

Paradise El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Paradise El Sch

20 N Belmont Rd
Paradise, PA 17562
(717)768-5560

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Beth Reinhart

Superintendent: Erik Orndorff

Stakeholder Involvement

Name	Role
Beth Reinhart	Administrator : Schoolwide Plan
Jane Horst	Board Member : Schoolwide Plan
Beth Reinhart	Building Principal : Schoolwide Plan
Greg Petersheim	Business Representative
Chuck Holt	Community Representative : Schoolwide Plan
Shira Zimmerman	Community Representative : Schoolwide Plan
Meredith Burnett	Ed Specialist - Home and School Visitor : Schoolwide Plan
Pam Goshert	Ed Specialist - Other : Schoolwide Plan
Marie Johnston	Ed Specialist - Other : Schoolwide Plan
Kelly Loder	Ed Specialist - School Counselor : Schoolwide Plan
Robin McCracken	Ed Specialist - School Nurse : Schoolwide Plan
Emily Ross	Ed Specialist - School Psychologist : Schoolwide Plan
Cortney Bushnell	Elementary School Teacher - Regular Education : Schoolwide Plan
Courtney Rafter	Elementary School Teacher - Regular Education : Schoolwide Plan
Meagan Warfel	Elementary School Teacher - Special Education : Schoolwide Plan
Shannon Heverin	Parent : Schoolwide Plan

Kelly Reid	Parent : Schoolwide Plan
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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.

- The Student Information System that houses all demographic, academic data and instructional practices is used along with a newly adopted OnHand data tool. This allows for every single district wide assessment to be housed in one place and be compared against each other in one query.
- Each summer the district level administration coordinates school wide assessment sessions that the building level administration ensures all stakeholders participate.
- During the year there are quarterly grade level data meetings to assess and evaluate the implementation and success of the school wide program.

Provider	Meeting Date	Type of Assistance
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Assistant to the Superintendent	8/13/2018	Technology implementation and differentiation of instruction based on data mining/New Learning Facilitators
Building Level Data Team	10/5/2018	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	11/2/2018	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	1/18/2019	Data evaluation and assessment of plan. Revisions as necessary.
Building Level Data Team	2/15/2019	Data evaluation and assessment of plan 3rd Quarter Review. Revisions as necessary.
Building level principal/Assistant to the Superintendent/All other Stakeholders	7/9/2018	Comprehensive Planning Review with appropriate revisions/compact/policy revision.
Building level principal/assistant/Assistant to the Superintendent/All other Stakeholders	9/12/2018	Second review of policy, compact, and comp plans prior to board meeting in October.
Building level principal/Assistant/Assistant to the Superintendent/All other Stakeholders	6/5/2019	Year end data evaluation and assessment of plan. Revisions as necessary.

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:

School Performance Profile

From the School Performance Profile:

2016-17 - 66.5

2017-18 - Released in October 2018

Accomplishment #2:

Educational Accomplishments

2016 - 17

- Collins Literacy Writing Training for all facilitators
- Birth to 12th Literacy Audit Conducted - Action plans being utilized
- Continued Implementation of Positive Behavior Intervention Supports
- Professional Development to increase special education consistency for all students
- Together for the Good collaboration
- Initial Professional Development on implementing the Hybrid Learning Differentiated Instruction model
- iTLC targeting grade level specific instructional technology goals
- Use of individual learner data binders for tracking individual learning from K-6
- Increased use of Schoology LMS
- Initial Professional Development for OnHand Data management system in order to drill down to target data and instruction for individual learners
- espark Math K-2 individualized instruction for all learners
- Third through sixth grade assessment band - learners grew a year in both math and ELA, and grade 4 science grew more than a year

2017 - 18

- Collins Literacy Writing PD with implementation of learner writing portfolios
- Positive Behavior Intervention Supports - attained Level 1 fidelity
- Aligned research based programs used within spec ed and RtII, making supports and potential transitions more fluid
- Together for the Good collaboration
- More facilitators trained in use of the Hybrid Learning Differentiated Instruction model
- Met state expectation for Career Readiness portfolios

Accomplishment #3:

Growth Data

2016-17

- Third through sixth grade assessment band - learners grew a year in both math and ELA
- Grade 4 science assessment grew more than a year
- Attendance rate - 95.69%

2017-18

- Released in October 2018
- Attendance rate released in October 2018
- BAS:
- DIBELS:

Accomplishment #4:

RtII/MTSS Goals

2017 - 18

- Discussion and research for transition from RtII to MTSS model, including visitation to school using a state approved MTSS model

- Aligned research based programs used within spec ed and RtII, making supports and potential transitions more fluid

Accomplishment #5:

Mass Customized Learning

2017 - 18

- Implementation of Hybrid Learning Model - Two facilitators piloted model and received ongoing PD. They shared information with other facilitators, leading to 6 facilitators implementing and receiving PD in 18/19 school year
- K-6 MCL committee was formed after extensive research, visitations, and discussions - leading to decision to implement Empower program to house learning continuum for guiding and tracking individual learner mastery
- Developed overall building schedule for 18/19 school year that will allow for learner grouping between grade levels, allowing for more focused grouping/instruction

School Concerns

Concern #1:

Math Curriculum/Instruction/Assessments

- Alignment with PDE assessment expectations based on achievement data that is below state average

Concern #2:

RtII transition to MTSS

Concern #3:

Special Education Learner Exposure and Achievement

Concern #4:

Attendance of historically underperforming subgroup

Concern #5:

Parent and Family Engagement Participation

Concern #6:

Kindergarten readiness literacy level

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:

RtII transition to MTSS

Math Curriculum/Instruction/Assessments

- Alignment with PDE assessment expectations based on achievement data that is below state average
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Special Education Learner Exposure and Achievement

Kindergarten readiness literacy level

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

RtII transition to MTSS

Math Curriculum/Instruction/Assessments

- Alignment with PDE assessment expectations based on achievement data that is below state average

Systemic Challenge #3 (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

Attendance of historically underperforming subgroup

Parent and Family Engagement Participation

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: Interim

Data Source: Math PSSA, PVAAS annual data

Continual gr level data meetings utilizing classroom formative assessment data and newly implemented Math Univ Screener

Specific Targets: Math PSSA, PVAAS annual data that meets/exceeds state average

Gr level mtg data taht shows learning mastery progress on the K-6 learning continuum

Strategies:

Create and implement a K-6th grade math coordinator position

Description:

Job details:

- Audit present math curriculum, assessment and instruction resources
- Conduct frequent math data analysis reflection meetings
- Observe classroom instruction and conduct as an instructional coach
- Collect and evaluate data to monitor effectiveness and learner mastery
- Meet bi-weekly with building level/district level leadship to reflect and goal set
- Co-teach and model as needed to support implementations

SAS Alignment: Assessment, Curriculum Framework, Instruction

Multi-Tier Support System (MTSS)

Description:

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting ALL learners/students. This will improve alignment between all learning facilitators/teachers assisting all learners exposing ALL learners to the PA Core standards. The two Title I funded reading specialists and the 10 title I tutors will restructure RTII into MTSS with an increase in push-in presnce and targeted core curriculum support wtih added

needed intensified curriculum and instruction implemented as needed based on BAS, DIBELS, CDT and local assessment data.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Birth to Kindergarten Literacy Liaisons

Description:

The Literacy Liaisons will facilitate collaboration between local area preschools, medical centers, local library, businesses, county early learning committees, district families and the Pequea Valley School District. The position's schedule will follow the Pequea Valley School District calendar. The immediate supervisor will be the Assistant to the Superintendent.

SAS Alignment: Materials & Resources

Implementation Steps:

Elementary Math MTSS Coordinator

Description:

The position will successfully address the following initiatives:

- Audit present math curriculum, assessment and instruction resources
- Conduct frequent math data analysis reflection meetings
- Observe classroom instruction and conduct as an instructional coach
- Collect and evaluate data to monitor effectiveness and learner mastery
- Meet bi-weekly with building level/district level leadership to reflect goal set
- Co-teach and model as needed to support implementations

Start Date: 8/13/2018 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Create and implement a K-6th grade math coordinator position

MTSS Team

Description:

Pequea Valley will develop a MTSS team that will attend a three day professional development training conference to develop a MTSS strategic design.

Start Date: 8/27/2018 **End Date:** 6/5/2019

Program Area(s): Professional Education

Supported Strategies:

- Multi-Tier Support System (MTSS)

Birth to Kindergarten Literacy Liaisons

Description:

The liaisons are funded through alternate grants will utilize the Parents as Teachers curriculum to conduct workshops and home visits in an effort to increase literacy levels of the incoming learners. Research shows that if children are on literacy grade level by 4th grade there is a strong correlation to long-term financial stability.

Start Date: 8/6/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- Birth to Kindergarten Literacy Liaisons

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Math assessment screener and alignment to PDE assessment expectations.

Specific Targets: Learners will be exposed to PDE exemplars through their daily instruction and assessment and show improvement on their state assessment mastery.

Strategies:*Math Assessment Screener and Alignment to PDE Expectations***Description:**

Learners will be exposed to PDE exemplars through their daily instruction and assessment and show improvement on their state assessment mastery.

SAS Alignment: Assessment

*Empower K-6 Math and ELA Learning Continuum***Description:**

This learner progression software will allow all educators to track exactly where each learner is on the progression through the K-6 PDE standard aligned continuum for math and ELA. The "prove its" that drive mastery of each standard will be aligned to the PDE exemplar expectations.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:*Math Assessment Screener***Description:**

All learners will have specific data directing their instruction per a universal math screener. The formative and summative assessment will more accurately align to PDE state assessment style expectations. Learners will show improvement on the state assessment. Research will be conducted to select a universal math screener for piloting and implementation. Based on the results of the screener, facilitators will utilize the data to create targeted intervention and enrichment groups.

Start Date: 8/13/2018 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Math Assessment Screener and Alignment to PDE Expectations

Empower K-6 Math and ELA Learning Continuum

Description:

- Learning Facilitators will be educated on how to navigate the Empower Learning Continuum
- Facilitators will begin to develop "prove-Its" and align them to the PA Core standards that are housed in the progression of the Learning Continuum
- Instruction and grouping will begin to be aligned for each learner based on their learning continuum progression status.

Start Date: 7/11/2018 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Empower K-6 Math and ELA Learning Continuum

Goal #3: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Learner attendance data on the district SIS "Sapphire" and participation at parent engagement activities.

Specific Targets: The newly implemented elementary "First Choice" coordinator will work closely with building level admin, counselors and community social workers to improve HUP learner attendance and learning.

An implementation of 2 parent academic advocate workshops and increased participation at the annual parent nights and reading under lights.

Strategies:*Elementary First Choice Coordinator/Family Engagement Facilitator*

Description: The newly implemented elementary "First Choice" coordinator will work closely with building level admin, counselors and community social workers to improve HUP learner attendance and learning. An implementation of 2 parent academic advocate workshops and increased participation at the annual parent nights and reading under lights.

SAS Alignment: Safe and Supportive Schools

*Parent and Family Engagement Community Collaboration***Description:**

The district will continue to collaborate with the Title I funded Factory Social Worker Advocates to work with the school administration and social workers. Plans will be created to diagnose the hurdles a child and family is confronted with and solutions to remove those barriers to increase student attendance and achievement.

SAS Alignment: None selected

Implementation Steps:*Elementary First Choice Coordinator/Family Engagement Facilitator***Description:**

A dedicated professional will be collaborating closely with building level admin, counselors, and community social workers to improve Historically Underperforming learner's family advocacy skills to assist their learner in their attendance and academic success. Attendance will improve as will the strength of the home to school collaboration.

Start Date: 8/13/2018 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Elementary First Choice Coordinator/Family Engagement Facilitator

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: **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**

Strategy #1: Multi-Tier Support System (MTSS)

Start	End	Title			Description			
8/27/2018	6/5/2019	MTSS Team			Pequea Valley will develop a MTSS team that will attend a three day professional development training conference to develop a MTSS strategic design.			
	Person Responsible	SH	S	EP	Provider		Type	App.
	Cathy Koenig (Director of Pupil Services), Rich Eby (Assistant to the Superintendent), Building level principals, MTSS coordinators	6.0	3	10	PaTTAN, Harrisburg		PaTTAN	No

Knowledge The 2018 MTSS Academic Implementers’ Forum will provide practitioners with the opportunity to deepen their knowledge and skills through focused strands and direct collaboration with persons who are already implementing MTSS concepts and effective practices. Join us to discuss current issues related to Leadership, Problem-Solving, Curriculum and Instruction, Assessment/Progress Monitoring, Positive School Climate and Culture and Family, School, and Community Partnering

featuring national, state and local MTSS doers!

Supportive Research

MTSS Core Instruction - Core curriculum and instruction for ALL learners, school-wide ELA, behavior, and math, includes sheltered instruction and culturally relevant teaching for approximately 80%. Fifteen percent of all learners receive the core plus strategic evidence based intervention while 5% receive the core plus intensive evidence based intervention (Brown & Sanford, 2011).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir
Other educational

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

	specialists	
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	<p>Evaluation Methods</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed: **Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students** **Strategy #1: Empower K-6 Math and ELA Learning Continuum**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/11/2018	6/30/2019	Empower K-6 Math and ELA Learning Continuum	<ul style="list-style-type: none"> Learning Facilitators will be educated on how to navigate the Empower Learning Continuum Facilitators will begin to develop "prove-Its" and align them to the PA Core standards that are housed in the progression of the Learning Continuum Instruction and grouping will begin to be aligned for each learner based on their learning continuum progression status. 							

K-6 Early Learner Steering Committee/Building and District Level Admin	2.5	6	60	Empower Consultant/Pequea Valley Instructional Tech Coordinator/Building and District Level Admin	School Entity	Yes
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Knowledge

- Learning Facilitators will be educated on how to navigate the Empower Learning Continuum
- "Prove-Its" will be developed and aligned to the PA Core standards that are housed in the progression of the Learning Continuum

Supportive Research

- "Prove-Its" will be developed and aligned to the PA Core standards that are housed in the progression of the Learning Continuum
- Instruction and grouping will be aligned for each learner based on their learning continuum progression status.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform

decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff Other educational specialists	Grade Levels
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>		Evaluation Methods
			<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Paradise El Sch in the Pequea Valley 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 Paradise El Sch in the Pequea Valley 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