

Meyersdale Area El Sch

**School Level Plan**

07/01/2014 - 06/30/2015

# School Profile

---

## Demographics

### *Meyersdale Area El Sch*

1345 Shaw Mines Rd  
Meyersdale, PA 15552  
(814)634-8313

Federal Accountability Designation: Title I - Not Designated

Title I Status: Yes

Principal: Jackie Baer

Superintendent: Tracey Karlie

## Planning Committee

Name	Role
Jackie Baer	Administrator
Diane Caton	Elementary School Teacher - Regular Education
Pat Haglund	Elementary School Teacher - Special Education
Devin Pritts	Elementary School Teacher - Regular Education

# Needs Assessment

---

## School Accomplishments

### Accomplishment #1:

Meyersdale Elementary School student attendance rate continues to increase yearly, with 2013-2014 school year attendance rate at 95.07%.

### Accomplishment #2:

Meyersdale Elementary School recognizes the high number of grade 4 students scoring proficient or advanced (93%) on the PSSA science measure.

### Accomplishment #3:

Meyersdale Elementary School recognizes the high number of grades 4-5 students scoring advanced (44.6% 4th grade, 46.5% 5th grade) on the PSSA math measure.

### Accomplishment #4:

Meyersdale Elementary School utilizes data driven instruction to meet individual student learning needs, specially DIBELS data at the primary grade levels. Beginning benchmark data for the 2014-2015 school year is as follows: Intensive 25%, Strategic 22%, Benchmark 53%.

## School Concerns

### Concern #1:

Meyersdale Elementary School recognizes a disproportionate ratio (3:1) in both math and reading of economically disadvantaged students to general education students who are basic or below basic on PSSA measures.

### Concern #2:

Meyersdale Elementary School recognizes the need to increase student achievement in writing, based upon 2014 PSSA 5th grade writing scores of 46.5 % basic and below basic.

### Concern #3:

Meyersdale Elementary School recognizes the need to continue to demonstrate achievement and growth in the area of reading at all levels.

### Concern #4:

---

Meyersdale Elementary School recognizes the need to increase IEP student achievement and growth in reading/language (2014 29% proficient/advanced) and math (2014 38% proficient/advanced).

## 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:

Meyersdale Elementary School recognizes a disproportionate ratio (3:1) in both math and reading of economically disadvantaged students to general education students who are basic or below basic on PSSA measures.

---

Meyersdale Elementary School recognizes the need to increase student achievement in writing, based upon 2014 PSSA 5th grade writing scores of 46.5 % basic and below basic.

---

Meyersdale Elementary School recognizes the need to continue to demonstrate achievement and growth in the area of reading at all levels.

---

Meyersdale Elementary School recognizes the need to increase IEP student achievement and growth in reading/language (2014 29% proficient/advanced) and math (2014 38% proficient/advanced).

**Systemic Challenge #2** (*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:

Meyersdale Elementary School recognizes a disproportionate ratio (3:1) in both math and reading of economically disadvantaged students to general education students who are basic or below basic on PSSA measures.

---

Meyersdale Elementary School recognizes the need to increase student achievement in writing, based upon 2014 PSSA 5th grade writing scores of 46.5 % basic and below basic.

---

Meyersdale Elementary School recognizes the need to increase IEP student achievement and growth in reading/language (2014 29% proficient/advanced) and math (2014 38% proficient/advanced).

**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:**

Meyersdale Elementary School recognizes the need to increase student achievement in writing, based upon 2014 PSSA 5th grade writing scores of 46.5 % basic and below basic.

---

Meyersdale Elementary School recognizes the need to continue to demonstrate achievement and growth in the area of reading at all levels.

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

Meyersdale Elementary School recognizes the need to increase student achievement in writing, based upon 2014 PSSA 5th grade writing scores of 46.5 % basic and below basic.

# School Level Plan

---

## Action Plans

**Goal #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

### Indicators of Effectiveness:

Type: Interim

Data Source: benchmark data - DIBELS, CDT

Specific Targets: increase in student achievement and growth

Type: Annual

Data Source: yearly assessment results

Specific Targets: increased achievement and growth demonstrated on Stanford and PSSA measures

Type: Interim

Data Source: classroom walk through observation, formal observation,

Specific Targets: observation of instructional strategies being implemented

### Strategies:

#### *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:*

## *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 targetted instructional strategies.

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

**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 a standards aligned curriculum framework across all classrooms for all students.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Stanford scores

Specific Targets: increase in achievement and growth

### ***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

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

#### ***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:** None selected



# Appendix: Professional Development Implementation Step Details

---

*No Professional Development Implementation Steps have been identified for Meyersdale Area El Sch.*

# Assurance of Quality and Accountability

---

We, the undersigned, hereby certify that the school level plan for Meyersdale Area El Sch in the Meyersdale Area 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 Meyersdale Area El Sch in the Meyersdale Area 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*