

**SHAFER EL SCH**

49 S Liberty St

Schoolwide Title 1 School Plan | 2021 - 2022

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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
Jennifer Pettinelli	Teacher	Shafer Elementary
Erin Kemmerer	Title I Reading Specialist	Shafer Elementary
Kim Male	Teacher	Shafer Elementary
Laurie Ann Conklin	Teacher	Shafer Elementary
Kathy Carach	Teacher	Shafer Elementary
Michelle Warren	Guidance	Shafer Elementary
Tara Repsher	Parent	Shafer Elementemntary
Joy Supinski	Parent	Shafer Elementary
Isabel Resende	District Level Leaders	Nazareth Area School District



## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Increase the level of proficiency on the state assessment in the area of ELA for special education students by providing specific remediation and intervention.	English Language Arts
Increase the level of proficiency on the state assessment in the area of Math for special education students by providing specific remediation and intervention.	Mathematics
Discuss specific ways to address each students area of deficit.	Essential Practices 3: Provide Student-Centered Support Systems
Discuss specific ways to address each students area of deficit.	Community school model

## ACTION PLAN AND STEPS

Evidence-based Strategy	
ELA Remediation and Interventions	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA- Students with Disabilities	Increase proficiency on the ELA portion of the state assessment by 5 percentage points on the 2021-2022 state assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase proficiency on the ELA portion of the state assessment by 5%.	2021-08-30 - 2022-05-13	William Mudlock, Principal, Cindi Peck, Special Ed. Teacher	PSSA Results, Star Data Grade Level Assessments, Progress Monitoring

### Anticipated Outcome

Increased proficiency on the ELA portion of the state assessment for Reading.

### Monitoring/Evaluation

ELA Curriculum Assessments, Star Reading Assessments

### Evidence-based Strategy

Math Remediation and Interventions

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math- Students with Disabilities	Increase proficiency on the math portion of the state assessment by 5 percentage points on the 2021-2022 state assessment.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase proficiency on the Math portion of the state assessment by 5%.	2021-08-30 - 2022-05-13	William Mudlock, Principal Cindi Peck, Special Ed. Teacher	PSSA Results, Math Curriculum Assessments, Star Math Results

### Anticipated Outcome

Increased proficiency on the Math portion of the state assessment for Reading.

### Monitoring/Evaluation

Math Curriculum Assessments, Star Math Assessments



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the ELA portion of the state assessment by 5 percentage points on the 2021-2022 state assessment. (ELA- Students with Disabilities)	ELA Remediation and Interventions	Increase proficiency on the ELA portion of the state assessment by 5%.	08/30/2021 - 05/13/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the math portion of the state assessment by 5 percentage points on the 2021-2022 state assessment. (Math- Students with Disabilities)	Math Remediation and Interventions	Increase proficiency on the Math portion of the state assessment by 5%.	08/30/2021 - 05/13/2022



## 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.**

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School Board Minutes or Affirmation Statement

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

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Superintendent/Chief Executive Officer

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School Improvement Facilitator Signature

Isabel C Resende

2021-07-19

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Building Principal Signature

William Mudlock

2021-05-05

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically \*

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school \*

Foster a culture of high expectations for success for all students, educators, families, and community members \*

Identify and address individual student learning needs \*

Align curricular materials and lesson plans to the PA Standards \*

All student group for ELA achieved an 83.8% proficient or advanced. This exceeds the state average of 62.1% and already exceeds the Statewide 2030 Goal of 81.1%.

All student group for Math achieved an 84.6% proficient or advanced. This exceeds the state average of 66% and already exceeds the Statewide 2030 Goal of 71.8%.

All students attendance was at 96.9%. The state average was at

### Challenges

Currently each area under essential practices are AT LEAST operational with NO emerging. However, we will continue to improve in the areas listed below:

Implement an evidence-based system of schoolwide positive 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 \*

Special Education student group for ELA achieved an 48% proficient or advanced.

Special Education student group for Math achieved an 44% proficient or advanced.

Close the achievement gap for all students that was created by the COVID 19 pandemic.

Closing the achievement gap of our Special education students in the are of Reading.

## Strengths

85.8%.

Knowledgeable staff with specific professional development in the area of ELA.

Strong ELA curriculum developed with proper pacing aligned to the state standards and learning objectives.

Strong remediation process for closing the gap of struggling learners.

Knowledgeable staff with specific professional development in the area of Math.

Strong Math curriculum developed with proper pacing aligned to the state standards and learning objectives.

Strong remediation process for closing the gap of struggling learners.

N/A

N/A

Knowledgeable staff and strong professional development.

Strong reading and math curriculum.

Specific assessments to identify academic concerns and address

## Challenges

Closing the achievement gap of our Special education students in the area of Math.

Close the achievement gap for all students that was created by the COVID 19 pandemic.

N/A

Close the achievement gap for all students that was created by the COVID 19 pandemic.

N/A

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

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

## Strengths

them with specific academic interventions.

## 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.

## Challenges

## Discussion Point

## Priority for Planning

Special Education student group for ELA achieved an 48% proficient or advanced.

The majority of our identified special education students are performing two or more years below grade level in ELA concepts.

Special Education student group for Math achieved an 44% proficient or advanced.

The majority of our identified special education students are performing two or more years below grade level in Math concepts.

Closing the achievement gap of our Special education students in the are of Math.

How to target instruction for specific areas of deficit.

Currently each area under essential practices are AT LEAST

Challenges	Discussion Point	Priority for Planning
operational with NO emerging. However, we will continue to improve in the areas listed below:		
Implement an evidence-based system of schoolwide positive behavior interventions and supports *	How can we best meet our students SEL needs.	
Implement a multi-tiered system of supports for academics and behavior *	How can we best meet our students SEL needs.	
Partner with local businesses, community organizations, and other agencies to meet the needs of the school *	How can we create an inclusive school community to best meet the needs our our school community.	
Closing the achievement gap of our Special education students in the are of Reading.	How to target instruction for specific areas of deficit.	
Closing the achievement gap of students that perform two or more years below grade level in reading and/or math that are economically disadvantage.	Identify these students and create opportunities via Title I services.	
Closing the achievement gap of students that perform two or more years below grade level in reading and/or math that are identified as special education students.		

## ADDENDUM B: ACTION PLAN

### Action Plan: ELA Remediation and Interventions

Action Steps	Anticipated Start/Completion Date
Increase proficiency on the ELA portion of the state assessment by 5%.	08/30/2021 - 05/13/2022
Monitoring/Evaluation	Anticipated Output
ELA Curriculum Assessments, Star Reading Assessments	Increased proficiency on the ELA portion of the state assessment for Reading.
Material/Resources/Supports Needed	PD Step
PSSA Results, Star Data Grade Level Assessments, Progress Monitoring	yes



## Action Plan: Math Remediation and Interventions

Action Steps	Anticipated Start/Completion Date
Increase proficiency on the Math portion of the state assessment by 5%.	08/30/2021 - 05/13/2022

Monitoring/Evaluation	Anticipated Output
Math Curriculum Assessments, Star Math Assessments	Increased proficiency on the Math portion of the state assessment for Reading.

Material/Resources/Supports Needed	PD Step
PSSA Results, Math Curriculum Assessments, Star Math Results	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase proficiency on the ELA portion of the state assessment by 5 percentage points on the 2021-2022 state assessment. (ELA- Students with Disabilities)	ELA Remediation and Interventions	Increase proficiency on the ELA portion of the state assessment by 5%.	08/30/2021 - 05/13/2022
Increase proficiency on the math portion of the state assessment by 5 percentage points on the 2021-2022 state assessment. (Math- Students with Disabilities)	Math Remediation and Interventions	Increase proficiency on the Math portion of the state assessment by 5%.	08/30/2021 - 05/13/2022



# PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Develop Remediation and Intervention Activities for Students with Special Needs	Special Education Teachers, Associate Teachers, RTII Coordinator, Title I Reading Specialist, Reading Specialist, Principal	Reading and Math remediation and interventions for tier I/II/III

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Meeting notes, artifacts for the "make and take" session.	08/30/2021 - 05/13/2022	Cindi Peck, Special Ed. Teacher William Mudlock, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in an Inclusive Setting



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Progress toward meeting the challenges as outlined in the school-wide plan.	SES School-wide Plan	Presentation at the School-wide Planning Meeting	Parents, Teachers and School Administrators.	June 2022

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