

**JAMES BURD EL SCH**

317 North Morris Street

ATSI Title 1 School Plan | 2021 - 2022

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**VISION FOR LEARNING**

The James Burd Family will work together to create a welcoming, inspiring, and engaging environment, where all learners take pride in reaching their full potential.

## STEERING COMMITTEE

Name	Position	Building/Group
Matthew Flohr	Principal	James Burd Elementary School
Sheri Woodall	Director of Curriculum, Instruction, and Assessment	Shippensburg Area School District
Lauren Zima	Director of Special Education	Shippensburg Area School District
Bethany Bridges	Assistant Director of Special Education	Shippensburg Area School District
Kathryn McCauslin	Kindergarten Teacher	James Burd Elementary School
Jill Martin	First Grade Teacher	James Burd Elementary School
Wendy Perry	Second Grade Teacher	James Burd Elementary School
Kristy Shrader	Third Grade Teacher	James Burd Elementary School
Miranda Shipp	Third Grade Teacher	James Burd Elementary School
Sandra Olson	Special Education Teacher	James Burd Elementary School
Kevin Webber	Special Education Teacher	James Burd Elementary School
Reshma Patel	Reading Specialist	James Burd Elementary School
Ami Healy	CAIU Consultant	Capital Area Intermediate Unit

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Chelsea Rosenberry	Kindergarten Teacher	James Burd Elementary School
Jada Hines	Parent	James Burd Elementary School

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Use a collaborative approach to address attendance for students with disabilities.	Regular Attendance
Use a tiered approach to address students' social-emotional, behavioral, and academic needs utilizing flexible grouping within/between classrooms.	English Language Arts Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Texting with Parents utilizing 2-way messaging system	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance	80% of James Burd Special Education students will be in attendance for at least 90% of school days during the 2021-2022 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
After two consecutive absences, teacher will utilize Class Dojo to message families inquiring about student attendance.	2021-08-19 - 2022-05-27	Classroom Teachers	Class Dojo
Skyward Emailing System will message families when students are marked absent for the day.	2021-08-19 - 2022-05-27	Troy Stevens/Director of Technology	Skyward
Educating families about the school attendance policy and the importance of student engagement in the school.	2021-08-19 - 2022-05-27	Matt Flohr	Zoom Meetings with families, beginning of the year attendance facts, family engagement nights

**Anticipated Outcome**

Increased Student Attendance

**Monitoring/Evaluation**

Student attendance reports will be run monthly to determine the impact of the messaging systems. We will be looking that at least 80% of special education students are in attendance at least 90% of the school day.

**Evidence-based Strategy**

Multi-tiered Systems of Supports

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA	100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction.
Math	100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Development on the utilization of IRLA, IReady, AIMSweb, Acadience, and curricular assessments data to identify student needs for instruction.	2021-08-17 - 2022-05-27	Sheri Woodall/CIA Matt Flohr/Principal Lauren Zima/Special Education Supervisor	Training from Intermediate Unit on Acadience Data usage and instructional practice, IReady data review, IRLA data review with SchoolPace, AIMSweb training, Curricular Resource Training
Professional Development on the utilization of literacy interventions	2021-08-17 - 2022-05-27	Sheri Woodall/CIA Matt Flohr/Principal Lauren Zima/Special Education	Wilson LLI System 44 Waggle ULS SRA Heggerty AIMSweb Literacy Coach Reading Specialists
Professional Development on the utilization of math interventions and practices	2021-08-17 - 2022-05-27	Sheri Woodall/CIA Matt Flohr/Principal Lauren	AIMSweb Ready math/iReady Number Worlds Connecting Math Concepts Do the Math Waggle Math Coach

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Zima/Special Education

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**Anticipated Outcome**

80% of special education population will make 25% growth towards their IEP goal during the 2021-2022 school year as measured by AIMSweb.

**Monitoring/Evaluation**

BOY, MOY, EOY Assessments in IReady, Acadience Biweekly Progress Monitoring AIMSweb

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (ELA)	Multi-tiered Systems of Supports	Professional Development on the utilization of IRLA, IReady,	08/17/2021 - 05/27/2022
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)		AIMSweb, Acadience, and curricular assessments data to identify student needs for instruction.	



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (ELA)	Multi-tiered Systems of Supports	Professional Development on the utilization of literacy interventions	08/17/2021
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)			-

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (ELA)	Multi-tiered Systems of Supports	Professional Development on the utilization of math	08/17/2021
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)		interventions and practices	- 05/27/2022

## 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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2021-06-28

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

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Superintendent/Chief Executive Officer

Chris Suppo

2021-06-30

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School Improvement Facilitator Signature

Ami Healy

2021-06-22

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Building Principal Signature

Matthew W. Flohr

2021-06-29

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

We have had a consistent utilization of math and reading programs.

Career readiness skills are taught to all students.

Students exposed to a variety of careers in lessons K-3

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

Implement an evidence-based system of schoolwide positive behavior interventions and supports

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

Kindergarten through Third Grade students are receiving Caring Schools Community lessons. CSC is a researched-based program for all students that focuses on building relationships.

The percentage of students in Tier I support increased in math and reading as measured by the i-Ready diagnostic.

### Challenges

There is a need for additional collaboration time between classroom and special education teachers.

Finding a way to address the academic needs of our students in this group.

Some skills (ex: Entrepreneur) are difficult concepts for younger students to comprehend.

Common vocabulary is inconsistent throughout K-3 and K-12 when relating to careers/career readiness.

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

Though we are utilizing evidence-based practices to engage families, we are still missing a decent population of families.

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

There is a need to improve overall attendance rates for special education students.

## Strengths

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Our economically disadvantaged subgroup has shown consistent improvement over the years.

The implementation of Heggerty has shown an increase in our overall phonemic awareness skills.

From our Acadience ELA data, retelling is a strength for our third grade population.

First and Second grade showed significant growth for the number of students scoring at or above benchmark on the Acadience Math composite

Our special education students met their target goal for PSSA math during the 2018-2019 school year.

ARC Themes are focused in science, technology, and engineering

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## Challenges

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Students with disability are not achieving at the same level as other students. There is a need to increase the student achievement relative to pupils with disabilities.

There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels.

There is a need for increased collaboration time between special education teachers and general education teachers.

The special education population did not meet the goal/target for percentage of proficient and advanced in ELA.

The percentage of students at or above benchmark in math went from 61% to 48%.

The lack of human resources has reduced STEM time for the coteaching model of STEM utilized in 2019-2020

Additional professional development is needed to help staff utilize STEM lessons in their classrooms.

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## Most Notable Observations/Patterns

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### Challenges

### Discussion Point

### Priority for Planning

There is a need to improve overall attendance rates for special education students.

Special Education Students attendance rate is impacted by outside services students require to support their academic, social, and behavioral needs. Parent understanding of attendance policies and expectations affect the number of unexcused absences.

There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels.

There is a need for common language and interventions for kindergarten-third grade regular education and special education students in all academic subjects. Inefficient management of time and resources.

There is a need for additional collaboration time between classroom and special education teachers.

Finding a way to address the academic needs of our students in this group.

Special Education programming in the district is being restructured to provide more supports to students academically, socially, and emotionally.

## ADDENDUM B: ACTION PLAN

### Action Plan: Texting with Parents utilizing 2-way messaging system

Action Steps	Anticipated Start/Completion Date
After two consecutive absences, teacher will utilize Class Dojo to message families inquiring about student attendance.	08/19/2021 - 05/27/2022
Monitoring/Evaluation	Anticipated Output
Student attendance reports will be run monthly to determine the impact of the messaging systems. We will be looking that at least 80% of special education students are in attendance at least 90% of the school day.	Increased Student Attendance
Material/Resources/Supports Needed	PD Step
Class Dojo	no

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

Skyward Emailing System will message families when students are marked absent for the day.

08/19/2021 - 05/27/2022

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

Student attendance reports will be run monthly to determine the impact of the messaging systems. We will be looking that at least 80% of special education students are in attendance at least 90% of the school day.

Increased Student Attendance

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

Skyward

no



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

Educating families about the school attendance policy and the importance of student engagement in the school.

08/19/2021 - 05/27/2022

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

Student attendance reports will be run monthly to determine the impact of the messaging systems. We will be looking that at least 80% of special education students are in attendance at least 90% of the school day.

Increased Student Attendance

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

Zoom Meetings with families, beginning of the year attendance facts, family engagement nights

no

**Action Plan: Multi-tiered Systems of Supports**

Action Steps	Anticipated Start/Completion Date
Professional Development on the utilization of IRLA, IReady, AIMSweb, Acadience, and curricular assessments data to identify student needs for instruction.	08/17/2021 - 05/27/2022

Monitoring/Evaluation	Anticipated Output
BOY, MOY, EOY Assessments in IReady, Acadience Biweekly Progress Monitoring AIMSweb	80% of special education population will make 25% growth towards their IEP goal during the 2021-2022 school year as measured by AIMSweb.

Material/Resources/Supports Needed	PD Step
Training from Intermediate Unit on Acadience Data usage and instructional practice, IReady data review, IRLA data review with SchoolPace, AIMSweb training, Curricular Resource Training	yes



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

Professional Development on the utilization of literacy interventions

08/17/2021 - 05/27/2022

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

BOY, MOY, EOY Assessments in IReady, Acadience  
Biweekly Progress Monitoring AIMSweb

80% of special education population will make 25% growth towards their IEP goal during the 2021-2022 school year as measured by AIMSweb.

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

Wilson LLI System 44 Waggle ULS SRA Heggerty AIMSweb Literacy Coach Reading Specialists

yes



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

Professional Development on the utilization of math interventions and practices

08/17/2021 - 05/27/2022

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

BOY, MOY, EOY Assessments in IReady, Acadience  
Biweekly Progress Monitoring AIMSweb

80% of special education population will make 25% growth towards their IEP goal during the 2021-2022 school year as measured by AIMSweb.

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

AIMSweb Ready math/iReady Number Worlds Connecting Math Concepts Do the Math Waggle Math Coach

yes



## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (ELA)	Multi-tiered Systems of Supports	Professional Development on the utilization of	08/17/2021 -
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)		IRLA, IReady, AIMSweb, Acadience, and curricular assessments data to identify student needs for instruction.	05/27/2022
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100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)		literacy interventions	05/27/2022
100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of	Multi-tiered	Professional Development on	08/17/2021 -

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>instruction. (ELA)</p> <p>100% of Special Education Teachers K-3 will utilize evidence-based and research-based interventions to guide effective instruction in their itinerant and supplemental levels of instruction. (Math)</p>	Systems of Supports	the utilization of math interventions and practices	05/27/2022

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Data Analysis	Special Education Teachers and Classroom Assistants	How to utilize IRLA, IReady, AIMSweb, Acadience, and Curricular Assessment Data to identify student instructional needs.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Preparation and discussion of students during data meetings by identifying area of need and utilizing appropriate evidence-based strategy to address learning need.	08/17/2021 - 05/27/2022	Matt Flohr/Principal Sheri Woodall/CIA Lauren Zima/Special Education Supervisor

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting  
Teaching Diverse Learners in an Inclusive Setting

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Literacy Interventions

Special Education Teachers and  
Classroom Assistants

How to utilize evidence-based literacy  
interventions to meet student's instructional  
needs

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Students progressing towards accomplishing IEP  
goals

08/17/2021 - 05/27/2022

Sheri Woodall/CIA Matt Flohr/ Principal Lauren  
Zima/Supervisor of Special Education

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Math Interventions	Special Education and Classroom Assistants	How to utilize evidence-based math intervention to address student learning needs.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Students progressing towards accomplishing IEP goals	08/17/2021 - 05/27/2022	Matt Flohr/Principal Sheri Woodall/CIA Lauren Zima/Supervisor of Special Education

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



## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The plan is to communicate the important information from the school improvement plan with families of James Burd.	Highlight the improvement plan and steps	Informational handout	All parents	Open House - August 2021
Post the approved A-TSI plan for SASD families	Sharing the approved A-TSI plan for parents to review	District website - James Burd ES page. This will be referenced/hyperlinked in future newsletters.	All families and stakeholders	Before the August 19, 2021
Attendance expectations and policies will be shared with families	Attendance expectations, FAQ	E-Newsletter and handouts	All families	Newsletter - Monthly; Handouts - Once a quarter

