Benjamin Chambers El Sch

School Level Plan

06/30/2014 - 07/01/2017
School Profile

Demographics

_Benjamin Chambers El Sch_
481 North Franklin St
Chambersburg, PA 17201
(717)261-3442

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Shawn Kimple
Superintendent: Joseph Padasak

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Paige Ackerman</td>
<td>Instructional Coach/Mentor Librarian</td>
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<td>Laci Becker</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Title 1 Supervisor</td>
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<td>Tia Mulewich</td>
<td>Ed Specialist - School Counselor</td>
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<td>Amber Myers</td>
<td>Math Coach</td>
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<tr>
<td>Ryan StClair</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Lori Stollar</td>
<td>Intermediate Unit Staff Member</td>
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<td>Sue Washabaugh</td>
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Assurances

Title I Schools

**Title I Priority or Focus Schools**

*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**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
- **Curriculum, Instruction and Assessment Aligned with Standards**
- **Frequent Monitoring of Teaching and Learning**
- **Focused Professional Development**
- **Supportive Learning Environment**
- **High Levels of Community and Parent Involvement**

**Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

- Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

- Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

- Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

- Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

- Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional and health needs.

- Provide ongoing mechanisms for family and community engagement

**Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

**Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap.
• **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

• **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school’s plan to improve student achievement.

**Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District’s annual report
- District report card
- Yearly letter to parents
- Family Night / Open House / Back to School Night / Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Parent-Teacher Conferences

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program for the first time.

*No file has been uploaded.*
Needs Assessment

School Accomplishments

Accomplishment #1:
All student group made the 95% participation rate

Accomplishment #2:
All student group made the 95% attendance goal

Accomplishment #3:
Students demonstrated growth across all content.

Math - Gr. 3-5 - Evidence that school met standard for PA academic growth. SPP score 70

Reading - Gr. 3-5 - Moderate evidence that school exceeded standard PA for academic growth. SPP score 82

Science - Gr. 4 - Evidence that school met standard for PA academic growth. SPP score 75

Writing - Gr. 5 - Evidence that school met standard for PA academic growth. SPP score 79

School Concerns

Concern #1:
SPP score of 18.89/40 earned for student proficiency rate.

Concern #2:
3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.

4th gr. PSSA Reading, 54.4% of students scored basic/below basic.

5th gr. PSSA Reading, 56.7% of students scored basic/below basic.
Concern #3:
3rd gr. PSSA Math, 57.2% of students scored basic/below basic.
4th gr. PSSA Math, 55.7% of students scored basic/below basic.
5th gr. PSSA Math, 59.8% of students scored basic/below basic.

Prioritized Systemic Challenges

Systemic Challenge #1 (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:

SPP score of 18.89/40 earned for student proficiency rate.

3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
4th gr. PSSA Reading, 54.4% of students scored basic/below basic.
5th gr. PSSA Reading, 56.7% of students scored basic/below basic.

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:**

SPP score of 18.89/40 earned for student proficiency rate.

3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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**Systemic Challenge #3 (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.

**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:**

SPP score of 18.89/40 earned for student proficiency rate.

3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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**Systemic Challenge #5 (System #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.

**Aligned Concerns:**
SPP score of 18.89/40 earned for student proficiency rate.

**Systemic Challenge #6 (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

Action Plans

**Goal #1:** 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

**Indicators of Effectiveness:**
- **Type:** Interim
- **Data Source:** Pre and post assessment, DRA, Measures of Academic Progress Diagnostic Assessment
- **Specific Targets:** Increase percentage( positive growth in each of the three years based on the previous yr.) of students scoring proficient/advanced in ELA, Math, Science, and Writing. Meet proficiency targets set for PA identified Focus schools.

**Strategies:**

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*


**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

*Implement a school-wide Diagnostic Assessment to monitor student’s academic development in ELA and Math. Staff will be trained in the administration and data interpretation of the Measures of Academic Progress assessment for grades K-5.*

**Description:**

Meeting Agendas, sign-in sheets

**Start Date:** 8/27/2014    **End Date:** 6/12/2017

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

**Supported Strategies:** None selected
Small Interventions groups will be provided for students based on Diagnostics Data. The diagnostic data provides specific goals for flexible small group instruction within the grade level.

**Description:**

Principal/Supervisor observations. Walk through data meetings, lesson plans, PLCs, core team meetings.

**Start Date:** 8/27/2014    **End Date:** 6/12/2017

**Program Area(s):** Special Education, Student Services

**Supported Strategies:** None selected

Tier 2 & 3 students identified through monthly data meetings and teacher recommendations will be placed in appropriate researched based interventions.

**Description:**

Data meetings, lesson plans, walk through, and progress monitoring.

**Start Date:** 8/27/2014    **End Date:** 6/12/2017

**Program Area(s):** Special Education, Student Services

**Supported Strategies:** None selected

Student performance on assessments will be tracked using graphs, spread sheets indicating student performance over time. Data will be reviewed during Core Team Meetings. Data will be reviewed weekly by grade level teams to determine instructional needs.

**Description:**

Data from Spread Sheets and Graphs

**Start Date:** 8/27/2014    **End Date:** 6/12/2017

**Program Area(s):** Special Education
Supported Strategies: None selected

*Implement procedures during instruction that make students aware of the task and purpose of learning.*

Description:

Lesson Essential Questions are in all lesson plans and posted in the room. Lesson Essential Questions will be verbalized throughout the lesson, (i.e. beginning, middle, and end.) The LEQ will be posted and or stated in a way that is developmentally appropriate. Students will be interviewed during walk-throughs and instructional rounds and will be able to verbalize the lesson’s task and purpose.

Start Date: 8/21/2014   End Date: 6/12/2017

Program Area(s):

Supported Strategies: None selected

*Progress monitoring Tier 1 (x3 a year) Tier 2 (monthly)*

Description:

Data collection from progress monitoring

Start Date: 8/27/2014   End Date: 6/12/2017

Program Area(s): Special Education, Student Services

Supported Strategies: None selected

*Progress Monitoring Tier 3 Students*

Description:

Progress Monitoring Data twice monthly

Start Date: 8/27/2014   End Date: 6/12/2017

Program Area(s): Special Education, Student Services

Supported Strategies: None selected
Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Benjamin Chambers El Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Benjamin Chambers El Sch in the Chambersburg 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 Benjamin Chambers El Sch in the Chambersburg Area SD for the 2014-2017 school-year.

Affirmed by Joseph Padasak on 4/8/2014
Superintendent of Schools

Affirmed by kim amsley-camp on 4/11/2014
Board President
Agreement of School Improvement Plan Quality

We, the undersigned, having worked collaboratively to design a School Improvement Plan that includes Action Plans focused upon addressing causes of identified deficiencies, attest that said Action Plans have a strong likelihood of fulfilling the Action Plan Goals by affixing our signatures to this document:

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
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<td>Paige Ackerman</td>
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<td>Pj Acem</td>
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<tr>
<td>Evan St.Clair</td>
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