

James Burd Elementary School

A-TSI Plan

2022-2023

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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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.

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
Our economically disadvantaged subgroup has shown consistent improvement over the years.	No
The implementation of Heggerty has shown an increase in our overall phonemic awareness skills.	No
From our Acadience ELA data, retelling is a strength for our third grade population.	No
We have had a consistent utilization of math and reading programs.	Yes
ARC Themes are focused in science, technology, and engineering	No
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.	Yes
The percentage of students in Tier I support increased in math and reading as measured by the i-Ready diagnostic.	No
First and Second grade showed significant growth for the number of students scoring at or above benchmark on the Acadience Math composite	Yes

Our special education students met their target goal for PSSA math during the 2018-2019 school year.	Yes
Career readiness skills are taught to all students.	No
Foster a culture of high expectations for success for all students, educators, families, and community members	No
Implement an evidence-based system of schoolwide positive behavior interventions and supports	No
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	No
Students exposed to a variety of careers in lessons K-3	No

Challenges

Challenge	Consideration In Plan
There is a need to improve overall attendance rates for special education students.	Yes
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.	No
There is a lack of tiered levels of academic, behavioral, and social-emotional supports across and within grade levels.	Yes
There is a need for increased collaboration time between special education teachers and general education teachers.	No
The percentage of students at or above benchmark in math went from 61% to 48%.	No
Some skills (ex: Entrepreneur) are difficult concepts for younger students to comprehend.	No
Common vocabulary is inconsistent throughout K-3 and K-12 when relating to careers/career readiness.	No
Implement a multi-tiered system of supports for academics and behavior	No
Though we are utilizing evidence-based practices to engage families, we are still missing a decent population of families.	No
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	No
The special education population did not meet the goal/target for percentage of proficient and advanced in ELA.	No
	No

There is a need for additional collaboration time between classroom and special education teachers.	Yes
Finding a way to address the academic needs of our students in this group.	Yes
Additional professional development is needed to help staff utilize STEM lessons in their classrooms.	No
The lack of human resources has reduced STEM time for the coteaching model of STEM utilized in 2019-2020	No
	No

Analyzing Strengths and Challenges

Strengths

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

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
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.	Yes	Use a collaborative approach to address attendance for students 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 common language and interventions for kindergarten-third grade regular education and special education students in all academic subjects. Inefficient management of time and resources.	Yes	Use a tiered approach to address students' social-emotional, behavioral, and academic needs utilizing flexible grouping within/between classrooms.
There is a need for additional collaboration time between classroom and special education teachers.		No	
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.	No	

Goal Setting

Priority: Use a collaborative approach to address attendance for students with disabilities.						
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Regular Attendance	80% of James Burd Special Education students will be in attendance for at least 90% of school days during the 2022-2023 school year.	Attendance	80 % of the James Burd Special Education students will be in attendance for at least 90% of the school days for the 2022-2023 school year.	80 % of the James Burd Special Education students will be in attendance for at least 90% of the school days for the 2022-2023 school year.	80 % of the James Burd Special Education students will be in attendance for at least 90% of the school days for the 2022-2023 school year.	80 % of the James Burd Special Education students will be in attendance for at least 90% of the school days for the 2022-2023 school year.

Priority: Use a tiered approach to address students' social-emotional, behavioral, and academic needs utilizing flexible grouping within/between classrooms.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	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	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.	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.	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.	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.
Mathematics	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.	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.	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.	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 Plan

Action Plan for: MTSS					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> ELA Math 		80% of the Special Education population will make 25% growth toward their IEP goals during the 2022-2023 school year as measured by AIMSweb.		BOY, MOY, EOY assessments in iReady, Acadience bi-weekly progress monitoring, AIMSweb	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Professional development on the utilization of IRLA, iReady, AIMSweb, Acadience, and curricular assessment data to identify student needs for instruction.	08/18/2022	06/02/2023	Matthew Flohr/Principal Sheri Woodall/Director of Curriculum, Instruction, and Assessment Lauren Zima/Director of Special Education	Training from the CAIU and other groups on the data review and instructional practices.	Yes

Action Plan for: Texting with parents using a 2-way messaging app					
Measurable Goals		Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Attendance 		Increase student attendance		Student absent reports will be run monthly to determine the impact of the messaging systems. We will monitor the special education population to see if 80% of this population is in attendance 90% of the school year.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
After two consecutive absences, the homeroom teacher will Class Dojo to message families to inquire about absences.	08/19/2022	06/02/2023		Class Dojo	No
Skyward will message families on the day they are absent.	08/19/2022	06/02/2023			No
Educating families on the SASD attendance policy and the importance of student engagement in school.	08/19/2022	06/02/2023		SASD attendance policy Attendance research Engagement activities Family Engagement Nights BOY attendance data for families. Title 1 funds will be used to support family engagement opportunities throughout the school year.	No

Professional Development Activities

Data Analysis						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date

<ul style="list-style-type: none"> Professional development on the utilization of IRLA, iReady, AIMSweb, Acadience, and curricular assessment data to identify student needs for instruction. 	Special Education Teachers and Classroom Assistants	How to utilize IRLA, AIMSweb, Acadience, iReady, and curriculum assessment data to identify student needs.	Preparation and discussion of students during data meetings by identifying areas of need and utilizing evidence-based strategy to address learning needs.	Matthew Flohr/Principal Lauren Zima/Director Special Education	08/19/2022	06/02/2023
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Learning Formats

Type of Activities	Frequency	Choose Observation and Practice Framework	This Step Meets the Requirements of State Required Trainings
Inservice day	Twice/year		