School Profile

Demographics

_Akron El Sch_
125 S 11th St
Akron, PA 17501
(717)859-0400

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Sheri Horner
Superintendent: Brian Troop

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Sheri Horner</td>
<td>Administrator</td>
</tr>
<tr>
<td>Sheri Horner</td>
<td>Building Principal : Schoolwide Plan</td>
</tr>
<tr>
<td>Justin Gehman</td>
<td>Community Representative : Schoolwide Plan</td>
</tr>
<tr>
<td>Rachel Martin</td>
<td>Ed Specialist - Other : Schoolwide Plan</td>
</tr>
<tr>
<td>Amy Potts</td>
<td>Ed Specialist - School Nurse : Schoolwide Plan</td>
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<tr>
<td>Ryan Levan</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Connie Reber</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Kristen Selzer</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Amy Trella</td>
<td>Instructional Aide</td>
</tr>
<tr>
<td>Carolyn Beyer</td>
<td>Parent</td>
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Federal Programs

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.

Technical Assistance

The Assistant Superintendent of Elementary Education, Literacy Coordinator, and one elementary principal make up the leadership team for literacy and Title 1 at the elementary level. These 3 individuals attend various Title 1 informational and training programs including local Title 1 liaison point of contact meetings. These contacts with Title 1 officials provided the best information we can attain in regards to quality Title 1 planning and compliance.

Because there are 3 individuals on the leadership team, Ephrata is able to participate in nearly all local trainings. This also provides a platform for collaboration on the team. This information is then shared with the other elementary principals and intervention specialists. The elementary administration works together to develop schoolwide plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
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</thead>
<tbody>
<tr>
<td>Cindy Rhoads at IU 13</td>
<td>1/25/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Description</td>
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<tr>
<td>Cindy Rhoads at IU 13</td>
<td>1/25/2017</td>
<td>New Coordinators meeting</td>
</tr>
<tr>
<td>Cindy Rhoads at IU 13</td>
<td>2/23/2017</td>
<td>Federal Programs Meeting</td>
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<tr>
<td>Cindy Rhoads IU13</td>
<td>1/25/2017</td>
<td>Federal Programs Meeting</td>
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<tr>
<td>Cindy Rhoads IU13</td>
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<td>Cindy Rhoads IU13</td>
<td>3/23/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Ephrata literacy team</td>
<td>3/20/2017</td>
<td>support building principals in school wide planning</td>
</tr>
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<td>Ephrata Literacy Team</td>
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<td>support building principals in school wide planning</td>
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<tr>
<td>IU 13</td>
<td>9/26/2016</td>
<td>PIIC Network meeting</td>
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<td>11/3/2016</td>
<td>Title One Coordinators meeting</td>
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<td>IU 13</td>
<td>3/2/2017</td>
<td>Title One Coordinators meeting</td>
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<td>Title One Coordinators meeting</td>
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<tr>
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<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>12/14/2018</td>
<td>Federal Program meeting</td>
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<tr>
<td>PDE - Division of Federal Programs</td>
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<td>Audit</td>
</tr>
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**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

School Accomplishments

Accomplishment #1:
79% of students likely to need core support on DIBELS testing.

Accomplishment #2:
Most students show at least a year's worth of growth on DRAs.

Accomplishment #3:
MTSS - A master schedule was developed to include intervention times for reading and math for students in the grades K-4.

Accomplishment #4:
Attendance rate was 96.2% for last school year (2017-18).

Accomplishment #5:
School wide Life Ready Graduate disposition program - Students participating in positive culture activities. A student survey assess our system and yielded positive results.

Accomplishment #6:
Utilizing Math benchmark in grades 1-4 students made overall growth of 15% in Domains of Base Ten and Operations/Algebraic Thinking in the 2017-18 school year.

School Concerns

Concern #1:
Lower than expected results on the PSSA TDA (part of ELA test) and the written response for the math open ended questions.

Concern #2:
Improvements needed in our PLC meeting to impact student achievement in all 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:**

- Lower than expected results on the PSSA TDA (part of ELA test) and the written response for the math open ended questions

Improvements needed in our PLC meeting to impact student achievement in all areas.
School Level Plan

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:** Observation and Walkthrough data
- **Specific Targets:** Presence of multiple instructional strategies in observations and walkthroughs. Discussion and sharing in professional learning community team time

- **Type:** Annual
- **Data Source:** PSSA ELA testing results
- **Specific Targets:** Student scores will increase on the open ended math responses and TDA response

**Strategies:**

**PLCs - Professional Learning Communities**

**Description:**


http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) Resources:

http://effectivestrategies.wiki.caiu.org/Using+Data

http://effectivestrategies.wiki.caiu.org/Professional+Development

1. Create schedule that allows for grade level PLC meetings several times a month

2. Create a mechanism to record work at PLC meetings
3. Principal and interventionist periodically attend PLC meetings to monitor progress

**SAS Alignment:** Assessment, Instruction

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

**Description:**


1. Within team time, use student data as the basis for instructional discussion

**SAS Alignment:** Assessment, Instruction

*Differentiated Instruction*

**Description:**

"Learning Styles: Concepts and Evidence

Learning Styles

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

Differentiated Instruction Reexamined

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms


1. Continue to emphasize small, flexible grouping based on student needs

2. Leadership team will be meeting 2 times a month to discuss building goals and determine training ideas of faculty meetings.
3. School wide math activities will focus on accuracy and math strategies

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

**Professional Learning Communities (PLC) development**

**Description:**

Continued work on PLC development through additional PLC professional development and creating opportunities to share instructional strategies to best meet the needs of students

**Start Date:** 8/22/2016  **End Date:** 6/7/2021

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

**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

**Consistent implementation of effective instructional strategies**

**Description:**

1. Consistent Use of Learning Focused Schools lesson plan format for all classes
2. Implementation of best practice in writing
3. Implementation of best practice in math
4. Implementation of differentiated instruction that addresses needs of all students

**Start Date:** 8/22/2016  **End Date:** 6/7/2021
Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

Professional Development

Description:

1. Professional development sessions on the continued work on the development of PLCs
2. Professional development sessions on differentiation and best instructional practice in writing and math
3. Professional development sessions on the integration of STEAM, Project Based Learning, and the 4Cs

Start Date: 8/22/2016   End Date: 6/7/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Supported Strategies:

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

Professional Development on teaching diverse learners in an inclusive setting

Description:
1. Collaborative work with teachers and special education teachers

2. Inservice Session for related arts teachers

**Start Date: 8/29/2016   End Date: 6/12/2020**

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

**Supported Strategies:**

- Differentiated Instruction

*Professional development in the area of language and literacy acquisition for all students*

**Description:**

1. Ongoing contact with Literacy Coordinator for coaching in the area of literacy

2. Professional development sessions in the area of differentiation

3. Ongoing teacher support during PLC and data meetings

4. Professional development sessions on writing workshop, text dependent analysis, math instruction, and close reading

**Start Date: 6/3/2016   End Date: 6/12/2020**

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

**Supported Strategies:**

- PLCs - Professional Learning Communities

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

- Differentiated Instruction
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Akron El Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Akron El Sch in the Ephrata 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 Akron El Sch in the Ephrata Area SD for the 2018-2019 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director