Teacher Effectiveness Support				
Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/12/2015	Common Assesments aligned to PA Core Standards	Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.	Teachers, Administrator, Core Team
9/2/2014	6/12/2015	Core, Title, Learning Support & Grade Level Team Meetings	Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP) 	Administrator, Core Team, Reading Specialist, Teachers

Schnecksville Sch Action Plans

9/2/2014	6/12/2015	Communication to Parents	Teachers will receive sample newsletter/email/website at beginnng of school year. Teachers will be expected to send communication to parents at least before each new unit.	Administrator
4/16/2014	6/12/2015	Standardized Progress Reports	Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card. Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.	Curriculum & Instruction, Administrator, Teacher
1/15/2014	6/12/2015	Teacher Effectiveness Support	Walkthroughs will be completed by Administrator on a monthly basis. Observations will be completed following the Teacher Observation Cycle. All staff completes a differentiated supervision plan. Faculty will receive monthly PD on PA Core & SAS website. New teachers & STV will receive a mentor & receive additional 30 hours to complete.	Administrator
Goal #3: 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 Strategies Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Differentiating Instruction Teacher Effectiveness Support Rtll District Process				
Start	End	Implementation Step Title	Description	Responsible
9/2/2014	6/12/2015	Common Assesments aligned to PA Core Standards	Use LEAD 21, STAR and Go Math common assessments to monitor student progress and growth on the standards.	Teachers, Administrator, Core Team

Schnecksville Sch Action Plans

9/2/2014	6/12/2015	Core, Title, Learning Support & Grade Level Team Meetings	Teams will meet at least once a month to go over current student data using LEAD 21, Go Math, STAR, SRA, PSSA, PVAAS data. Differentiated groups are created based on the student needs, (I/E, differentiated reader, Go Math, Title, DRP) 	Administrator, Core Team, Reading Specialist, Teachers
4/16/2014	6/12/2015	Standardized Progress Reports	Teachers will begin receiving PD in May 2014 and will continue over the summer on using a standards based report card. Parents will begin receiving communication about standards based report card in the 4th rating period of the 13-14 school year. Communication will continue to parents through Fall during parent forum, open house and conferences.	Curriculum & Instruction, Administrator, Teacher
1/15/2014	6/12/2015	Teacher Effectiveness Support	Walkthroughs will be completed by Administrator on a monthly basis. Observations will be completed following the Teacher Observation Cycle. All staff completes a differentiated supervision plan. Faculty will receive monthly PD on PA Core & SAS website. New teachers & STV will receive a mentor & receive additional 30 hours to complete.	Administrator
6/24/2014	6/12/2015	Go Math	Go Math will be implemented K-5 as the new math program. Teachers will receive PD on the program over the summer and it will continue through the school year.	Teachers, Curriculum & Instruction