Benjamin Chambers El Sch

School Level Plan

07/01/2014 - 06/30/2017
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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<tr>
<td>Laci Becker</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Erin Bennani</td>
<td>Community Representative</td>
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<tr>
<td>Nicolina Chlebowsk</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Tamara Costolo</td>
<td>Elementary School Teacher - Special Education</td>
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<tr>
<td>Alice Elia</td>
<td>Parent</td>
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<tr>
<td>Amy Grant</td>
<td>Title 1 Intervention Specialist</td>
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<tr>
<td>Sue Kanigsberg</td>
<td>Intermediate Unit Staff Member</td>
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<tr>
<td>Shawn Kimple</td>
<td>Administrator</td>
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<tr>
<td>Ruth Kreitz</td>
<td>Title 1 Intervention Specialist</td>
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<tr>
<td>Dionne Martin</td>
<td>Title 1 Supervisor</td>
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<td>Amber Myers</td>
<td>Math Coach</td>
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<td>Angela Pollock</td>
<td>Administrator</td>
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<tr>
<td>Ryan StClair</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Dara Taylor</td>
<td>Business Representative</td>
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<tr>
<td>Sue Washabaugh</td>
<td>Title 1 Intervention Specialist</td>
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<tr>
<td>Yvonne Wentz</td>
<td>Instructional Coach/Mentor Librarian</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
- PTA/PTO website
- District web page
- Board meeting presentations
- Yearly letter to parents
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings

**Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

**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.

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School Accomplishments

Accomplishment #1:
Students demonstrated growth across all content for 12-13 school year.

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

2013-14 Data

Math - Significant evidence that the school exceeded the standard for PA Academic Growth

Reading - Evidence that the school met the standard for PA Academic Growth

Science - Evidence that the school met the standard for PA Academic Growth

Writing - Significant evidence that the school exceeded the standard for PA Academic Growth

2013-14:

SPP=69.2 (+5)

Math Adv. - 13.66 to 20.83

Rdg. Adv. - 10.57 to 12.56

Sci. Adv. - 20.48 to 27.63
**Accomplishment #2:**
Reading: Percent of students meeting or exceeding projected MOY growth (*w/standard deviation +/− 3)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2014-15</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>82%</td>
<td>68%</td>
</tr>
<tr>
<td>1st</td>
<td>64%</td>
<td>45%</td>
</tr>
<tr>
<td>2nd</td>
<td>77%</td>
<td>64%</td>
</tr>
<tr>
<td>3rd</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>4th</td>
<td>89%</td>
<td>60%</td>
</tr>
<tr>
<td>5th</td>
<td>93%</td>
<td>76%</td>
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</table>

Math: Percent of students meeting or exceeding projected MOY growth (*w/standard deviation +/− 3)

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</thead>
<tbody>
<tr>
<td>K</td>
<td>82%</td>
<td>71%</td>
</tr>
<tr>
<td>1st</td>
<td>80%</td>
<td>62%</td>
</tr>
<tr>
<td>2nd</td>
<td>78%</td>
<td>72%</td>
</tr>
<tr>
<td>3rd</td>
<td>82%</td>
<td>74%</td>
</tr>
<tr>
<td>4th</td>
<td>83%</td>
<td>69%</td>
</tr>
</tbody>
</table>

**Accomplishment #3:**
All student group made the 95% participation rate for 2012-13 and 2013-14 sch. years.
Accomplishment #4:
All student group made the 95% attendance goal for the 12-13 and 13-14 school years.

School Concerns

Concern #1:
Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2nd grade did not demonstrate an equal level of growth to their comparison group.

Concern #2:
Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their comparison group.

Concern #3:
2013-14 EOY DRA 1st grade data indicated 50% were below grade level reading.

Concern #4:
2013-14 4th gr. reading PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

Concern #5:
2012/13 SPP score of 18.89/40 earned for student proficiency rate.

2013-2014 - SPP score of 19.81/40 earned for student proficiency rate.

Concern #6:
2012-2013

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.

2013-2014

3rd gr. PSSA Reading, 55.81% of students scored basic/below basic.
4th gr. PSSA Reading, 58.14% of students scored basic/below basic.

5th gr. PSSA Reading, 59.90% of students scored basic/below basic.

**Concern #7:**
2012-2013

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.

2013-2014

3rd gr. PSSA Math, 44.2% of students scored basic/below basic.

4th gr. PSSA Math, 46.7% of students scored basic/below basic.

5th gr. PSSA Math, 65.4% of students scored basic/below basic.

**Concern #8:**
2013-14 4th gr. Science PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

**Prioritized Systemic Challenges**

**Systemic Challenge #1 (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

**Aligned Concerns:**

2012/13 SPP score of 18.89/40 earned for student proficiency rate.

2013-2014 - SPP score of 19.81/40 earned for student proficiency rate.
2012-2013
3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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2013-14 EOY DRA 1st grade data indicated 50% were below grade level reading.

2013-14 4th gr. reading PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

2013-14 4th gr. Science PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their compaison group.
Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2nd grade did not demonstrate an equal level of growth to their comparison group.

**Systemic Challenge #2 (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.

**Aligned Concerns:**

2012/13 SPP score of 18.89/40 earned for student proficiency rate.

2013-2014 - SPP score of 19.81/40 earned for student proficiency rate.

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2012-2013

3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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2012-1013

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.

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3rd gr. PSSA Math, 44.2% of students scored basic/below basic.
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2013-14 EOY DRA 1st grade data indicated 50% were below grade level reading.

2013-14 4th gr. reading PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

2013-14 4th gr. Science PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their compaison group.

Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2rd grade did not demonstrate an equal level of growth to their compaison group.

**Systemic Challenge #3 (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

**Aligned Concerns:**

2012/13 SPP score of 18.89/40 earned for student proficiency rate.

2013-2014 - SPP score of 19.81/40 earned for student proficiency rate.

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3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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2013-14 4th gr. Science PSSA results indicate moderate evidence that the group did not meet the Std. for PA Acad. Growth.

Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their comparison group.

Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2nd grade did not demonstrate an equal level of growth to their comparison group.

**Systemic Challenge #4 (Guiding Question #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:**
2012/13 SPP score of 18.89/40 earned for student proficiency rate.
2013-2014 - SPP score of 19.81/40 earned for student proficiency rate.

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3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their compaison group.

Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2rd grade did not demonstrate an equal level of growth to their compaison group.

**Systemic Challenge #5 (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:**

2012/13 SPP score of 18.89/40 earned for student proficiency rate.

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3rd gr. PSSA Reading, 54.6% of students scored basic/below basic.
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Math - According to NWEA our virtual comparison group data indicated that K and 1st grade did not demonstrate an equal level of growth to their comparison group.

Reading - According to NWEA our virtual comparison group data indicated that all grade levels except 2nd grade did not demonstrate an equal level of growth to their comparison group.

**Systemic Challenge #6 (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 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:** Measure of Academic Process (MAPS)
- **Specific Targets:** Measure of Academic Process (MAP) Students will meet or exceed middle of year and end of year individual student goals established by beginning of year baseline.

- **Type:** Interim
- **Data Source:** Assessment to measure reading accuracy, fluency and comprehension such as Developmental Reading Assessment or Informal Reading Inventory
- **Specific Targets:** Individual student, beginning of year, DRA data will be used to determine student needs to support 100% of our students growing one year as determined by end of year DRA data.

- **Type:** Interim
- **Data Source:** Success for All Snapshots and District Math Walkthrough form
- **Specific Targets:** The Snapshot will show at least 80% of teachers with evidence from the established building goal(s)

**Strategies:**

**Best Practices:** ELA and Math customized/individualized professional development.

**Description:**

Professional Development will be created based on the needs of the building. The teachers will receive this professional development though Success for All Foundation, District Math/Literacy Coaches a well as other viable resources.

**SAS Alignment:** None selected

**Implementation Steps:**
**Best Practices: Analyze Math and ELA data to find areas of concern**

**Description:**

The Team will analyze data and pinpoint areas in ELA and Math that will require professional development for the upcoming school year. Evidence - Core team meeting agenda and sign-in

**Start Date:** 3/2/2015  **End Date:** 4/8/2015

**Program Area(s):**

**Supported Strategies:**


**Best Practices: Secure Contracts**

**Description:**

Based on data review, we will secure contracts with Success for All Foundation and possibly other outside supports. Evidence - Signed contracts

**Start Date:** 3/3/2015  **End Date:** 8/11/2015

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

**Supported Strategies:**


**Best Practices: Select Dates for PD**

**Description:**

We will communicate with SFAF and district coaches to select and secure dates for implementation. Evidence - Email communications and contracts

**Start Date:** 4/1/2015  **End Date:** 8/27/2015
**Program Area(s):** Professional Education

**Supported Strategies:**


**Best Practices: Create agendas for visits**

**Description:**

The Reading and Math Supervisors along with district coaches, administrators, and trainers will collaborate throughout the school year to assess our needs and develop agenda accordingly. Evidence - agenda

**Start Date:** 5/1/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**


**Best Practices: Instructional Rounds/Peer Visits**

**Description:**

Instructional rounds/Peer visits will be conducted by building level teams. Evidence - reflection and meeting notes

**Start Date:** 8/10/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**


**Best Practices: Analyze Instructional Rounds Data/Peer Visits**

**Description:**
Instructional rounds team will meet to analyze data and trends to make informed decisions regarding professional development needs. Evidence - Reflection and meeting notes.

Start Date: 8/10/2015   End Date: 6/30/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:


**Best Practices: Teacher Reflection on Instructional Rounds/Peer Visits**

Description:

Teachers will reflect on the feedback from instructional rounds/Peer visits. Coaches and trainers will assist teachers in setting professional goals and provide support/training/coaching to meet these goals. Goals will be given to the Coaches. Meeting agenda and sign-in sheet

Start Date: 8/10/2015   End Date: 6/30/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:


**Best Practices: Ongoing Internal Professional Development based on instructional rounds, walk throughs, coach feedback etc...**

Description:

Schedule and hold faculty meetings, PLCs, etc. on best practices led by math and reading coaches, SFAF, etc. Evidence - Coach/teacher reflection and visit summary.

Start Date: 7/15/2015   End Date: 6/30/2016

Program Area(s): Professional Education

Supported Strategies:
• Best Practices: ELA and Math customized/individualized professional development.

**Best Practices: Ongoing reflection**

**Description:**
Teachers periodically meet with ELA and Math Coaches to assess progress and update or change goals/focus. Evidence - reflection notes

**Start Date:** 8/10/2015  **End Date:** 6/30/2016

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

**Supported Strategies:**

• Best Practices: ELA and Math customized/individualized professional development.

**Best Practices: Resources**

**Description:**
Resources will be purchased as needed throughout the school year to meet best practices. Evidence - purchase orders

**Start Date:** 7/15/2015  **End Date:** 6/30/2016

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

**Supported Strategies:**

• Best Practices: ELA and Math customized/individualized professional development.

**Best Practices: Professional Development (Coaches & Administration) based on findings from instructional rounds, walk throughs, coaches, etc...**

**Description:**
In addition to the staff receiving professional development, the Coaches and administration will also need their own professional development. Evidence - Agendas, sign-in sheets
Start Date: 4/30/2015    End Date: 6/3/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:


Goal #2: 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Measure of Academic Progress (MAP) - To see effectiveness of new Focus School Teacher (human resource), we will use MAP (fiscal resource).

Specific Targets: Increase in Measure of Academic Progress (MAP) scores - Students will meet or exceed middle of year and end of year individual student goals established by beginning of year baseline.

Strategies:

Focus School Teacher: Intensive Research-based Programs through new staff member

Description:

Professional development could be provided for programs such as Level Literacy Intervention, Guided Reading and Children’s Literacy Initiative practices. In addition, a master schedule will be created to allow for students to receive extra interventions. Students will be selected based on data, observation and teacher input. The Core Team will meet throughout the year to discuss growth and grouping of students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources
Implementation Steps:

Focus School teacher: Form interview committee along with questions

Description:

The interview committee will consist of administration, Coach, Title I Supervisor, Title I teacher(s) and teacher(s)

Start Date: 4/6/2015   End Date: 7/31/2015

Program Area(s):

Supported Strategies:

• Focus School Teacher: Intensive Research-based Programs through new staff member

Focus School teacher: Screen through applicants

Description:

Administration will screen through all applicants

Start Date: 4/6/2015   End Date: 6/30/2015

Program Area(s):

Supported Strategies:

• Focus School Teacher: Intensive Research-based Programs through new staff member

Focus School teacher: Interview and select applicant

Description:

The administration will select a candidates, and the interview team will conduct interviews.

Start Date: 5/4/2015   End Date: 7/31/2015
Focus School teacher: Schedule and hold team meeting to review schedule and select students

Description:
Focus School teacher: The Core Team will meet to select students.

Start Date: 5/25/2015    End Date: 8/31/2015

Focus School teacher: Schedule meeting to develop new teacher's schedule

Description:
Core Team will meet with the new teacher to develop the schedule.

Start Date: 5/25/2015    End Date: 8/24/2015

Focus School teacher: On-going reflection with new teacher
**Description:**

On-going reflection must be provided between the new teacher and the Core Team.

**Start Date:** 8/17/2015    **End Date:** 6/5/2017

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

**Supported Strategies:**

- Focus School Teacher: Intensive Research-based Programs through new staff member

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**Focus School Teacher: Program review**

**Description:**

A program review will be completed by the Team at the end of each school year to determine the effectiveness and changes needed for the following year.

**Start Date:** 6/2/2015    **End Date:** 6/2/2017

**Program Area(s):**

**Supported Strategies:**

- Focus School Teacher: Intensive Research-based Programs through new staff member

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**Goal #3:** 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:** Measure of Academic Process (MAP)

**Specific Targets:** Measure of Academic Process (MAP)  Middle of year individual goals  
Measure of Academic Process (MAP)  End of year individual goals
VCG data

Type: Interim

Data Source: Assessment to measure reading accuracy, fluency and comprehension such as Developmental Reading Assessment or Informal Reading Inventory

Specific Targets: District Benchmark will be used for middle and end of the year

Type: Interim

Data Source: Success for All Snapshots and District Math Walkthrough form

Specific Targets: The Snapshot will show at least 80% of teachers with evidence from the established building goal(s)

**Strategies:**

**Student Goal Setting**

**Description:**

Research shows that student achievement is impacted by students setting and monitoring their own academic goals. Based on our analysis, we will continue student goal setting and recognize student achievement.

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

**Implementation Steps:**

**Student goal setting documents**

**Description:**

Grade level teachers will determine what form of documentation they will utilize with students to complete goal setting throughout the year.

**Start Date:** 8/24/2015   **End Date:** 6/5/2017
Program Area(s): Professional Education

Supported Strategies:

- Student Goal Setting

Student goal setting supporting documents

Description:

The following should be handed into Lit. Coach: Monthly Guided Reading levels for each student, a calendar for when teachers will be seeing groups for the upcoming month and a copy of student goals for the BOY and the MOY.

Start Date: 8/24/2015   End Date: 6/3/2016

Program Area(s): Professional Education

Supported Strategies:

- Student Goal Setting

Student goal setting preperation

Description:

The Core Team will assist teachers will analyze student data and prepare for student goal setting sessions.

Start Date: 8/24/2015   End Date: 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Student Goal Setting

Student goal setting with students

Description:
Grade level teachers will meet with their students individually or in small groups to goal set at the beginning of the year and the middle of the year. They will also meet at the end of the year to reflect.

**Start Date:** 8/24/2015  **End Date:** 6/5/2017

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

**Supported Strategies:**

- Student Goal Setting

**Student goal setting recognition**

**Description:**

Students will be recognized for their goal setting successes

**Start Date:** 8/24/2015  **End Date:** 6/5/2017

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

**Supported Strategies:**

- Student Goal Setting
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.

No signature has been provided
Superintendent/Chief Executive Officer

No signature has been provided
Board President

No signature has been provided
IU Executive Director
Evaluation of School Improvement Plan

Describe the success from the first year plan
Based on observational snapshot data, the use of best practices in questioning is much more frequent in grades 1-5 for math. The use of academic language among staff and students continues to be consistent and more frequent. In small group instruction, teachers were trained on and use a planning template to implement best practice and address individual student needs. Teachers and students set goals based on specific targets. As a result, students demonstrated growth on MAP and report card standards.

Describe the continuing areas of concerns from the first year plan
Benjamin Chambers will continue to focus on best instructional practices within the cooperative learning and small group frameworks. Professional development directed at these two areas will continue throughout the 2015-2016 school year. Our first year plan did not address the evidence of low performing math data in grades K and 1.

Describe the initiatives that have been revised
Revised initiatives include:

- Data will be used to assign the Focus School Interventionist.
- Kindergarten curriculum will be aligned to PA CORE math curriculum. (KinderCorner)
- Benjamin Chambers will continue to work with Success For All but not Children’s Literacy Initiative.
- We will develop opportunities for peer observations in math and reading.