

Meyersdale Area MS

**School Level Plan**

07/01/2014 - 06/30/2015

# School Profile

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## Demographics

### *Meyersdale Area MS*

1353 Shaw Mines Rd  
Meyersdale, PA 15552  
(814)634-1437

Federal Accountability Designation: NA

Title I Status: No

Principal: John Wiltrout

Superintendent: Tracey Karlie

## Planning Committee

Name	Role
Angie Benning	Parent
Angel Floyd	Middle School Teacher - Regular Education
Tracey Karlie	Administrator
Timothy Kretchman	Administrator
Wayne Miller	Secondary School Teacher - Regular Education

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The Meyersdale Middle School demonstrated both high growth and achievement on the 8th grade 2014 PSSA Writing exam.

### Accomplishment #2:

The Meyersdale Middle School demonstrated both high growth and achievement on the 8th grade Algebra I Keystone exam.

### Accomplishment #3:

When compared to 2013, the % of students scoring at the advanced level in 2014 increased in all subjects.

When utilizing the Emetric system it is clear that the number of Advanced students is significantly high in 6th grade math, 7th grade math, and 8th grade math and reading.

### Accomplishment #4:

The Meyersdale Middle School PSSA reading scores increased by 6 points in 2014 when compared to 2013.

### Accomplishment #5:

The Attendance rate for the Meyersdale Middle School continues to be high at over 95% average daily attendance.

## School Concerns

### Concern #1:

A disproportional number of Economically Disadvantaged students compared to non-economically disadvantaged students (3:1) score at the below basic and basic range of the PSSA exams. This statement holds true especially in 6th grade reading and mathematics. This ratio reduces as the students move up in the grades.

### Concern #2:

Scores show a decrease from grade 5 to grade 6 then increase slowly through the middle school years. An average (across five years) of 10% improvement in math and 20% improvement in reading is cited.

**Concern #3:**

A 12% differential in scores between open-ended (constructed response) and multiple choice questions is noted.

**Concern #4:**

The school has earned low growth and achievement scores on the 8th grade Science PSSA.

**Concern #5:**

Reading and math scores have become largely stagnant at approximately 72% for math and 70% for reading.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

A disproportional number of Economically Disadvantaged students compared to non-economically disadvantaged students (3:1) score at the below basic and basic range of the PSSA exams. This statement holds true especially in 6th grade reading and mathematics. This ratio reduces as the students move up in the grades.

Scores show a decrease from grade 5 to grade 6 then increase slowly through the middle school years. An average (across five years) of 10% improvement in math and 20% improvement in reading is cited.

Reading and math scores have become largely stagnant at approximately 72% for math and 70% for reading.

**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:**

A disproportional number of Economically Disadvantaged students compared to non-economically disadvantaged students (3:1) score at the below basic and basic range of the PSSA exams. This statement holds true especially in 6th grade reading and mathematics. This ratio reduces as the students move up in the grades.

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Scores show a decrease from grade 5 to grade 6 then increase slowly through the middle school years. An average (across five years) of 10% improvement in math and 20% improvement in reading is cited.

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A 12% differential in scores between open-ended (constructed response) and multiple choice questions is noted.

**Systemic Challenge #3** (*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:**

Scores show a decrease from grade 5 to grade 6 then increase slowly through the middle school years. An average (across five years) of 10% improvement in math and 20% improvement in reading is cited.

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The school has earned low growth and achievement scores on the 8th grade Science PSSA.

**Systemic Challenge #4** (*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:**

Scores show a decrease from grade 5 to grade 6 then increase slowly through the middle school years. An average (across five years) of 10% improvement in math and 20% improvement in reading is cited.

**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.

# School Level Plan

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## Action Plans

**Goal #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.

### Indicators of Effectiveness:

Type: Annual

Data Source: Presence of clear written plan provided to faculty yearly.

Specific Targets: Improvement of 6th grade transition.

Type: Annual

Data Source: PSSA

Specific Targets: Improvement in achievement scores of 6th grade students.

Type: Annual

Data Source: PVAAS

Specific Targets: Improvement of growth scores for 6th grade students.

## Strategies:

### *Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf), and <http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

### *6th Grade Organization*

#### **Description:**

The District will develop and support a school-wide system to organize the daily activities and assignments of the sixth graders.

**SAS Alignment:** None selected

## **Implementation Steps:**

### *Development of Homework/Classwork Tracking System*

**Description:**

The District will develop a system that tracks an assignment from distribution through finalization to ensure the completion of assignments.

**Start Date:** 10/1/2014    **End Date:** 10/1/2014

**Program Area(s):** Student Services

**Supported Strategies:**

- 6th Grade Organization

### *Professional Development for Building Leadership*

**Description:**

Participate in Building Leadership training.

**Start Date:** 9/1/2015    **End Date:** 9/1/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

### *Getting Results Planning*

**Description:**

District will facilitate the School Improvement planning process by reviewing the Getting Results packet with a team from each building. This team will then complete the "Getting Results" (or equivalent) planning tool to generate a specific plan for each building.

**Start Date:** 8/1/2015    **End Date:** 8/1/2020

**Program Area(s):** Professional Education



**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: Annual

Data Source: PVAAS

Specific Targets: Individual and subgroup growth scores will indicate improvement and differentiation.

**Strategies:**

*Curriculum Mapping*

**Description:** 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)

**SAS Alignment:** Standards, Materials & Resources

*Teacher Evaluation and Improvement System*

**Description:**

Through the refinement of the District's teacher evaluation system administration will be able to support the following:

1. Identify and provide professional development on specific instructional practices known to be effective.

2. Evaluate the implementation of effective instructional strategies.
3. Provide additional improvement strategies to faculty found to be ineffective at delivering targeted instructional strategies.

**SAS Alignment:** Instruction

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

#### *Mastery Skill Development*

**Description:**

Each course will include a list of essential skills that must be mastered . These skills will highlight for parents and students the main outcomes of each course. Additionally, mastery skills will provide focus for curricular modifications involving students with IEP's.

**Start Date:** 10/1/2014    **End Date:** 9/1/2015

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

#### *Teacher Evaluation and Improvement System Professional Development*

**Description:**

Through the refinement of the District's teacher evaluation system administration will be able to support the following:

1. Identify and provide professional development on specific instructional practices known to be effective.
2. Evaluate the implementation of effective instructional strategies.
3. Provide additional improvement strategies to faculty found to be ineffective at delivering targeted instructional strategies.

**Start Date:** 10/1/2014    **End Date:** 10/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Teacher Evaluation and Improvement System

**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: Completed curriculum

Specific Targets: A complete curriculum that is available to the faculty.

Type: Annual

Data Source: PSSA

Specific Targets: Improvement in achievement levels as well as consistent achievement across curricular areas will be recorded.

**Strategies:***Curriculum Mapping*

**Description:** 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)

**SAS Alignment:** Standards, Materials & Resources

### *Hands-On Inquiry Science Program*

**Description:**

As outlined at <http://www.assetinc.org/our-programs/i3-program.aspx> and as we have experienced in the Meyersdale Elementary program, Hands-On Inquiry science works. The completion of this plan up to 8th grade will yield results similar to those experienced in the elementary school.

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

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

#### *Science Unit Implementation/Training Plan*

**Description:**

Yearly an additional science unit will be added in the middle school program. This includes complete training for the faculty who will be teaching the units.

**Start Date:** 10/1/2014    **End Date:** 10/1/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping
- Hands-On Inquiry Science Program

### *MASD Curriculum Mapping Process*

**Description:**

The MASD Curriculum Process includes:

1. Selection of Standards and Eligible Content to be covered in a course.
2. Development of Objectives aligned and leveled to match or exceed Standards.
3. Development of articulation between courses.
4. Development of Mastery Tasks and Assessments to document student skill development.

5. Development of enrichment and acceleration options for all students.

**Start Date:** 10/1/2014    **End Date:** 10/1/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** #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.

Start	End	Title	Description					Type	App.
8/1/2015	8/1/2020	Getting Results Planning	District will facilitate the School Improvement planning process by reviewing the Getting Results packet with a team from each building. This team will then complete the "Getting Results" (or equivalent) planning tool to generate a specific plan for each building.					School Entity	No
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>			
		Director of Curriculum and Building Principals	2.0	5	85	Meyersdale Area School District			

**Knowledge** Faculty will be able to implement the procedures outlined in the annual building level plan.

**Supportive Research** Development of a school-wide plan is proven to bring success as this process encourages buy-in and ensures implementation.

**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.

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.

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation

**Participant Roles**

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Classroom teachers  
 Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex  
 School counselors  
 Paraprofessional  
 New Staff

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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**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: Curriculum Mapping**  
**Strategy #2: Hands-On Inquiry Science Program**

Start	End	Title	Description	Provider	Type	App.
10/1/2014	10/1/2017	Science Unit Implementation/Training Plan	Yearly an additional science unit will be added in the middle school program. This includes complete training for the faculty who will be teaching the units.	Assett Inc	Non-profit Organization	Yes

**Knowledge** Faculty will develop the comprehensive ability to implement units of instruction.



**Supportive Research**

<http://www.assetinc.org/our-programs/i3-program.aspx>

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Middle (grades 6-8)
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussion</li> <li>Lesson modeling with mentoring</li> <li>Journaling and reflecting</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Classroom student assessment data</li> </ul>



# Assurance of Quality and Accountability

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

*No signature has been provided*

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*Superintendent/Chief Administrator*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*