

Pleasantville El Sch

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Pleasantville El Sch

374 N Main St
Pleasantville, PA 16341
(814)827-2715

Federal Accountability Designation: none

Title I Status: Yes

Schoolwide Status: Yes

Principal: Shawn Fink

Superintendent: Karen Jez

Stakeholder Involvement

Name	Role
Stephanie Keebler	Administrator : Schoolwide Plan
Shawn Fink	Building Principal
Rob Buchan	Community Representative
Diane Cotterman	Ed Specialist - Other : Schoolwide Plan
Melissa Chamberlain	Elementary School Teacher - Regular Education
Michelle Mitchell	Elementary School Teacher - Regular Education
Trish Ongley	Parent : Schoolwide Plan
Laura Tenney	Parent : Schoolwide Plan

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 director of Curriculum and Federal Programs meets with the teachers twice a year to discuss assessment data during data analysis/instructional planning sessions to help the teachers establish goals based on the data. The director also meets twice a year with building principals to review school-wide plan goals and action plans. The superintendent facilitates district wide and building level discussions on curriculum, instruction, and assessment during a 3 day summer retreat. Monthly principal meetings are facilitated by the superintendent to discuss different aspects of the school-wide plan as well.

Provider	Meeting Date	Type of Assistance
Debra Amsler	9/27/2017	Data Analysis/Instructional Planning
Karen Jez	9/11/2017	Monthly Meeting
Karen Jez	6/11/2018	Administrative Data Analysis
Larry Rondinelli	3/28/2018	School-wide planning
Larry Rondinelli	1/31/2018	Data Analysis/Instructional Planning

Steph Keebler	8/2/2018	Schoolwide Plan Team Meeting
TASD	2/1/2018	Data Analysis/Instructional Planning facilitation
TASD	3/16/2018	Professional Development time for grade level planning
TASD/Steph Keebler	8/14/2018	SW Plan review and update

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:

In our second year of implementing the MAP assessment in grades 1-5, each grade level showed growth in Reading by raising their RIT score at least 6 points from the fall to the spring assessments.

1st grade started with a 158 and finished with a 177. 2nd grade began the year with a 179 and finished with a 193. 3rd grade had a 186 and ended with a 196. 4th grade started with a 196 and finished with 211. 5th grade had 208 and ended with 214.

End of the year Status Norms are:

1st grade - 177.5

2nd grade - 188.7

3rd grade - 198.6

4th grade - 205.9

5th grade - 211.8

Based on our results, every grade aside from 3rd achieved at a higher rate than the national norms for Reading.

Accomplishment #2:

In our second year of implementing the MAP assessment in grades 1-5, each grade level showed growth in Math by raising their RIT score at least 12 points from the fall to the spring assessments.

1st grade began with 162 and raised it to a 180. 2nd grade started with a 178 and finished with a 196. 3rd grade had a 187 and ended with a 203. 4th grade had a 201 and finished with a 221. 5th grade started with a 216 and ended with a 228.

End of the year Status Norms are:

1st grade - 180.8

2nd grade - 192.1

3rd grade - 203.4

4th grade - 213.5

5th grade - 221.4

Based on our results, every grade either met or surpassed the national norms for Math.

Accomplishment #3:

DIBELS scores in grades 1- 5 showed growth in DCS from the fall to the spring. In each grade, the number of students who were in need of intensive support in the fall compared to the spring dropped. 1st grade had 6 students who were in need of intensive support in the fall and by the spring there were only 4. 2nd grade had 11 in the fall and finished with 4. 3rd grade started with 6 and finished with 4. 4th grade had 6 in the fall and ended up with 1 in the spring. 5th grade started with 4 and finished with 3. Overall, we started out with 32 students who were in need of intensive support to begin the year and by the end with all of the hard work that was put in we finished with 16.

School Concerns

Concern #1:

3rd grade MAP results in the area of Reading was the only grade and subject that did not meet the national norms out of all five grade levels. The status norm for 3rd grade is 198.6 in Reading and our RIT score was a 196.5. We did show growth over the course of the year but fell short of the 198.6 mark.

Concern #2:

Even though we started the year with 32 students who were in need of intensive services based on the Dibels Composite Score results from our initial DIBELS assessment and finished with 16 students by the end of the year it would be ideal to be under that number looking into next year. As it stands, we will have 13 of those 16 students next year.

Concern #3:

Based on our PowerSchool and SWIS data, we had a total of 242 incidents this school year. Our 4th and 5th grade classes attributed to 68% of those with a total of 164 discipline referrals. This is a major concern looking at next year based on these numbers. Out of the 164 referrals, 70 of those were from the 4th grade class. We will have to modify our SWPBIS in order to address this moving forward.

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:

3rd grade MAP results in the area of Reading was the only grade and subject that did not meet the national norms out of all five grade levels. The status norm for 3rd grade is 198.6 in Reading and our RIT score was a 196.5. We did show growth over the course of the year but fell short of the 198.6 mark.

Even though we started the year with 32 students who were in need of intensive services based on the Dibels Composite Score results from our initial DIBELS assessment and finished with 16 students by the end of the year it would be ideal to be under that number looking into next year. As it stands, we will have 13 of those 16 students next year.

Based on our PowerSchool and SWIS data, we had a total of 242 incidents this school year. Our 4th and 5th grade classes attributed to 68% of those with a total of 164 discipline referrals. This is a major concern looking at next year based on these numbers. Out of the 164 referrals, 70 of those were from the 4th grade class. We will have to modify our SWPBIS in order to address this moving forward.

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: MAP and DIBELS assessment data

Specific Targets: There will be a 5% increase in the growth from the beginning of the school year to the end in 3rd grade Reading.

Strategies:

Intervention Support

Description:

Title I reading specialist and our math support staff will be working with the general education teacher(s) along with pulling students out of the classes to form small groups to provide reading/math intervention strategies to promote growth throughout the school year.

SAS Alignment: Instruction, Materials & Resources

Implementation of Writer's Workshop

Description:

In grades 3-5, the 3 ELA teachers will be working together to establish flexible groups, reading and writing strategies, and other skills in an attempt to meet the individual needs of all students.

SAS Alignment: Curriculum Framework, Instruction

Elementary Student Assistance Program

Description:

The elementary school counselor along with the elementary school social worker will work with individuals and in small groups with students who have social and

emotional needs. Their lessons and therapy sessions are designed to help the students find coping strategies, develop self-help skills, and build confidence with the goal of remediating the needs they have emotionally which will ultimately carry over into their academics

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Elementary Student Assistance Program

Description:

The elementary school counselor along with the elementary school social worker work individually and in small groups with students who have social and emotional needs. Their lessons and therapy sessions are designed to help the students find coping strategies, develop self-help skills, and build confidence with the goal of remediating the needs they have emotionally which will ultimately carry over into their academics.

Start Date: 8/28/2018 **End Date:** 6/6/2019

Program Area(s): Student Services

Supported Strategies:

- Elementary Student Assistance Program

Reading & ELA PLC collaboration

Description:

In grades 3-5, the 3 ELA teachers will be working together to establish flexible groups, reading and writing strategies, and other skills in an attempt to meet the individual needs of all students.

Start Date: 8/28/2018 **End Date:** 6/6/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Intervention Support
- Implementation of Writer's Workshop

*Intervention Support***Description:**

Title I reading specialist and Math support staff will be working with the general education teacher(s) along with pulling students out of the classes to form small groups to provide reading/math intervention strategies to promote growth throughout the school year.

Start Date: 8/28/2018 **End Date:** 6/6/2019

Program Area(s): Student Services

Supported Strategies:

- Intervention Support

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Pleasantville El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Pleasantville El Sch in the Titusville 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 Pleasantville El Sch in the Titusville 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