

Forest City Regional El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Forest City Regional El Sch

100 Susquehanna Street
Forest City, PA 18421
(570)785-2410

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Brian Kelly
Superintendent: Jessica Aquilina

Stakeholder Involvement

Name	Role
Leeta Dennebaum	Administrator : Schoolwide Plan
Christina Albright	Board Member : Schoolwide Plan
Brian Kelly	Building Principal : Schoolwide Plan
Joy Zazzera	Business Representative : Schoolwide Plan
Bernice Lukus	Community Representative : Schoolwide Plan
Susie Wagner	Ed Specialist - Other : Schoolwide Plan
Denise Bolcavage	Elementary School Teacher - Regular Education : Schoolwide Plan
Bobbi Jo Goben	Elementary School Teacher - Regular Education : Schoolwide Plan
Heather Monahan	Elementary School Teacher - Regular Education : Schoolwide Plan
Krista Tully	Elementary School Teacher - Regular Education : Schoolwide Plan
Dorothy Turano	Elementary School Teacher - Regular Education : Schoolwide Plan
Danielle O'Neill	Parent : Schoolwide Plan

Federal Programs

School Improvement

*All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.***Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Forest City Regional School District provided support to the elementary school comprehensive planning team by coordinating meetings, data collection, and supporting the overall process for compiling the plan.

Provider	Meeting Date	Type of Assistance
Forest City Regional School District	8/4/2016	Comprehensive Planning Meeting
Forest City Regional School District	8/18/2016	Comprehensive Planning Meeting
Forest City Regional School District	6/5/2017	Comprehensive Planning Support
Forest City Regional School District	6/12/2017	Comprehensive Planning Support
Forest City Regional School District	10/31/2016	Comprehensive Planning Survey

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers have been included in data meetings, grade level meetings, MTSS/RTII, and child study meetings that focus on analysis of student assessment performance. Data from DIBELS, Everyday Math, Classroom Diagnostic Tools and IRLA are used to identify struggling students and to create intervention plans for these students. Teachers will be provided with behavioral data to help make decisions and assess progress.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Consolidation of Funds

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title 1	\$233175.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Test participation was greater than 98% for math, science and ELA PSSA as indicated on the School Performance Profile.

Accomplishment #2:

Our school met the goal for closing the achievement gap in math and ELA as indicated on the 2016 School Performance Profile.

Accomplishment #3:

Our school met the goal for closing the achievement gap in math for historically underperforming students as indicated on the School Performance Profile.

Accomplishment #4:

Our school met or exceeded the state average in Math, ELA and Science on the 2016 PSSA.

Accomplishment #5:

The percentage of Below Basic students on ELA PSSA is drastically lower than the state average.

Accomplishment #6:

There is evidence that Fifth Grade significantly exceeded the growth standard in Mathematics in 2016.

School Concerns

Concern #1:

While our school met the state average for Mathematics performance, approximately 50% of our students are scoring proficient or advanced on the 2016 PSSA.

Concern #2:

There is evidence that our school did not meet the PA growth standard in ELA and Math for 2016.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #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:

While our school met the state average for Mathematics performance, approximately 50% of our students are scoring proficient or advanced on the 2016 PSSA.

There is evidence that our school did not meet the PA growth standard in ELA and Math for 2016.

Systemic Challenge #2 (*Guiding Question #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

Systemic Challenge #3 (*Guiding Question #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

Systemic Challenge #4 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

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

School Level Plan

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: Interim

Data Source: Qualitative feedback

Attendance at Back to School night and monthly parent nights.

Parent survey

Specific Targets: Increased attendance at Back to School and monthly parent nights.

Strategies:

Increase Parent Communication and Involvement

Description:

Back to School Night will be re-structured to allow for increased communication between the school and families. Information regarding instructional programs, PBIS program and classroom protocols and procedures will be discussed and shared. Future parent nights focused around further understanding academic programs and data will be communicated to encourage consistent family involvement and engagement. Communication through blackboard connect and Remind will continue to be utilized as a means of communicating with parents/families. Parent information and preferred method of communication will be updated to increase the means of communication between teachers and parents/families.

SAS Alignment: Safe and Supportive Schools

Professional Development on Using & Accessing Data to Drive Instructional Decision Making

Description:

Professional development will be given to teachers around the data tools (CDT, DIBELS, IRLA, Everyday Math, AimsWeb, SWIS) that they are currently using. This

professional development will focus on learning what data is reported and how this data can be used to inform and drive instructional decision making.

SAS Alignment: Assessment, Instruction

Development of Mentoring Program

Description:

Currently, all newly hired staff participate in the NEIU19 teaching induction program. We will develop a mentoring program for all new hires at Forest City Regional. This mentoring program will decrease stress of a new position and increase awareness of district policies and procedures. The mentoring program will promote a collaborative culture, and promote cohesive implementation of existing policies, procedures, and curriculum. In order to develop a mentoring program, we will survey staff to determine what they deem to be high priority, important components of the new mentoring program.

SAS Alignment: None selected

Curriculum Revision and Refinement

Description:

Teachers will routinely meet to collaboratively plan, revise and refine current and new curriculum including assessments, instructional practices and materials/resources.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Increase Parent Communication and Involvement

Description:

The updating of parent contacts and preferred means of communication will be done through beginning of the year forms. Quarterly reviews of parent information will be done to keep contact information current and accurate.

Start Date: 9/5/2017 **End Date:** 6/15/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies: None selected

Increase Parent Communication and Involvement

Description:

Professional Development on web-based version of the student information system with a focus on accessing student/family contact information, medical/health-related issues, IEP or 504 information, attendance, report card features and other features to enhance communication.

Start Date: 8/29/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies: None selected

Increase Parent Communication and Involvement

Description:

Various parent involvement activities will be implemented in the 2017-2018 school year to increase awareness of classroom protocols, policies, curriculum and new behavior program.

Start Date: 8/29/2017 **End Date:** 6/15/2018

Program Area(s): Student Services

Supported Strategies: None selected

Professional Development on Using & Accessing Data to Drive Instructional Decision Making

Description:

Professional Development/Training will be provided on the following data systems: DIBELS, Everyday Math, IRLA, CDT's, AimsWeb and SWIS. Data results will be used to make instructional decisions aligned with the MTSS framework. Additional supports and interventions, beyond classroom interventions, will be given to struggling students by Mrs. Lesjack and Ms. Wagner.

Start Date: 8/29/2017 **End Date:** 6/15/2018

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

Supported Strategies: None selected

Development of Mentoring Program

Description:

A detailed mentoring program will be developed to help acquaint new teachers to the school district. Specific guidelines and tasks will be developed and outlined in a mentoring handbook. This will guide the roles and responsibility of the mentor and provide a framework for the mentor-inductee meetings throughout the school year.

Start Date: 8/29/2017 **End Date:** 6/15/2018

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

Supported Strategies: None selected

Curriculum Revision and Refinement

Description:

Monthly meetings will occur where teachers collaboratively plan, revise and refine current and new curriculum including assessments, instructional practices and materials/resources. Supplemental materials will be researched to ensure that an ample amount of interventions and differentiated resources are available for all students. Mrs. Dennebaum will support and coordinate the implementation and revision of curriculum.

Start Date: 8/29/2017 **End Date:** 6/15/2018

Program Area(s): Professional Education, Student Services, Educational Technology

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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			
8/29/2017	6/15/2018	Increase Parent Communication and Involvement			Professional Development on web-based version of the student information system with a focus on accessing student/family contact information, medical/health-related issues, IEP or 504 information, attendance, report card features and other features to enhance communication.			
	Person Responsible Mr. Kelly	SH 2	S 5	EP 30	Provider Forest City Regional School District	Type School Entity	App. No	

Knowledge Teachers and staff will gain knowledge on accessing student information system for effective communication and awareness of students' needs.

Supportive Research Coordinated system of communication throughout the school for consistent methods of communication.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

School Whole Group Presentation

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
New Staff
Other educational specialists

Grade Levels

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

Follow-up Activities

Utilization of the student information system by all staff.

Evaluation Methods

Participant survey

LEA Goals Addressed:

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					
8/29/2017	6/15/2018	Professional Development on Using & Accessing Data to Drive Instructional Decision Making	Professional Development/Training will be provided on the following data systems: DIBELS, Everyday Math, IRLA, CDT's, AimsWeb and SWIS. Data results will be used to make instructional decisions aligned with the MTSS framework. Additional supports and interventions, beyond classroom interventions, will be given to struggling students by Mrs. Lesjack and Ms. Wagner.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Mr. Kelly, Mrs. Dennebaum, and Mrs. Lesjack, Ms. Wagner	2.0	6	30	Forest City Regional School District	School Entity	No

Knowledge

Teachers and staff will gain knowledge on utilizing the data management site and extracting student data necessary to make instructional decisions. Teachers will learn and gather consistent reports that can be shared with parents.

Supportive Research

Teachers will utilize student data to make instructional decisions and drive instructional practices.

Designed to Accomplish

For classroom teachers, school counselors and education 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

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

- roles:
- 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	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

LEA Goals Addressed: 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	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2017	6/15/2018	Curriculum Revision and Refinement	Monthly meetings will occur where teachers collaboratively plan, revise and refine current and new curriculum including assessments, instructional practices and materials/resources. Supplemental materials will be researched to ensure that an ample amount of interventions and differentiated resources are available for all students. Mrs. Dennebaum will support and coordinate the implementation and revision of curriculum.	Mr. Kelly and Mrs. Dennebaum	3.0	10	6	Forest City Regional School District	School Entity	No

Knowledge Teachers will gain knowledge by collaboratively working with their grade level colleagues to refine curriculum, instruction and assessment.

Supportive Research Teachers planning collaboratively to meet the needs of all students.

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.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Professional Learning Communities

Training Format

Participant Roles	Classroom teachers Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) 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 Peer-to-peer lesson discussion	Evaluation Methods	Classroom student assessment data Review of participant lesson plans

