



Moshannon Valley JSHS

**Title & School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Moshannon Valley JSHS*

4934 Green Acre Rd  
Houtzdale, PA 16651-9410  
814-378-7616

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Kris Albright  
Superintendent: John Zesiger

## Stakeholder Involvement

<b>Name</b>	<b>Role</b>
John Zesiger	Administrator : Schoolwide Plan
AJ Adams	Board Member : Schoolwide Plan
Rob Reed	Board Member : Schoolwide Plan
Stacey Warrick-Williams	Board Member
Kris Albright	Building Principal : School Improvement Plan Schoolwide Plan
Elsie Harchak	Business Representative : Schoolwide Plan
Ryan Saupp	Business Representative : School Improvement Plan Schoolwide Plan
Jayne Kitko	Ed Specialist - School Counselor : Schoolwide Plan
Tom Webb	High School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Tina Lewis	High School Teacher - Special Education : School Improvement Plan Schoolwide Plan
Robert Lewis	Middle School Teacher - Regular Education : School Improvement Plan Schoolwide Plan
Lana DeLattre	Parent : Schoolwide Plan
Wendy Payne	Special Education Director/Specialist : School Improvement Plan Schoolwide Plan
Micah DeLattre	Student : Schoolwide Plan
Jake Matchock	Student : 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 expanding its use of Grade-Level Benchmark Assessments in ELA and Math in grades 7 and 8 to address formative assessment needs. The District is implementing researched-based Benchmark Literacy as the K-6 core reading program and will supporting the professional development of the program, the writing component for the 2018-2019 school year, and 7th and 8th grade teachers will participate to have a better understanding of the grade-level progression the curricular resource incorporates. GoMath was instituted in grades 3-6 during the 2017-2018 school year, and will be K-8 and algebra for the 2018-2019 school year. Several professional develop sessions are scheduled to assist math educators with the new program. In addition, differentiated instruction has been a multi-year focus for the District. Dr. Richard Cash provided professional development in 2017 and 2018, Dr. David Bateman will expand the initiative with a focus on Special Education for the Regular Education Teacher, and his book of the same name will be the District book study. 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>GoMath - Grades 7, 8, &amp; Algebra</b>	8/27/2018	Technology, Literacy, Math, Science, Leadership
<b>Kristen Souers - Creating a Trauma Informed Classroom</b>	1/21/2019	Classroom Strategies, Technology, Student Self-Regulation, Special Education, Differentiation
<b>Special Education for the Regular Education Teacher - Dr. David Bateman</b>	8/24/2018	Classroom Strategies, Technology, Student Self-Regulation, Special Education, Differentiation

### **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.

The use of assessment to improve student achievement and teacher instructional practice is a continuous process. Teachers have been instrumental in the addition of an 8th grade required reading class to support student growth, the addition of Sadlier Grade Level Benchmark assessments in ELA and Math to monitor and improve student achievement, coordinated 7th and 8th grade team meetings to regularly discuss student academics, behavior, and other concerns, and increased inclusive practices and planning with special education teachers to provide increased supports for students. Teachers have also participated regularly in our Title parent meetings, Comprehensive Plannin meetings, and school improvement meetings. Teachers embraced and completed redesigned curriculum maps and unit/lesson plans that coordinate and align both horizontally and vertically with the curriculum in grade level and across grade levels to support increased student achievement. Finally, in 2016-2017 the District implemented a one-to-one Chromebook initiative for provide devices to 300 high school students in grades 9-12 while at the same time providing classroom computer carts for students in grades 7 and 8.

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>	Yes

<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:

District is a pilot school for PDE's School Climate Initiative. A team of HS and ES teachers and administrators has begun development of a 2-year climate improvement plan based on survey data from students, parents, staff, and community members. The plan is to address behavior but also school safety, academics, extra-curricular activities, and trends across time.

### Accomplishment #2:

State test scores increased in PSSA ELA and Science, and Biology in 2018.

### Accomplishment #3:

Introduce and support the addition of Advanced Placement (AP) courses - district offers 5 courses for the 2017-2018 school year. Numbers of AP students have grown from 16 to 43 taking AP courses, and the District had its highest overall scores, with our first ever 5, and 23% of students scoring 3 or higher, and the District pays for all students to take the exam.

### Accomplishment #4:

Graduation Rate is above state target score

### Accomplishment #5:

School Wide Positive Behavior Program continuing to grow at secondary level and reduction in discipline documented and reduction in severity of discipline type documented

### Accomplishment #6:

The addition of 8th grade reading as a required course to assist PSSA scores and curriculum alignment with the PA Core was instituted last year and as a result saw a 13% increase in proficient/advanced scores.

## School Concerns

### Concern #1:

Curriculum Alignment in 7th and 8th grade math as defined by the new PSSA test and PA CORE Standards

### Concern #2:

Curriculum Alignment in 7th & 8th grade Reading as defined by the new PSSA test and PA CORE Standards

### Concern #3:

Improving student growth (PVAAS) in economically disadvantaged, special education, and regular student populations. The district-wide focus on differentiated instruction should assist in improving student growth at all levels, and the district initiative will continue 2016-2018 and for 2018-2019 the focus will move toward special education and some of our historically underperforming groups.

### Concern #4:

Increasing academic rigor for proficient and advanced students across all grade levels

### Concern #5:

Increase effective use of co-teaching and para-professionals

### Concern #6:

Improve 6th to 7th grade transition in reading by examining pre-requisite skill set

### Concern #7:

Look for ways to improve student attendance including the use of SAIP [student attendance improvement plans] to work with parents to improve attendance. Monitor students who are tardy to school and address concerns earlier in the school year.

### Concern #8:

This District continues to look for ways to close the digital divide in our families with regard to access to technology. Year 3 of our 1:1 Chromebook initiative has expanded to provide nearly 325 devices for grades 9-12, and roughly 130 devices for use at the ES. Our teachers need to continue to expand their use of technology to engage students, provide access to information not previously available to students and to collaborate in new ways.

### Concern #9:

Library is outdated, inefficient, and the District is preparing for a renovation project.

## 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:**

Curriculum Alignment in 7th & 8th grade Reading as defined by the new PSSA test and PA CORE Standards

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Curriculum Alignment in 7th and 8th grade math as defined by the new PSSA test and PA CORE Standards

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Increasing academic rigor for proficient and advanced students across all grade levels

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Increase effective use of co-teaching and para-professionals

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Improve 6th to 7th grade transition in reading by examining pre-requisite skill set

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**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:**

Curriculum Alignment in 7th & 8th grade Reading as defined by the new PSSA test and PA CORE Standards

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Curriculum Alignment in 7th and 8th grade math as defined by the new PSSA test and PA CORE Standards

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Improve 6th to 7th grade transition in reading by examining pre-requisite skill set

# 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: PSSA, Grade Level Benchmark Assessments, CDT Assessments, and PVAAS Measures

Administrative Observations

Specific Targets: PVAAS Growth across all cross-sections of students should be recognized

Grade Level Benchmark Assessments in Grades 7 & 8 should show increased student preparedness

Administrative Observations should show evidence of lesson plan adjustments and interventions to support differentiated learning

### Strategies:

#### *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, Materials & Resources

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

##### 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

### *Differentiated Instruction*

**Description:**

"Learning Styles: Concepts and Evidence

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf)

Learning Styles

[http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33)

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> "

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

### *Differentiating Instruction*

**Description:**

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning

Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC:

Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### *Technology and Student Achievement*

**Description:**

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement.

(Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

**SAS Alignment:** 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

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

#### *Differentiating Instruction*

**Description:**

Continue PD plan on Differentiation using Dr. Bateman's book and on-site professional development

**Start Date:** 8/24/2018    **End Date:** 6/4/2019

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

**Supported Strategies:**

- Curriculum Mapping
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Differentiating Instruction

### *On-to-One Chromebook Initiative*

**Description:**

Continue 1:1 Chromebook initiative in grades 9-12

**Start Date:** 8/29/2016    **End Date:** 9/9/2019

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Technology and Student Achievement

### *Teacher Evaluation*

**Description:**

Utilize teacher evaluation as a growth tool to support improved teacher practice for all teachers. Include both a formal and differentiated learning path for educators.

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

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction
- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<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>	<b>Strategy #1: Curriculum Mapping Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Strategy #3: Differentiated Instruction Strategy #4: Differentiating Instruction</b>
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Start	End	Title	Description
8/24/2018	6/4/2019	Differentiating Instruction	Continue PD plan on Differentiation using Dr. Bateman's book and on-site professional development
	<b>Person Responsible</b> Superintendent	<b>SH</b> 2	<b>S</b> 1
		<b>EP</b> 70	<b>Provider</b> District Administration & Dr. David Bateman
			<b>Type</b> Individual
			<b>App.</b> Yes

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**Knowledge**

Differentiated instructional strategies and practices for special education students

**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**

<p>For classroom teachers, school counselors and education specialists:</p>	<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>For school and district administrators, and other educators seeking leadership roles:</p>	<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>

<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
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	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors	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



# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Moshannon Valley JSHS 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 JSHS 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*