VISION FOR LEARNING

Educating every child, every day, and in every way!
## STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Building/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Pyles</td>
<td>Education Specialist</td>
<td>Lurgan</td>
</tr>
<tr>
<td>Amanda Peterson</td>
<td>Teacher</td>
<td>Lurgan</td>
</tr>
<tr>
<td>Heather Brown</td>
<td>Head Teacher / 3rd Grade</td>
<td>Lurgan</td>
</tr>
<tr>
<td>Kurt Widmann</td>
<td>Assistant Superintendent</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Paul Swope</td>
<td>Principal</td>
<td>Lurgan</td>
</tr>
<tr>
<td>Candace Diehl</td>
<td>Parent</td>
<td>Lurgan</td>
</tr>
<tr>
<td>Ashley Peck</td>
<td>Community Member</td>
<td>Lurgan</td>
</tr>
</tbody>
</table>
## ESTABLISHED PRIORITIES

<table>
<thead>
<tr>
<th>Priority Statement</th>
<th>Outcome Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty will continue to implement small group instruction with fidelity. Faculty will integrate writing across the content areas.</td>
<td>Essential Practices 1: Focus on Continuous Improvement of Instruction</td>
</tr>
<tr>
<td>Our school will continue to work with PaTTAN and LIU consultants on the development and implementation of our Tier I PBIS plan. This process will involve regular team meetings being conducted using a Child Study Team process to address all student needs.</td>
<td>School climate and culture</td>
</tr>
</tbody>
</table>

## ACTION PLAN AND STEPS

<table>
<thead>
<tr>
<th>Evidence-based Strategy</th>
<th>Measurable Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Instruction</td>
<td>Goal Nickname</td>
</tr>
</tbody>
</table>

### Measurable Goals

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>small group instruction</td>
<td>Teachers will integrate the use small group instruction daily to support students at their independent instructional level to ensure all students are on track for making one year's worth of academic growth.</td>
</tr>
<tr>
<td>Action Step</td>
<td>Anticipated Start/Completion</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Integration of small group instruction and blended learning strategies to</td>
<td>2022-08-22 - 2023-06-02</td>
</tr>
<tr>
<td>address individual students' instructional needs.</td>
<td></td>
</tr>
</tbody>
</table>

**Anticipated Outcome**

Students will demonstrate at least one year's worth of academic growth.

**Monitoring/Evaluation**

Classroom teachers will analyze student data from classroom and summative assessments to determine individual student growth. Data meetings will be conducted with classroom teachers to review student data and determine next steps.

**Evidence-based Strategy**

Content Area Writing
### Measurable Goals

<table>
<thead>
<tr>
<th>Goal Nickname</th>
<th>Measurable Goal Statement (Smart Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Writing</td>
<td>Teachers will increase the frequency of writing instruction across all content areas by incorporating writing at least weekly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Anticipated Start/Completion</th>
<th>Lead Person/Position</th>
<th>Materials/Resources/Supports Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will integrate writing across all content areas</td>
<td>2022-08-22 - 2023-06-02</td>
<td>Principal / Instructional Support Specialist</td>
<td>$63,965.90 of our schoolwide Title I allocation is being spent on the salary of our 0.5 FTE Instructional Specialist. Our Instructional Specialist is providing support to classroom teachers related to the implementation of the Collin's writing program. Collin's Writing, Open Court writing resources, science and social studies content area writing resources</td>
</tr>
</tbody>
</table>

### Anticipated Outcome

Teachers will participate in Collins writing PD session. Teachers will participate in regular PLCs related to integrating writing and analyzing student work.

### Monitoring/Evaluation

Teachers will incorporate writing in all content areas on a weekly basis as evidenced by lesson plans. Teachers will analyze student writing to make informed decisions regarding their ongoing lesson planning.
### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will increase the frequency of writing instruction across all content areas by incorporating writing at least weekly. (Content Area Writing)</td>
<td>Content Area Writing</td>
<td>All teachers will integrate writing across all content areas.</td>
<td>08/22/2022 - 06/02/2023</td>
</tr>
</tbody>
</table>
APPROVALS & SIGNATURES

Assurance of Quality and Accountability
The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the required components prescribed by the Pennsylvania Department of Education
- Meets ESSA requirements
- Reflects evidence-based strategies that meet the three highest levels of evidence outlined in ESSA
- Has a high probability of improving student achievement
- Has sufficient LEA leadership and support to ensure successful implementation

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.
# School Board Minutes or Affirmation Statement

**Signature (Entered Electronically and must have access to web application).**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief School Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Improvement Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Principal Signature</td>
<td>Paul G. Swope</td>
<td>2022-10-25</td>
</tr>
</tbody>
</table>
## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA:</td>
<td>The all student group proficiency rate increased from previous year.</td>
</tr>
<tr>
<td>Math:</td>
<td>The all student group, white group, and economically disadvantaged group proficiency rate increased from previous year in Math.</td>
</tr>
<tr>
<td>Met &amp; exceeded statewide growth score/standard for mathematics</td>
<td></td>
</tr>
<tr>
<td>ELA:</td>
<td>The all student group proficiency rate increased from previous year.</td>
</tr>
<tr>
<td>Math:</td>
<td>The all student group, white group, and economically disadvantaged group proficiency rate increased from previous year in Math.</td>
</tr>
<tr>
<td>The all student group and white group of students increased the percent of students scoring proficient or advanced from previous year.</td>
<td></td>
</tr>
<tr>
<td>The all student group and white group of students increased the overall academic growth score in ELA from the previous year.</td>
<td></td>
</tr>
</tbody>
</table>

### Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency:</td>
<td>Economically Disadvantaged students didn't meet statewide goal/interim target in ELA.</td>
</tr>
<tr>
<td>Growth:</td>
<td>Economically Disadvantaged students decreased in performance from the previous year in ELA.</td>
</tr>
<tr>
<td>Proficiency:</td>
<td>The all student group needs to achieve higher proficiency rating overall in order to obtain 2030 Goal.</td>
</tr>
<tr>
<td>Did not meet interim goal/improvement target in ELA for percent of students that scored proficient or advanced.</td>
<td></td>
</tr>
<tr>
<td>Growth:</td>
<td>Economically Disadvantaged students decreased in performance from the previous year in ELA.</td>
</tr>
<tr>
<td>Proficiency:</td>
<td>Economically Disadvantaged students didn't meet statewide goal/interim target in ELA.</td>
</tr>
<tr>
<td>Proficiency:</td>
<td>The all student group needs to achieve higher proficiency rating overall in order to obtain 2030 Goal.</td>
</tr>
<tr>
<td>Did not meet interim goal/improvement target in ELA for percent of students that scored proficient or advanced.</td>
<td></td>
</tr>
</tbody>
</table>
## Strengths

| Math: The all student group, white group, and economically disadvantaged group met or exceeded interim target in Math. |
| Met & exceeded statewide growth score/standard for mathematics |
| The all student group and white group, met & exceeded statewide growth standard for science |
| Math: The economically disadvantaged group proficiency rate increased from previous year in Math. |
| Economically disadvantaged students exceeded the statewide average for regular attendance |
| 100% of our economically disadvantaged group met and exceeded the Career Standard benchmark |
| The all student group and white group, met and exceeded statewide goal for career standard benchmark |
| 100% of our students met the career standards benchmark. |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically. |
| Continuously monitor implementation of the school improvement |

## Challenges

<p>| Did not meet interim goal/improvement target in mathematics for the percent of students that scored proficient or advanced. |
| The all student group and white group, did not meet 2030 statewide goal for percent of students proficient/advanced for science |
| Proficiency: Economically Disadvantaged students didn't meet statewide goal/interim target in ELA. |
| Growth: Economically Disadvantaged students decreased in performance from the previous year in ELA. |
| Will we be able to maintain 100% of students meeting career standard benchmarks with the expected challenges that come along with providing students with virtual instruction. |
| How will we adjust our plan to provide students with exposure to career readiness standards using the traditional field trip/school assembly approach with the new restrictions in place due to Covid 19 safety concerns. |
| Continue with the implementation of a multi-tiered system of supports for academics and behavior |
| Continue with the on-going implementation of our Tier 1 PBIS plan for schoolwide positive behavior interventions and support |</p>
<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>plan and adjust as needed</td>
<td>Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community</td>
</tr>
<tr>
<td>Provide frequent, timely, and systematic feedback and support on instructional practices</td>
<td>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</td>
</tr>
<tr>
<td>Collectively shape the vision for continuous improvement of teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based</td>
<td></td>
</tr>
</tbody>
</table>

**Most Notable Observations/Patterns**
<table>
<thead>
<tr>
<th>Challenges</th>
<th>Discussion Point</th>
<th>Priority for Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency: Economically Disadvantaged students didn't meet statewide goal/interim target in ELA.</td>
<td>Students lack foundational skills and require more needs based instruction.</td>
<td></td>
</tr>
<tr>
<td>Growth: Economically Disadvantaged students decreased in performance from the previous year in ELA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue with the implementation of a multi-tiered system of supports for academics and behavior</td>
<td>Our building needs a system to address our students’ social, emotional, academic, and behavioral well being.</td>
<td></td>
</tr>
<tr>
<td>Continue with the on-going implementation of our Tier 1 PBIS plan for schoolwide positive behavior interventions and support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices</td>
<td>Our building/district needs a consistent assessment structure to include diagnostic, formative, and summative.</td>
<td></td>
</tr>
<tr>
<td>Growth: Economically Disadvantaged students decreased in performance from the previous year in ELA.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADDENDUM B: ACTION PLAN

### Action Plan: Small Group Instruction

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of small group instruction and blended learning strategies to address individual students' instructional needs.</td>
<td>08/22/2022 - 06/02/2023</td>
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</table>

<table>
<thead>
<tr>
<th>Monitoring/Evaluation</th>
<th>Anticipated Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers will analyze student data from classroom and summative assessments to determine individual student growth. Data meetings will be conducted with classroom teachers to review student data and determine next steps.</td>
<td>Students will demonstrate at least one year’s worth of academic growth.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>$63,965.90 of our schoolwide Title I allocation is being spent on the salary of our 0.5 FTE Instructional Specialist. Our Instructional Specialist is meeting with small groups of students based on assessment data results for the students demonstrating the greatest need. blended learning resources, running records, NSGRA, MAP, Open Court assessments.</td>
<td>no</td>
</tr>
</tbody>
</table>
## Action Plan: Content Area Writing

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Anticipated Start/Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will integrate writing across all content areas.</td>
<td>08/22/2022 - 06/02/2023</td>
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<table>
<thead>
<tr>
<th>Monitoring/Evaluation</th>
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<tbody>
<tr>
<td>Teachers will incorporate writing in all content areas on a weekly basis as evidenced by lesson plans. Teachers will analyze student writing to make informed decisions regarding their ongoing lesson planning.</td>
<td>Teachers will participate in Collins writing PD session. Teachers will participate in regular PLCs related to integrating writing and analyzing student work.</td>
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<thead>
<tr>
<th>Material/Resources/Supports Needed</th>
<th>PD Step</th>
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<td>$63,965.90 of our schoolwide Title I allocation is being spent on the salary of our 0.5 FTE Instructional Specialist. Our Instructional Specialist is providing support to classroom teachers related to the implementation of the Collin's writing program. Collin's Writing, Open Court writing resources, science and social studies content area writing resources</td>
<td>yes</td>
</tr>
</tbody>
</table>
### ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

<table>
<thead>
<tr>
<th>Measurable Goals</th>
<th>Action Plan Name</th>
<th>Professional Development Step</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will increase the frequency of writing instruction across all content areas by incorporating writing at least weekly. (Content Area Writing)</td>
<td>Content Area Writing</td>
<td>All teachers will integrate writing across all content areas.</td>
<td>08/22/2022 - 06/02/2023</td>
</tr>
<tr>
<td>Professional Development Step</td>
<td>Audience</td>
<td>Topics of Prof. Dev</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Collins Writing PD</td>
<td>classroom teachers and instructional support specialist</td>
<td>Integration of Type 1 writing across all grade levels and content areas</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty will be able to plan and integrate lessons which incorporate the use of writing across all grade levels and content areas.</td>
<td>08/22/2022 - 06/02/2023</td>
<td>Principal / Instructional Support Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Danielson Framework Component Met in this Plan:</strong></td>
<td></td>
<td>This Step meets the Requirements of State Required Trainings:</td>
<td></td>
</tr>
<tr>
<td>3c: Engaging Students in Learning</td>
<td></td>
<td>Language and Literacy Acquisition for All Students</td>
<td></td>
</tr>
<tr>
<td>4d: Participating in a Professional Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

<table>
<thead>
<tr>
<th>Communication Step</th>
<th>Topics of Message</th>
<th>Mode</th>
<th>Audience</th>
<th>Anticipated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent &amp; Community Stakeholders</td>
<td>Overview of plan &amp; feedback</td>
<td>school webpage &amp; class dojo</td>
<td>parents, guardians, community stakeholders</td>
<td>September/October</td>
</tr>
</tbody>
</table>