

South St Marys Street El Sch

**School Level Plan**

07/01/2019 - 06/30/2020

# School Profile

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## Demographics

### *South St Marys Street El Sch*

370 S Saint Marys St  
 Saint Marys, PA 15857  
 (814)834-3021

Federal Accountability Designation: none  
 Title I Status: Yes  
 Schoolwide Status: Yes  
 Principal: Christine Kuhar  
 Superintendent: G. Brian Toth

## Stakeholder Involvement

Name	Role
Julie Boyer	Building Principal : Schoolwide Plan
Christine Kuhar	Building Principal : Schoolwide Plan
Desiree Krise	Business Representative : Schoolwide Plan
Michelle Brooks	Community Representative : Schoolwide Plan
Tiffany Fry	Community Representative : Schoolwide Plan
Kate McGonnell	Ed Specialist - School Counselor : Schoolwide Plan
Mary Candalor	Elementary School Teacher - Regular Education
Rachel Rhed	Elementary School Teacher - Regular Education : Schoolwide Plan
Margie Schlimm	Elementary School Teacher - Regular Education : Schoolwide Plan
Stacey Kaveney	Elementary School Teacher - Special Education : Schoolwide Plan
Crystal Garthwaite	Parent
Angela Nashadka	Parent : Schoolwide Plan
Dr. Jim Wortman	Student Curriculum Director/Specialist : Schoolwide Plan

# Federal Programs

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## 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 Federal Programs Coordinator for the District provided technical assistance in the development of the district and school plans. This guidance was essential in better understanding the district and school plans, and was helpful in completing the plans.

Additionally, attendance at the annual Title I School Improvement Conference was helpful in gaining new ideas, increasing awareness of programs and resources, and learning of best practices.

Provider	Meeting Date	Type of Assistance
Building Administrators	7/18/2019	Development of Building Level Plans
Dr. Jim Wortman	5/1/2018	Guidance and review of building level information in preparation for compliance review.
Dr. Jim Wortman	5/1/2019	Guidance and review of building level information in preparation for compliance review.
Dr. Jim Wortman	6/18/2019	Guidance and review of compliance recommendations and development of strategies to implement in the upcoming school year.
Dr. Wortman	10/11/2016	Review of and completion of school plan
Dr. Wortman	6/8/2017	Instruction and Assistance with online plan development and submission, as district migrates to the online plan.
Federal Programs Conference - Station Square (Improving School Performance)	1/30/2017	2-day conference to increase awareness of programs and best practice

### 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:

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Based on 2018 PSSA PVAAS data...

- 4th grade met the growth standard in Math, and exceeded the growth standard in ELA and Science.
- 4th grade met or exceeded the growth standard in 4 of 5 achievement groups in Math and all 5 groups in ELA and Science.
- 5th grade met the growth standard in 3 of 5 quintile groups in ELA.

### Accomplishment #2:

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Review of May 2019 STAR benchmark data indicated that

- 16 of 18 skill areas identified as goals for growth and progress were met by the end of the school year
- 90% of students in grade 2, 75% in grade 3, 81% in grade 4, and 59% in grade 5, met the local Growth Standard in Reading
- 76% of grade 1, 65% of grade 2, 74% of grade 3, 80% of grade 4, and 70% of students in grade 5 met the local Growth Standard in Math

Review of STAR 2019 data provided strong predictive scores for performance on the state assessment. When analyzing March STAR scores compared to Preliminary PSSA Results, 7 of 12 classrooms had PSSA scores the same or higher than scores predicted by STAR in the area of Reading, with the remaining 5 being within 5-7 points; 8 of 12 classrooms had PSSA scores the same or higher than scores predicted by STAR in the area of Math. This provides clear indication of our school's need to carefully analyze real time data results to help inform instruction and remediation practices.

### Accomplishment #3:

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2018 PSSA School Summary Report indicates the following -

- Students in SSMSES showed 12.8% more students in the Proficient/Advanced Categories in Math than the state in 2018.
- Students in SSMSES showed 12.6% more students in the Proficient/Advanced Categories in Science than the state in 2018.

- 3rd Grade Math results showed 13.3% fewer students in the Basic/Below Basic categories and 13.3% more students in the Proficient/Advanced categories than the state in 2018.
- 4<sup>th</sup> Grade Math Results showed 11.3% fewer students in the Basic/Below Basic categories and 11.3% more students in the Proficient/Advanced categories than the state in 2018.
- 4th Grade Science results showed 1.9% fewer students in the Basic/Below Basic categories and 1.9% more students in the Proficient/Advanced categories than the state in 2018.
- Review of PSSA Reporting categories for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade math indicate math results equal to or above state scores in 13 of 15 reporting categories.
- Review of PSSA Reporting categories for 3rd, 4th, and 5th grade ELA indicate ELA results equal to or above state scores in 17 of 20 reporting categories.

#### **Accomplishment #4:**

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In the summer of 2016, Kindergarten Teachers across the district met to design and develop a new Standards Based Kindergarten Report Card, with corresponding assessments and scoring rubrics.

This initiative began the revamping of the report card system for the district. This initiative was then expanded to First Grade in the summer of 2017, Second Grade in 2018 and then 3rd grade during the 2018-2019 School year. Intermediate grades have already begun the work of curriculum mapping and sequencing, in anticipation of rolling out the SBRC in the upcoming years. Review of this initiative by both IU personnel and university expert in curriculum provided positive feedback on the process and outcomes thus far. Process has included the design up updated assessments, rubrics, scope and sequence, curricular maps, lesson planning and and resources.

#### **Accomplishment #5:**

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Beginning in the Spring of 2017, teachers district wide initiated curricular planning and development using the UBD format, working within the Google Classroom forum. This initiative has continued since that time and will continue through the 2019-20 school year. Grade levels are reviewing state standards, curricular resources, and are redesigning their instructional maps accordingly. Professional Development continues to be provided to assist teachers in the UBD methodology. All materials and documents are being housed within google classrooms.

#### **Accomplishment #6:**

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Preliminary 2019 PSSA Data Analysis

- 3rd Grade 2019 ELA P/A results are up 10.4% and Math Results are up 3.9% over 2018 data.
- 4th Grade 2019 ELA P/A results are up 11.1% over 2018 data.
- 4th Grade 2019 Science P/A results are up 10.8% over 2018 data.
- When examining cohorts, 3rd to 4th grade results show gains in P/A for ELA (up 8.9%)

#### **Accomplishment #7:**

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South St. Marys Street Elementary School prides itself on sustaining an excellent, positive school culture. Relationships are pivotal in establishing strong connections with students, families, and amongst building faculty and staff. All programmatic decisions are made to promote positive relationships with our stakeholders.

## School Concerns

### Concern #1:

Based on 2018 PVAAS data,

- 5th grade did not meet the growth standard in Math for students in any of the 5 quintile areas
- 5th grade did not meet the growth standard in ELA for students in quintiles 2 and 3

### Concern #2:

2018 PSSA School Summary Report indicates the following -

- ELA results across the school are 2.5% below state average, with Reporting Category scores lower than the state in Text Dependent Analysis and Craft and Structure in Reading.
- 4th Grade Math results suggest Reporting Category scores lower than the state in Operations and Algebraic Thinking.
- 5th Grade Math results suggest Reporting Category scores lower than the state in Numbers and Operations Fractions

### Concern #3:

Review of Preliminary 2019 PSSA Data indicate -

- 5th grade ELA and Math Prof/Adv scores are down in comparison to 2018 scores.
- When considering cohorts, results indicated that 4th to 5th grade students showed decline in Prof/Adv scores in ELA and Math. 3rd to 4th grade scores also showed drops in Math in comparison to 2018 scores.

### Concern #4:

Because of the data notations above, we will continue to address growth in Math and ELA for grades 3 through 5, as there has been a continued decline in proficiency scores across the grades. Full curricular alignment with rigor, complexity, and focus of the PA Core Math and ELA Standards will be an ongoing focus.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

### Aligned Concerns:

Based on 2018 PVAAS data,

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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 a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and PVAAS Growth Model

Specific Targets: Close the achievement gap by 50% between all students and historically underperforming student groups in math and reading.

## *Strategies:*

### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

### *Understanding by Design*

**Description:**

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

**SAS Alignment:** Curriculum Framework

### *Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Sources: [Using Student Achievement Data to Support Instructional Decision Making](#))

**SAS Alignment:** Assessment, Instruction

## ***Implementation Steps:***

### *Curriculum Mapping*

#### **Description:**

Working in the Google Classroom Forum, grade level teachers will begin their review of common core standards, develop a scope and sequence, build a curricular map, and then begin to formulate lessons all using the Understanding By Design Framework. This will provide an opportunity to sequence the introduction and teaching of skills, while allowing teachers to utilize the various resources they've been researching and gathering since the district has become less reliant on a basal series. As part of this multi-year process, grade level teachers will also develop a standards based report card, and associated assessments and scoring rubrics. All of this will be digitally saved in Google Classroom for shared development, editing, review, and ultimate publication.

To assist with this, professional development will be provided in several areas -

- Emotional Support - the SMASD recognizes that curriculum mapping and redevelopment is intense and immense work. In addition to analyzing standards, researching resources, and mapping curriculum, teachers still need to teach - the combination of which can create stress. At the start of the 2017-18 school year, the district initiated support for staff in Wellness. Training techniques and resources were provided to staff to assist with stress relief and overall wellness. This provided a sense of belief and emotional support to showcase the value that the district places in the precious resource - its educators. Additionally, motivational speaker Stan Pearson expressed his You're Good, You're Great, You're Worth It message, which sparked the purchase of district wide staff t-shirts to reinforce the message. Additional time for stress relief and focus on wellness are encouraged at the building and district level, scheduled during annual inservice time.
- Professional Growth - the SMASD continues to provide for support of growing as an educator. PLN courses as well as workshops to learn and reinforce strategies have been provided. The district brought a course to the area in the summer of 2017, another in the summer of 2018, with a third offer course in the spring of 2019. The district worked to create a university to district billing process that permitted

teachers to enroll and complete the course with no out of pocket expenses provided.

- Time - the SMASD understands that curriculum work takes time. Knowing that school days are precious for teaching, the district supported teachers who elected to work during free time (after school, summer days, etc.) by providing locations to work as well as pay for time spent. This validated and respected the value of teacher time in work on this important initiative. Additionally during the 2018-19 school year, additional Act 80 days were built within the district calendar to provide professional development time to work on curriculum.
- Professional Support - the SMASD believes that experts can assist teachers in doing great work. In January 2018, the district consulted with and contracted Dr. Marilyn Howe from Clarion University to assist teachers in better understanding the UBD model. Dr. Howe was able to review work completed as well as guide teachers through steps for Phase I and II. Teachers were appreciative of this time and made good use of their time in working with Dr. Howe. Dr. Howe will return in 2018-19 for additional training and follow up support.

Additionally, the faculty and staff at the SSMSES will continue to address student progress and growth through our Multi-Tiered System of Support. Benchmark assessments will be completed 5 times each year. Data will be analyzed with the intent to design instruction that will address areas in need of improvement for all students. Professional and support staff will work together in conjunction with the MTSS Team (Reading Specialist and Academic Tutors), as well as administration, to ensure that students are placed in appropriate tiered groups to work on skill specific lessons. Time in the Master Schedule is provided for the MTSS Team to work with each grade level. Progress monitoring will be conducted, with data continually analyzed resulting in any needed adjustments to instruction. This ongoing evaluation of student progress and data review will assist grade level teams in determining scope and sequence needs or missing skills within the curricular map design.

**Start Date:** 4/12/2017    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Curriculum Mapping

### *Curriculum Alignment*

**Description:**

As curricula are reviewed, align with PA Core Standards and vertically align from K-12. Evidenced in current and complete curriculum guides K-12.

**Start Date:** 4/12/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for South St Marys Street El Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for South St Marys Street El Sch in the Saint Marys Area 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 South St Marys Street El Sch in the Saint Marys Area SD for the 2019-2020 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*