



Moshannon Valley El Sch

**Title & School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Moshannon Valley El Sch*

5026 Green Acre Rd  
Houtzdale, PA 16651-9410  
814-378-7683

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Tracie Tomasko  
Superintendent: John Zesiger

## Stakeholder Involvement

Name	Role
Rob Reed	Board Member : Schoolwide Plan
Tracie Tomasko	Building Principal : School Improvement Plan Schoolwide Plan
Korinn Clarkson	Ed Specialist - School Counselor : School Improvement Plan Schoolwide Plan
Marguerite Frank	Elementary School Teacher - Regular Education : Schoolwide Plan
Kayla Frailey	Elementary School Teacher - Special Education : School Improvement Plan Schoolwide Plan
Kim Mills	Parent : Schoolwide Plan
Wendy Payne	Special Education Director/Specialist : School Improvement Plan Schoolwide Plan

# Federal Programs

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## 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 District will provide guidance, professional development, and assistance through contracted services, in-house services, and state-mandated services to support faculty and staff with both Title and general District initiatives. The District specifically is instituting Grade-Level Benchmark Assessments in ELA and Math grades K-8 to address formative assessment needs. The District implemented researched-based Benchmark Literacy as the K-6 core reading program in 2017-2018 and will follow with the writing component, Writer's workshop in 2018-2019. In addition, differentiated instruction has been a multi-year focus for the District. Dr. David Bateman will provide professional development in August 2018 on providing Special Education for the Regular Education Teacher, along with the District using his book of the same title as a District-wide book study. Kristen Souers, author of the Trauma-Sensitive Classroom, will provide professional development in January 2019. All Clearfield County Schools participate in a county-wide in-service with numerous opportunities for teachers to select professional development specific to their interests, grade level, content area, or other. The keynote speaker is David Rendall who discusses how to expect and utilize the uniqueness of others in the classroom and in life. All of the initiatives parallel the District's 2017-2020 Comprehensive Planning

Document and outline the initiatives, implementation, and evaluation of our programs and directly tie in to our school wide Title I program and requirements.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
<b>Benchmark Literacy Writers Workshop 3-6</b>	8/27/2018	Data, Curriculum, Technology Implementation
<b>Benchmark Literacy Writers Workshop k-2</b>	8/27/2018	Data, Curriculum, technology implementation
<b>County-wide In-service Topics Teacher Selected</b>	10/8/2018	Technology, Literacy, Math, Science, Leadership
<b>Differentiated Instruction/Special Education for Regular Education Teachers - Dr. David Bateman</b>	8/24/2018	Classroom Strategies, Technology, Student Self-Regulation
<b>Trauma-Informed Schools K-12</b>	1/21/2019	Curriculum, Social Emotional Learning, Technology, Implementation

### **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.

### **NARRATIVE NEEDS COMPETED**

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.

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

No, the school does not intend to consolidate the funds.

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Implemented Benchmark Literacy in K-6, improved Sadlier Grade-level benchmarks in all grades, improved PSSA scores in 3 of 4 grades.

### Accomplishment #2:

Implemented GoMath in Grades 3-6 and improved PSSA scores in all grades.

### Accomplishment #3:

Improved Science PSSA scores in 4th grade

### Accomplishment #4:

The Moshannon Valley Elementary School has increased the communication with parents and the community through newsletters, social media, and District communications.

### Accomplishment #5:

Elementary School Wide Positive Behavior Program has received both state and national recognition as a banner school. The SWPBS team will present at the PA State Education conference with regards to implementing specific across the building, and in related educational areas such as cafeteria and transportation. School participates with fidelity in the Tier II "check in/check out" procedure.

### Accomplishment #6:

Daily attendance rate is above 94%

### Accomplishment #7:

Implementation of Skyward Student Information system allows teachers and parents to communicate more effectively student information. Faculty and staff are continually becoming more comfortable with the communication, assessment and tracking features.

### Accomplishment #8:

Elementary PTO is a very effective and supportive organization for value-added programming.

### Accomplishment #9:

In partnership with the Moshannon Valley YMCA and various community agencies, the Moshannon Valley Elementary has over 100 students participating in a weekend backpack program. This program provides weekend food and hygiene items for students each week. The school has increased numbers to the point where they pack the bags in house; our emotional support students and teacher help in this process teaching valuable skills such as teamwork, management and

distribution. The community is supportive of this program as it helps students whose families are in need of these items.

#### **Accomplishment #10:**

The Moshannon Valley Elementary School utilized a Governor's grant and partnered with Dr. Rettig, a renowned school scheduling expert in order to create a new master schedule to increase instructional time in the core subject areas, collaborative/common planning time and provide intensive intervention and enrichment period for students. This has led to increase co-planning among grade levels and content areas and student achievement. It provides for regular grade-level meetings to discuss academics, data, behaviors, and curricular needs.

#### **Accomplishment #11:**

The Moshannon Valley Elementary School is in the 3rd year of a grant for Project MAX. This program works with regular education and special education teachers to increase the exposure to Common Core standards with cognitively deficient students. The goal is to provide all students, including those with complex instructional needs, with maximum access to and learning of the general education content and curriculum. This program has also been implemented with 7th grade faculty to ease the transition from elementary school to high school.

## **School Concerns**

#### **Concern #1:**

Consistent writing program implementation from Kindergarten through 6th grade. There has been more exposure to Collins Writing and Text-Dependent Analysis writing prompts, but for 2018-2019 the District will implement Writer's Workshop, the writing component of Benchmark Literacy.

#### **Concern #2:**

Large number of economically disadvantaged student population, District needs to constantly look at way to minimize the economic, digital, and access divide that is present in the district.

#### **Concern #3:**

Utilization of Grade-Level Benchmark Assessments in ELA and Math to drive instruction needs to improve. Data is present, was utilized more effectively across all grade levels and students in 2017-2018, but still can be utilized much better than current.

#### **Concern #4:**

Continue to examine the new master schedule to provide flexibility to the daily schedule to increase opportunities for interventions

#### **Concern #5:**

Continued alignment of grade level curriculum to state testing. This is to include PA Core standards, supplemental instructional materials, benchmark/formative/summative assessments and differentiated instruction.

#### Concern #6:

While 2017-2018 showed improvement across the board in ELA, math and science, there are still concerns scores are lower than the state average in several areas.

## 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:

Consistent writing program implementation from Kindergarten through 6th grade. There has been more exposure to Collins Writing and Text-Dependent Analysis writing prompts, but for 2018-2019 the District will implement Writer's Workshop, the writing component of Benchmark Literacy.

Continue to examine the new master schedule to provide flexibility to the daily schedule to increase opportunities for interventions

Continued alignment of grade level curriculum to state testing. This is to include PA Core standards, supplemental instructional materials, benchmark/formative/summative assessments and differentiated instruction.

While 2017-2018 showed improvement across the board in ELA, math and science, there are still concerns scores are lower than the state average in several areas.

Large number of economically disadvantaged student population, District needs to constantly look at way to minimize the economic, digital, and access divide that is present in the district.



**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

**Aligned Concerns:**

Consistent writing program implementation from Kindergarten through 6th grade. There has been more exposure to Collins Writing and Text-Dependent Analysis writing prompts, but for 2018-2019 the District will implement Writer's Workshop, the writing component of Benchmark Literacy.

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Large number of economically disadvantaged student population, District needs to constantly look at way to minimize the economic, digital, and access divide that is present in the district.

**Systemic Challenge #3** (*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:**

Consistent writing program implementation from Kindergarten through 6th grade. There has been more exposure to Collins Writing and Text-Dependent Analysis writing prompts, but for 2018-2019 the District will implement Writer's Workshop, the writing component of Benchmark Literacy.

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# School Level Plan

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## 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: Annual

Data Source: Administrative Observation

Formative Assessments [benchmark, DIBELS]

Summative Assessments [PSSA, PVAAS]

Specific Targets: Improved PVAAS scores for all learning groups to show improved differentiation

Improved PSSA scores for all learning groups

**Strategies:**

*Professional development designed to improve instruction*

**Description:**

District is coordinating a multi-year professional development program focused on differentiating instruction that will include district-wide book studies, and expert presentations on differentiation.

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

*Use of data from academic assessments to drive instruction and instructional decision making*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data.

(Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

*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://webserver3.ascd.org/handbook/demo/mapping2.html>  
Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

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

### *Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)*

**Description:**

Commonwealth of Pennsylvania (Source: <http://www.pdesas.org/Instruction/Index/>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

### *Weekly Data Team Meetings*

**Description:**

Conduct weekly data team meetings that have a specific focus and product each week. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

**SAS Alignment:** Assessment, Instruction

### *High Quality Professional Development for Teachers*

**Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction, Safe and Supportive Schools

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

#### *Differentiating Instruction*

**Description:**

2-year PD plan using Dr. Richard Cash's books and on-site professional development, followed by Dr. David Bateman concentrating on Special Education with regard to differentiation

**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Professional development designed to improve instruction
- Use of data from academic assessments to drive instruction and instructional decision making
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Weekly Data Team Meetings
- High Quality Professional Development for Teachers

#### *Grade Level and Subject Walk-through Observations*

**Description:**

Administration has a schedule so that an administrator visits every classroom implementing new curricular resources [Benchmark Literacy, Writers Workshop, and GoMath], address curricular, behavior, student, and academic needs and use the information to improve student services and guide professional development for teachers.

**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Professional development designed to improve instruction

- Use of data from academic assessments to drive instruction and instructional decision making
- Curriculum Mapping
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Weekly Data Team Meetings

### *Differentiating Instruction - Data*

#### **Description:**

Differentiating instruction from data gathered to support student learning using Sadlier Grade Level Benchmark Testing in grades K-8.

**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

#### **Supported Strategies:**

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- Curriculum Mapping
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- Weekly Data Team Meetings
- High Quality Professional Development for Teachers

### *Professional development designed to improve instruction*

#### **Description:**

District PD plan based on data from teacher annual professional development survey distributed through Title I

**Start Date:** 8/29/2016    **End Date:** 6/5/2020

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

#### **Supported Strategies:**

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- Curriculum Mapping
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### *Benchmark Grade Level Data and Data Teams*

#### **Description:**

Master Schedule changes have provided for data grade-level teams to meet regularly and for subject teams [ELA and math] to meet regularly. The goal is to provide teachers data that is user friendly and provided in a more timely fashion. Also, grades 7 & 8 are meeting with elementary subject teams to discuss curriculum concerns

**Start Date:** 8/27/2018      **End Date:** 6/4/2019

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

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- Professional development designed to improve instruction
- Use of data from academic assessments to drive instruction and instructional decision making
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**Goal #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

#### **Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA, DIBELS, PVAAS

Specific Targets: Improved PVAAS growth scores for all levels of learners

Improved PSSA scores for all levels of learners

### **Strategies:**

#### *Professional development designed to improve instruction*

##### **Description:**

District is coordinating a multi-year professional development program focused on differentiating instruction that will include district-wide book studies, and expert presentations on differentiation.

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Commonwealth of Pennsylvania (Source: <http://www.pdesas.org/Instruction/Index/>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

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### **Description:**

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## *High Quality Professional Development for Teachers*

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"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction, Safe and Supportive Schools

## ***Implementation Steps:***

### *Benchmark Grade Level Data and Data Teams*

#### **Description:**

Master Schedule changes have provided for data grade-level teams to meet regularly and for subject teams [ELA and math] to meet regularly. The goal is to provide teachers data that is user friendly and provided in a more timely

fashion. Also, grades 7 & 8 are meeting with elementary subject teams to discuss curriculum concerns

**Start Date:** 8/27/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Professional development designed to improve instruction
- Use of data from academic assessments to drive instruction and instructional decision making
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Weekly Data Team Meetings

### *Differentiating Instruction - Data*

**Description:**

Differentiating instruction from data gathered to support student learning using Sadlier Grade Level Benchmark Testing in grades K-8.

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

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- Curriculum Mapping
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Weekly Data Team Meetings
- High Quality Professional Development for Teachers

### *Differentiating Instruction*

**Description:**

2-year PD plan using Dr. Richard Cash's books and on-site professional development, followed by Dr. David Bateman concentrating on Special Education with regard to differentiation

**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Use of data from academic assessments to drive instruction and instructional decision making

### *Grade Level and Subject Walk-through Observations*

**Description:**

Administration has a schedule so that an administrator visits every classroom implementing new curricular resources [Benchmark Literacy, Writers Workshop, and GoMath], address curricular, behavior, student, and academic needs and use the information to improve student services and guide professional development for teachers.

**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Use of data from academic assessments to drive instruction and instructional decision making
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### *Professional development designed to improve instruction*

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District PD plan based on data from teacher annual professional development survey distributed through Title I

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- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)
- Weekly Data Team Meetings
- High Quality Professional Development for Teachers

**Goal #3:** 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: Annual

Data Source: Administrative Observation

Specific Targets: Improved use of Differentiated Instructional strategies in lesson planning and classroom instruction

**Strategies:**

*High Quality Professional Development for Teachers*

**Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Recruiting and Retaining Effective Teachers*

**Description:**

The New Teacher Center (NTC) Induction Model is a comprehensive and systemic approach to support beginning teachers (i.e., teachers new to the profession). The induction model aims to accelerate the effectiveness of beginning teachers at increasing student learning by providing one-on-one mentoring and professional development in a supportive school environment. The NTC works with school districts and state departments of education to design, develop, and implement induction programs that are aligned with both district priorities and NTC standards. (Sources: [\(IES\) New Teacher Center Induction Model](#), [New Teacher Center Induction Model](#))

**SAS Alignment:** Materials & Resources

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

#### *Professional development designed to improve instruction*

**Description:**

District PD plan based on data from teacher annual professional development survey distributed through Title I

**Start Date:** 8/29/2016    **End Date:** 6/5/2020

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

**Supported Strategies:**

- High Quality Professional Development for Teachers

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**Supported Strategies:**

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**Start Date:** 8/23/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- High Quality Professional Development for Teachers

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<p><b>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</b></p> <p><b>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</b></p>	<p><b>Strategy #1: Professional development designed to improve instruction</b></p> <p><b>Strategy #2: Use of data from academic assessments to drive instruction and instructional decision making</b></p> <p><b>Strategy #3: Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)</b></p> <p><b>Strategy #4: Weekly Data Team Meetings</b></p> <p><b>Strategy #5: High Quality Professional Development for Teachers</b></p>
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Start	End	Title					Description		
8/23/2018	6/4/2019	Differentiating Instruction					2-year PD plan using Dr. Richard Cash's books and on-site professional development, followed by Dr. David Bateman concentrating on Special Education with regard to differentiation		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>	
		Superintendent	3.0	1	75	District Administration & Dr. David Bateman	Individual	Yes	

**Knowledge**                      Differentiated instructional strategies and practices

**Supportive Research**                      Taken from Research Published by ASCD February 2010

Although experts and practitioners acknowledge that the research on differentiated instruction as a specific practice is limited (Allan & Tomlinson, 2000; Anderson, 2007; Hall, 2002), solid research does validate a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978). Moreover, a growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008).

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>



School Whole Group Presentation  
 Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

**LEA Goals Addressed:** 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

**Strategy #1:** Use of data from academic assessments to drive instruction and instructional decision making

**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**

Start	End	Title			Description			
8/23/2018	6/4/2019	Differentiating Instruction			2-year PD plan using Dr. Richard Cash's books and on-site professional development, followed by Dr. David Bateman concentrating on Special Education with regard to differentiation			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Superintendent	3.0	1	75	District Administration & Dr. David Bateman	Individual	Yes

**Knowledge**

Differentiated instructional strategies and practices

**Supportive Research**

Taken from Research Published by ASCD February 2010  
 Although experts and practitioners acknowledge that the research on differentiated instruction as a specific practice is limited (Allan & Tomlinson, 2000; Anderson, 2007; Hall, 2002), solid research does validate a number of practices that provide the foundation of differentiation. These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's *zone of proximal development* (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).  
 Moreover, a growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008).

**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.  
 Empowers educators to work effectively with parents and community partners.

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.  
 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.

<b>Training Format</b>	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
Creating lessons to meet varied student learning styles  
Peer-to-peer lesson discussion  
Lesson modeling with mentoring  
Joint planning period activities

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
Student PSSA data  
Standardized student assessment data other than the PSSA  
Classroom student assessment data  
Review of participant lesson plans

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Moshannon Valley El Sch in the Moshannon Valley 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 **ESSA 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 Moshannon Valley El Sch in the Moshannon Valley SD for the 2018-2019 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*