

**SHAFER EL SCH**

49 S Liberty St

Schoolwide Title 1 School Plan | 2023 - 2024

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## **VISION FOR LEARNING**

The Shafer Elementary School Community is unified in our commitment to provide an exemplary education that creates a learning environment developing individual self-worth and potential.

## STEERING COMMITTEE

Name	Position	Building/Group
William Mudlock	Principal/Parent	Shafer Elementary
Tara Sysko	Teacher	Shafer Elementary
Erin Kemmerer	Title I Reading Specialist	Shafer Elementary
Lauren Freed	Teacher	Shafer Elementary
Laurie Ann Conklin	Teacher	Shafer Elementary
Melissa Whitman	Education Specialist	Shafer Elementary
Michelle Warren	Guidance	Shafer Elementary
Sarah Scarangelo	Parent	Shafer Elememntary
Isabel Resende	District Level Leaders	Nazareth Area School District
Leslis Collins	Teacher	Shafer Elementary
Melissa Oberman	Teacher	Shafer Elementary
Taylor Sammons	Teacher	Shafer Elementary
Blanca Torres	Parent	Shafer Elementary

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Christina Reinhard	Teacher	Shafer Elementary
Kelsey Hartlaub	Parent	Shafer Elementary
Noelle Kondikoff	District Level Leaders	Nazareth Area School District

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Economically Disadvantaged students that qualify for additional reading support will receive an additional 30 minutes of reading per day.	English Language Arts  Mathematics
Students that receive Special Education services in Reading only, will receive additional math support 30 minutes per day.	Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy
Evidence Based Remedial Programs and Instructional Practices ELA and Math

Measurable Goals			
Goal Nickname	Measurable Goal Statement (Smart Goal)		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading	2023-08-28 - 2024-06-06	Principal/RTII/Title I Reading	Remedial Reading Programs like but not

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction.		Specialist	limited to Language for Learning, Early Reading Intervention, and Phonics for Reading Reading Specialists and Associate

Students that qualify for additional academic support in the area of Math will receive an additional 30 minutes of math instruction by a Title I Math Teacher to close the achievement gap in this area two to three times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in Math, like Do the Math and VMath. 3. Develop math intervention activities for small group instruction.	2023-08-28 - 2024-06-06	Principal/RTII/Math Coach/ Title I Math Teacher	Remedial Math Program Reveal Math, Do the Math, and VMath
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Anticipated Outcome
Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments

Monitoring/Evaluation
Review student performance in reading and math on curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.





## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Evidence Based Remedial Programs and Instructional Practices ELA and Math	Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1.	08/28/2023 - 06/06/2024

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Flexible Small  
Group Instruction  
2. Utilize  
Evidence-based  
programs for  
remediation in  
ELA, like  
Language for  
Learning, Early  
Reading  
Intervention, and  
Phonics for  
Reading. 3.  
Develop ELA  
intervention  
activities for small  
group instruction.

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## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### 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.**

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

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Chief School Administrator

Dr. Richard R. Kaskey

2023-09-11

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School Improvement Facilitator Signature

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Building Principal Signature

William Mudlock

2023-09-08

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

All 4th grade student groups in Science were 93% proficient/advanced.

All student groups in ELA achieved 69% proficient/advanced in 4th grade.

All student group in Math achieved an 58% proficient or advanced in 3rd grade.

All students attendance was at 93%. The state average was at 85.8%.

Economically Disadvantaged student's PSSA scores increased to 50% in English Language Arts. That is an increase from the previous year.

N/A

MTSS/RTII Reading and Math interventions that are implemented daily for 30 to 60 minutes.

Economically Disadvantaged student's PSSA scores increased to 32% P/A in Math.

### Challenges

Continue to close the achievement gap for all students that was created by the COVID 19 pandemic.

12% of all 3rd grade student groups in ELA were basic or below basic.

6% of all 4th grade student groups in Math were basic or below basic.

Economically Disadvantaged student's PSSA scores were at 32% P/A in Math.

N/A

N/A

Closing the achievement gap of all students that performed below grade level in reading and/or math.

Currently each area under essential practices are AT LEAST operational with only 1 area considered emerging. However, we will continue to improve in the areas listed below:

Implement an evidence-based system of schoolwide positive

## Strengths

Economically Disadvantaged student's PSSA scores were at 32% P/A in Math. That is an increase from the previous year.

MTSS/RTII Reading and Math interventions that are provided daily for students that qualify for additional academic support.

Core content is rigorous and aligned directly to the state standards.

N/A

## Challenges

behavior interventions and supports \*

Implement a multi-tiered system of supports for academics and behavior \*

Partner with local businesses, community organizations, and other agencies to meet the needs of the school \* - This area is still emerging for us.

Closing the achievement gap of students that performed below grade level in reading and/or math that are economically disadvantaged.

Special Education students scored 29% P/A on PSSA in English language Arts.

Economically Disadvantaged student's PSSA scores were at 50% P/A in English Language Arts.

Special Education student's PSSA scores were at 25% P/A in Math.

Closing the achievement gap of students that performed below grade level in reading and/or math that are identified as special education students.



### Most Notable Observations/Patterns

We need to continue to monitor our student's academic progress that fall into a sub group and make sure the academic support they receive matches their academic needs. In addition, we have developed plans to close the achievement gap created by the pandemic.

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Challenges	Discussion Point	Priority for Planning
Economically Disadvantaged student's PSSA scores were at 50% P/A in English Language Arts.	Continue to increase the percentage of economically disadvantaged students in the area of English Language Arts.	✓
Special Education student's PSSA scores were at 25% P/A in Math.	The majority of our special education students are performing below grade level in Math but are identified for Special Education services in Reading only.	✓

## **ADDENDUM B: ACTION PLAN**

**Action Plan: Evidence Based Remedial Programs and Instructional Practices ELA and Math**

**Action Steps****Anticipated Start/Completion Date**

Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in ELA, like Language for Learning, Early Reading Intervention, and Phonics for Reading. 3. Develop ELA intervention activities for small group instruction.

08/28/2023 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Review student performance in reading and math on curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.

Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments

**Material/Resources/Supports Needed****PD Step**

Remedial Reading Programs like but not limited to Language for Learning, Early Reading Intervention, and Phonics for Reading Reading Specialists and Associate

yes



**Action Steps****Anticipated Start/Completion Date**

Students that qualify for additional academic support in the area of Math will receive an additional 30 minutes of math instruction by a Title I Math Teacher to close the achievement gap in this area two to three times per week, using the following evidence-based practices: 1. Flexible Small Group Instruction 2. Utilize Evidence-based programs for remediation in Math, like Do the Math and VMath. 3. Develop math intervention activities for small group instruction.

08/28/2023 - 06/06/2024

**Monitoring/Evaluation****Anticipated Output**

Review student performance in reading and math on curriculum-based assessments and STAR 360 Pathway to Proficiency Assessment.

Students demonstrate an increase in ELA and Math Performance on State Standardized Assessments

**Material/Resources/Supports Needed****PD Step**

Remedial Math Program Reveal Math, Do the Math, and VMath

no





## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	Evidence Based Remedial Programs and Instructional Practices ELA and Math	Students that qualify for additional academic support in the area of reading (ELA) will receive an additional 30 minutes of reading instruction by a reading specialist and or Title I Reading Associate to close the achievement gap in this area three to five times per week, using the following evidence-based practices: 1.	08/28/2023 - 06/06/2024

**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Flexible Small  
Group Instruction  
2. Utilize  
Evidence-based  
programs for  
remediation in  
ELA, like  
Language for  
Learning, Early  
Reading  
Intervention, and  
Phonics for  
Reading. 3.  
Develop ELA  
intervention  
activities for small  
group instruction.

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## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Evidence Based Instructional Practices in ELA	ELA Teachers in Grades K-6	Introduction to the Science of Reading and Structured Literacy

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teacher Reflection and Teacher Observation	08/22/2023 - 11/10/2023	Director of Elementary Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning	Structured Literacy
3d: Using Assessment in Instruction	
3c: Engaging Students in Learning	



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress toward meeting the challenges identified and outlined in the schoolwide plan.	Schoolwide Plan	Presentation at schoolwide planning meeting(s)	Professional Staff, Family, and Administrators	January 2024 through June 1, 2024

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