

FULTON EL SCH

51 East Fulton Street

Schoolwide Title 1 School Plan | 2021 - 2022

VISION FOR LEARNING

All stakeholders are responsible for the creation of a learning experience that allow all students to achieve their full potential.

STEERING COMMITTEE

| Name | Position | Building/Group |
|--------------------|---------------------------|------------------------------|
| Josh McCracken | Principal | Fulton Elementary |
| Morgan Luckenbill | Intervention Specialist | Fulton Elementary |
| Beth Lyons | School Counselor | Fulton Elementary |
| Cynthia Good | Art Teacher K-4 | Fulton Elementary |
| Brian McClellan | General Education Teacher | Fulton Elementary |
| Beth Needelman | General Education Teacher | Fulton Elementary |
| Jodi Eberly | General Education Teacher | Fulton Elementary |
| Marilyn Molchany | General Education Teacher | Fulton Elementary |
| Stacy Longstaff | General Education Teacher | Fulton Elementary |
| Tracie Homsher | Special Education Teacher | Fulton Elementary |
| Brad Lutz | Parent | Fulton Elementary PTO/Parent |
| Jacy Clugston Hess | District Level Leaders | Ephrata Area School District |
| | | |
| | | |

Name

Position

Building/Group

ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|--|
| Data source needed to help identify members of the school community that may need social/emotional support. | Social emotional learning Social emotional learning |
| Tier I instructional strategies and MTSS plan need to align with the needs of the students who score in the "Well Below Benchmark" subgroup | English Language Arts |
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ACTION PLAN AND STEPS

| Evidence-based Strategy |
|-------------------------------------|
| Researched based literacy practices |

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Acadience Growth

By the end of the 2021-2022 school year at least 90% of first grade students who started the year in the "Well Below Benchmark" subgroup based on Acadience Reading Composite Score will show growth and move into the "Below Benchmark", "At Benchmark" or "Above Benchmark" subgroup.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Research based literacy practices will be implemented through the MTSS process.

2021-08-30 -
2022-06-03

Josh
McCracken/Principal

Data Meetings Reflective Plan Meetings Child
Study Meetings Professional Learning
Opportunities

Anticipated Outcome

Through the successful implementation of the MTSS process learners will receive personalized instruction based upon their individual needs.

Monitoring/Evaluation

Progress Monitoring

Evidence-based Strategy

Use of data to identify areas of need

Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|----------------------------|---|
| Social Emotional Screening | By the end of the 2021-2022 school year, social emotional screeners will be used with all students and data reviewed by school team to see if additional supports are needed for individual students. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|------------------------------|----------------------|--|
| Social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students. | 2021-08-30 - 2022-06-03 | Principal | PASS assessment, Well-being Index, Whole Child |

Anticipated Outcome

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

Monitoring/Evaluation

Well being Index

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|-------------------------------------|---|-------------------------------|
| By the end of the 2021-2022 school year at least 90% of first grade students who started the year in the "Well Below Benchmark" subgroup based on Acadience Reading Composite Score will show growth and move into the "Below Benchmark", "At Benchmark" or "Above Benchmark" subgroup. (Acadience Growth) | Researched based literacy practices | Research based literacy practices will be implemented through the MTSS process. | 08/30/2021 - 06/03/2022 |

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---------------------------------------|---|-------------------------------|
| By the end of the 2021-2022 school year, social emotional screeners will be used with all students and data reviewed by school team to see if additional supports are needed for individual students. (Social Emotional Screening) | Use of data to identify areas of need | Social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students. | 08/30/2021 - 06/03/2022 |

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.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

Josh McCracken

2021-08-20

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

All fourth grade students participate in Career Readiness via School Counselor

Identify and address individual student learning needs

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Math- All Student Group Exceeded the Statewide Average Growth Score

Science- All Student Group Exceeded the Statewide Average Growth Score

N/A

Acadience- Second grade cohort oral reading fluency (retell quality) grew from mid-year 59% to 90% at the end of year.

Acadience- Average student score for fourth grade students on MAZE grew from 17 words at the beginning of the year to 26 words at the end of the year

Freckle Math Growth Scores

Challenges

N/A

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

Use multiple professional learning designs to support the learning needs of staff

Economically Disadvantaged Subgroup's scores in ELA declined from the previous year

Economically Disadvantaged Subgroup's scores in Math declined from the previous year

Students in both the disabilities subgroup and economically disadvantaged group did not meet expected proficiency.

Acadience- 78% of first grade students who scored "Well Below Benchmark" at the beginning of the year, also scored "Well Below Benchmark" at the end of year with overall Reading Composite Score

Acadience- 80% of second grade students who scored "Well

Strengths

Science Achievement Score- 81% of students scored prof or adv (statewide avg- 66%)

Challenges

Below Benchmark" at the beginning of the year, also scored "Well Below Benchmark" at the end of year with overall Reading Composite Score

Acadience- 82% of third grade students & 71% of fourth graders who scored "Well Below Benchmark" at the beginning of the year, also scored "Well Below Benchmark" at the end of year with overall Reading Composite Score

58% of students met proficiency for PSSA Math

Achievement Score dropped from the previous year

Most Notable Observations/Patterns

Fulton and Ephrata Area School District monitors and evaluates the impact of professional learning on staff practices and student learning. Of the team's responses a majority provided feedback that indicated "operational". Though others scored this as "Emerging" or "Exemplary".

| Challenges | Discussion Point | Priority for Planning |
|--|---|-----------------------|
| <p>Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically</p> | <p>We need additional data to assure that we are addressing these needs for our students</p> | |
| <p>Acadience- 78% of first grade students who scored "Well Below Benchmark" at the beginning of the year, also scored "Well Below Benchmark" at the end of year with overall Reading Composite Score</p> | <p>Tier I instructional strategies and MTSS plan does not align with the needs of the students who score in the "Well Below Benchmark" subgroup</p> | |
| <p>Acadience- 80% of second grade students who scored "Well Below Benchmark" at the beginning of the year, also scored "Well Below Benchmark" at the end of year with overall Reading Composite Score</p> | <p>Tier I instructional strategies and MTSS plan does not align with the needs of the students who score in the "Well Below Benchmark" subgroup</p> | |
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ADDENDUM B: ACTION PLAN

Action Plan: Researched based literacy practices

| Action Steps | Anticipated Start/Completion Date |
|---|---|
| Research based literacy practices will be implemented through the MTSS process. | 08/30/2021 - 06/03/2022 |
| Monitoring/Evaluation | Anticipated Output |
| Progress Monitoring | Through the successful implementation of the MTSS process learners will receive personalized instruction based upon their individual needs. |
| Material/Resources/Supports Needed | PD Step |
| Data Meetings Reflective Plan Meetings Child Study Meetings Professional Learning Opportunities | yes |



Action Plan: Use of data to identify areas of need

Action Steps

Anticipated Start/Completion Date

Social emotional screeners will be used to with all students and data reviewed by school team to see if additional supports are needed for individual students.

08/30/2021 - 06/03/2022

Monitoring/Evaluation

Anticipated Output

Well being Index

School team will assure that all students have the opportunity to participate in social emotional screeners. This data will be used to identify students that may need extra support.

Material/Resources/Supports Needed

PD Step

PASS assessment, Well-being Index, Whole Child

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|--|---------------------------------------|---|-------------------------------|
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PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|--|---|--|
| Professional Learning focused on researched based literacy practices | General Education Teachers Special Education Teachers Related Arts Teachers | Best Literacy Practices High Impact Instructional Strategies |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Student Artifacts | 08/30/2021 - 06/03/2022 | Josh McCracken |
| Danielson Framework Component Met in this Plan: | | This Step meets the Requirements of State Required Trainings: |
| | | Language and Literacy Acquisition for All Students |
| ----- | | |
| Professional Development Step | Audience | Topics of Prof. Dev |
| Implementation of the PASS Screener | All teachers | Introduce the tool and how to administer it to students |
| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
| Successful implementation of the screener | 08/23/2021 - 09/30/2021 | Principal |

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|-------------------|------------------|----------------------|----------------------|
| The School Wide Plan will be posted to the school Federal Programs Website. | School-wide Plan | District Website | Parents and families | Fall 2021 |

