

Pleasant View Elementary School

**School Level Plan**

07/01/2018 - 06/30/2019

# School Profile

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## Demographics

### *Pleasant View El Sch*

700 Delta Rd  
Red Lion, PA 17356  
(717)244-5425

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Elizabeth Stambaugh  
Superintendent: Scott Deisley

## Stakeholder Involvement

Name	Role
Kimberly Schlemmer	Administrator : Schoolwide Plan
Elizabeth Stambaugh	Building Principal : Schoolwide Plan
Patricia Lentz	Community Representative : Schoolwide Plan
Tricia Livingston	Ed Specialist - Other : Schoolwide Plan
Beth Nalls	Ed Specialist - Other : Schoolwide Plan
Amanda Allemeier	Elementary School Teacher - Regular Education : Schoolwide Plan
Jessica Nemshick	Elementary School Teacher - Regular Education : Schoolwide Plan
Angie Tome	Elementary School Teacher - Special Education : Schoolwide Plan
Saphire Smith	Parent
Patricia Triplett	Parent : Schoolwide Plan

# Federal Programs

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## 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 District Assistant Superintendent, who also serves as the Coordinator of Federal Programs, and LIU consultants provided technical assistance for the Title 1 Schoolwide plan during the 2017-2018 school year. This assistance was high quality because our state monitoring occurred without any noted areas of concern. Refer to the table below for specific dates, provider, and type of assistance provided.

### Pleasant View Meeting List for 2017-2018 School Year

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings  (Check all columns that apply)
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		Planning	Team	All Staff	Parents
08/17/2017	T-1 "Reading Gives Us Super Powers!" Family Night & Meet the Teacher Night			x	x
08/28/2017	Reading Specialist Meeting	x			
08/30/2017	Grade 4 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information			x	
08/31/2017	Grade 6 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information			x	
09/01/2017	Grade 1 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information			x	
09/05/2017	Grade 2 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information			x	
09/06/2017	Grade 3 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information			x	

09/07/2017	Grade 5 Data Team Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information		x	
09/08/2017	Kindergarten Virtual PLC: Calibrating scoring of kindergarten writing pieces		x	
09/12/2017	Grades 1-3 PLC: Calibrating scoring of Lucy Calkins writing pieces		x	
09/15/2017	Grades 4-6 PLC: Calibrating scoring of Lucy Calkins writing pieces		x	
09/18/2017	T-1 Parent Involvement & School Home Compact Meeting: Update the T-1 Parent Involvement Policy and the School Home Compact to include qualities that are unique to Pleasant View Elementary's school-wide program/parent activities		x	x
09/19/2017	Reading Specialist Meeting	x		
09/20/2017	Grades K-2 Data Team Meeting: Administering the Primary Spelling Inventory		x	
09/22/2017	Grades 4-6 Data Team		x	

	<b>Meeting: Review MTSS process; discuss ROAR setup; discuss/share student information</b>			
<b>09/22/2017</b>	<b>Reading Paraprofessional Meeting: Lucy Calkins Reading Units of Study grades K-2</b>		<b>x</b>	
<b>09/28/2017</b>	<b>Beginning of the Year Faculty Meeting</b>		<b>x</b>	
<b>10/17/2017</b>	<b>Grades K-2 PLC: Words Their Way Primary Spelling Inventory - Scoring; determining spelling stages and putting designated stages in to Performance Tracker; determining instructional implications</b>		<b>x</b>	
<b>10/19/2017</b>	<b>Reading Specialist Meeting</b>	<b>x</b>		
<b>10/20/2017</b>	<b>Grades 3-5 PLC: Lucy Calkins Reading - Review/discuss common assessments; review/discuss common assessment rubrics; determine instructional implications; analyze learning progressions sheets</b>		<b>x</b>	
<b>10/23/2017</b>	<b>Grade Level Meeting: Grade 4</b>		<b>x</b>	
<b>10/24/2017</b>	<b>Grade Level Meeting:</b>		<b>x</b>	

	<b>Grade 6</b>			
<b>10/24/2017</b>	<b>In-Service Writing Assessment Scoring/Calibrating</b>		<b>x</b>	
<b>10/25/2017</b>	<b>Grade Level Meeting: Grades Kindergarten and 1</b>		<b>x</b>	
<b>10/26/2017</b>	<b>Grade Level Meeting: Grade 2</b>		<b>x</b>	
<b>10/27/2017</b>	<b>Grade Level Meeting: Grade 3</b>		<b>x</b>	
<b>10/27/2017</b>	<b>Grade 1 Data Team Meeting: Analyze most recently administered DRA assessments; Make adjustments to current ROAR placements based on recent data and students' strengths and weaknesses</b>		<b>x</b>	
<b>10/27/2017</b>	<b>Reading Paraprofessional Meeting: Lucy Calkins Reading Units of Study grades 3-6</b>		<b>x</b>	
<b>10/30/2017</b>	<b>Grade Level Meeting: Grade 5</b>		<b>x</b>	
<b>11/01/2017</b>	<b>Reflex Webinar</b>		<b>x</b>	
<b>11/03/2017</b>	<b>Grade 2 Data Team Meeting: Analyze most recently administered DRA assessments; Make adjustments to current ROAR placements based</b>		<b>x</b>	

	<b>on recent data and students' strengths and weaknesses</b>			
<b>11/06/2017</b>	<b>Grade 3 Data Team Meeting: Analyze most recently administered DRA assessments; Make adjustments to current ROAR placements based on recent data and students' strengths and weaknesses</b>		<b>x</b>	
<b>11/07/2017</b>	<b>Grades 4-6 Data Team Meeting: Analyze and discuss PSSA scores, SPP scores, and PVAAS</b>		<b>x</b>	
<b>11/08/2017</b>	<b>Reading Specialist Meeting</b>	<b>x</b>		
<b>11/14/2017</b>	<b>Pennsylvania Institute for Instructional Coaching (PIIC) Meeting for Reading Specialists</b>		<b>x</b>	
<b>11/16/2017</b>	<b>Faculty Meeting: Crisis Management Presentation</b>		<b>x</b>	
<b>11/16/2017</b>	<b>Parent-Teacher Conferences</b>		<b>x</b>	<b>x</b>
<b>11/16/2017 through 12/01/2017</b>	<b>Grades K-6 PLC: Powerkids Library, ConnectED, and Discovery Education - Explore the aforementioned sites and determine how the various sites can be used to enhance instruction;</b>		<b>x</b>	



	<b>stop and jot thoughts/findings for all professional staff to note</b>			
<b>11/20/2017</b>	<b>Parent-Teacher Conferences</b>		X	
<b>11/21/2017</b>	<b>Parent-Teacher Conferences</b>		X	
<b>12/01/2018</b>	<b>Reading Paraprofessional Meeting: Lucy Calkins Writing Units of Study grades K-2</b>		X	
<b>12/04/2017</b>	<b>Grade Level Meeting: Grade 4</b>		X	
<b>12/05/2017</b>	<b>Grade Level Meeting: Grade 6</b>		X	
<b>12/06/2017</b>	<b>Grade Level Meeting: Grades Kindergarten and 1</b>		X	
<b>12/07/2017</b>	<b>Grade Level Meeting: Grade 2</b>		X	
<b>12/08/2017</b>	<b>Grade Level Meeting: Grade 3</b>		X	
<b>12/11/2017</b>	<b>Grade Level Meeting: Grade 5</b>		X	
<b>12/11/2017</b>	<b>Connect Ed Meeting</b>		X	
<b>12/08/2017</b>	<b>T-1 "Polar Express" Family Night</b>		X	X
<b>12/14/2017</b>	<b>Pennsylvania Institute</b>		X	

	for Instructional Coaching (PIIC) Meeting for Reading Specialists			
12/19/2017	Faculty Meeting: <u>The One and Only Ivan</u> <i>Pleasant View Reading Crew</i> activities and events; "Observe Me" and goals; Level Up		x	
12/20/2017	T-1 School-Wide Planning/Parent Involvement: <u>The One and Only Ivan</u> school-wide book club planning session		x	x
12/20/2017	Grade Level Meeting: Grade 4		x	
12/21/2017	Grade Level Meeting: Grade 6		x	
12/21/2017	Reading Specialist Meeting	x		
01/03/2018	Grade Level Meeting: Grades Kindergarten and 1		x	
01/05/2018	Grade Level Meeting: Grade 2		x	
01/05/2018	Reading Specialist / Intervention Specialist Meeting	x		
01/08/2018	Grade Level Meeting: Grade 3		x	
1/09/2018	Grade Level Meeting: Grade 5		x	

01/09/2018	Kindergarten Virtual PLC: Lucy Calkins Reading Program Q&A session		X	
01/10/2018	Grade 1 Virtual PLC: Lucy Calkins Reading Program Q & A session		X	
01/11/2018	Grade 2 Virtual PLC: Lucy Calkins Reading Program Q & A session		X	
01/12/2018	Reading Paraprofessional Meeting: Lucy Calkins Writing Units of Study grades 3-6		X	
01/18/2018	Grades 3-6 PLC: TDA's - Look at TDA Toolkit; share websites; share handouts; taking TDA's further; discussion		X	
01/23/2018	Pennsylvania Institute for Instructional Coaching (PIIC) Meeting for Reading Specialists		X	
01/23/2018	Grade Level Meeting: Gr.4		X	
01/24/2018	Grade Level Meeting: Gr. 6		X	
01/25/2018	Grade Level Meeting: Grades Kindergarten and 1		X	
01/26/2018	Grade Level Meeting: Grade 2		X	

01/29/2018	Grade Level Meeting: Grade 3		x	
01/31/2018	Grade Level Meeting: Grade 5		x	
01/31/2018	Reading Specialist Meeting	x		
02/01/2018	Grade 4 Data Team Meeting: Analyze and discuss student outcomes related to the following assessments - DORA, ADAM, end-of-the-unit math tests, and writing common assessments; discuss instructional implications based on findings		x	
02/02/2018	Grade 6 Data Team Meeting: Analyze and discuss student outcomes related to the following assessments - DORA, ADAM, end-of-the-unit math tests, and writing common assessments; discuss instructional implications based on findings		x	
02/06/2018	Grade 2 Data Team Meeting: Analyze and discuss student outcomes related to the following assessments - DORA, ADAM, end-of-the-unit math tests, and		x	

	writing common assessments; discuss instructional implications based on findings			
02/08/2018	Grade 3 Data Team Meeting: Analyze and discuss student outcomes related to the following assessments - DORA, ADAM, end-of-the-unit math tests, and writing common assessments; discuss instructional implications based on findings		x	
02/09/2018	Grade 5 Data Team Meeting: Analyze and discuss student outcomes related to the following assessments - DORA, ADAM, end-of-the-unit math tests, and writing common assessments; discuss instructional implications based on findings		x	
02/12/2018	T-1 School-Wide Planning/Parent Involvement: <u>The One and Only Ivan</u> school-wide book club planning session		x	x
02/20/2018	Pennsylvania Institute for Instructional Coaching (PIIC) Meeting for Reading Specialists		x	

02/20/2018	Faculty Meeting: <i>Time for Kids</i> program/Fundraiser; <i>Read Across America</i> and <u>The One and Only Ivan</u> activities and events; Observe Me goals		x	
02/20/2018	Reading Specialist Meeting	x		
02/21/2018	Grade Level Meeting: Grade 4		x	
02/22/2018	Grade Level Meeting: Grade 6		x	
02/23/2018	Grade Level Meeting: Grades Kindergarten and 1		x	
02/26/2018	Grade Level Meeting: Grade 2		x	
02/27/2018	Grade Level Meeting: Grade 3		x	
02/28/2018	Grade Level Meeting: Grade 5		x	
03/05/2018	Grades K-2 PLC: Teachers provide feedback on the reading and writing pacing guides as well as feedback on how they use writing common assessments to drive their instruction.		x	
3/08/2018	Grades 3-6 PLC: TDA's - Discuss TDA's; share		x	

	<b>specific strategies and materials used to teach TDA's; share any handouts, graphic organizers, sources of quality passages, student work, etc. that has been beneficial in obtaining positive outcomes</b>			
<b>03/16/2018</b>	<b>Grade 3 Data Team Meeting: Analyze 3rd grade students' current levels of performance and make adjustments to ROAR groups accordingly</b>		<b>x</b>	
<b>03/22/2018</b>	<b>Pennsylvania Institute for Instructional Coaching (PIIC) Meeting for Reading Specialists</b>		<b>x</b>	
<b>04/03/2018</b>	<b>Reading Specialist Meeting</b>	<b>x</b>		
<b>04/06/2018</b>	<b><u>The One and Only Ivan</u> Family Fun Night</b>		<b>x</b>	<b>x</b>
<b>04/09/2018</b>	<b>Grade Level Meeting: Grade 4</b>		<b>x</b>	
<b>04/10/2018</b>	<b>Grade Level Meeting: Grade 6</b>		<b>x</b>	
<b>04/11/2018</b>	<b>Grade Level Meeting: Grades Kindergarten and 1</b>		<b>x</b>	
<b>04/12/2018</b>	<b>Grade Level Meeting: Grade 2</b>		<b>x</b>	

04/13/2018	Grade Level Meeting: Grade 3		x	
04/16/2018	Grade Level Meeting: Grade 5		x	
04/17/2018	Grade Level Meeting: Grade 4		x	
04/18/2018	Grade Level Meeting: Grade 6		x	
04/19/2018	Grade Level Meeting: Grades Kindergarten and 1		x	
04/20/2018	Grade Level Meeting: Grade 2		x	
04/23/2018	Grade Level Meeting: Grade 3		x	
04/24/2018	Grade Level Meeting: Grade 5		x	
04/27/2018	Grades K-2 PLC: Teachers share knowledge they gained about the topic they selected and studied from a menu of options.		x	
05/02/2018	Grades 3-6 PLC: Teachers share knowledge they gained about the topic they selected and studied from a menu of options.		x	
05/09/2018	The role of the social worker; Functional Behavioral Assessment; ALICE Drill Q&A		x	



05/10/2018	Pennsylvania Institute for Instructional Coaching (PIIC) Meeting for Reading Specialists		x	
05/11/2018	Grade Level Meeting: Grade 4		x	
05/14/2018	Grade Level Meeting: Grade 6		x	
05/15/2018	Grade Level Meeting: Grades Kindergarten and 1		x	
05/16/2018	Grade Level Meeting: Grade 2		x	
05/17/2018	Grade Level Meeting: Grade 3		x	
05/18/2018	Grade Level Meeting: Grade 5		x	
05/18/2018	Reading Specialist Meeting	x		
05/18/2018	T-1 "Say 'Aloha' to Books!" Family Night and May Fair Event		x	x
05/21/2018	T-1 School-Wide Planning/Parent Involvement: Review and discuss the outcomes of Pleasant View Elementary School's Title 1 School-Wide Goals for the 2017/2018 school year; discuss Pleasant View Elementary School's		x	x

	<b>Title 1 School-Wide Goals for the 2018/2019 school year</b>			
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<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
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**Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

All teachers subscribe Danielson's 22 components of effective instruction. This framework for teaching is used to evaluate and improve the overall instructional program. Teachers participated in building and team level PLC's and data team meetings to collaborate and make informed decisions on instruction based on student assessment progress.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

<b>Options</b>	<b>Yes or No</b>
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	No
Science	No
Before School	Yes
After School	No
Lunch/Study Periods	Yes
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

**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

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## School Accomplishments

### Accomplishment #1:

Implemented Lucy Calkins Units of Study for Reading in grades K-6.

### Accomplishment #2:

Communicated students' strengths and weaknesses in reading and writing by utilizing progress reports for students in grades 1 and 2.

### Accomplishment #3:

Provided parents of students who were referred to the MTSS process in grades 1 and 2 with summer bags containing reading and writing activities and materials at each child's reading level. Staff also communicated with the aforementioned parents to emphasize the importance of summer reading and provided sources for parents to access reading materials. (Example: Summer Reading Program offered at a local library, RAZ Kids, etc.)

### Accomplishment #4:

Initiated a school-wide book club entitled *Pleasant View Reading Crew*. The entire school, K-6 as well as staff, read the book The One and Only Ivan. In addition, Pleasant View Elementary School provided a Title-1 Spring Parent Reading Night based on the book. This event allowed Pleasant View staff to connect with families as well as provide information to 337 people in attendance. Attendance at this event was higher than any parent night provided in the past.

### Accomplishment #5:

The PBIS system, or PRIDE behavior program, has been successful in supporting students to make positive behavior choices.

## School Concerns

### Concern #1:

There continues to be a lack of consistency of calibration in scoring district writing assessments.

### Concern #2:

Inconsistent implementation of the Lucy Calkins Reading Units of Study in grades K-5.

### Concern #3:

Data analysis of new district assessments is not consistently utilized to inform instruction.

**Concern #4:**

Continued need for increased parent involvement.

**Concern #5:**

Lack of consistent administration, scoring, and analysis of the DRA 2.

## 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:**

There continues to be a lack of consistency of calibration in scoring district writing assessments.

Inconsistent implementation of the Lucy Calkins Reading Units of Study in grades K-5.

Continued need for increased parent involvement.

Lack of consistent administration, scoring, and analysis of the DRA 2.

**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:**

Data analysis of new district assessments is not consistently utilized to inform instruction.

# School Level Plan

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## 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: Classroom observations

Specific Targets: Consistent use of language in the Lucy Calkins Units of Study Reading

Type: Interim

Data Source: District Assessments

Specific Targets: Students will show growth in district assessments.

### Strategies:

#### *Charlotte Danielson Framework*

##### Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

#### *Instructional Coaching*

##### Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

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

## *PLCs - Professional Learning Communities*

### **Description:**

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). *3 Keys to Keep Learning Communities Focused on the Learning*. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>, <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>) Resources: <http://effectivestrategies.wiki.caiu.org/Using+Data>, <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Instruction

## *Differentiated Instruction*

### **Description:**

Teachers will differentiate instruction in order to meet students' needs.

**SAS Alignment:** Assessment, Instruction

## *High Quality Professional Development for Teachers*

### **Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Safe and Supportive Schools

## *Pennsylvania Institute for Instructional Coaching*

### **Description:**

"In 2005, the Pennsylvania High School Coaching Initiative (PAHSCI) began working with 26 high schools in 16 high-needs districts. To monitor the progress and effects of the initiative, PAHSCI invested in research and evaluation from the start. Several studies of PAHSCI were conducted in recent years, by research partners Research for Action, MPR Associates, Inc., Success for All, and the Academy for Educational Development. PAHSCI: From Promise to Practice offers a summary of the research on PAHSCI. Below are some highlights from these studies; the full studies are available on PAHSCI's Research Findings page. Although PAHSCI is a school reform model focused directly on improving teaching and learning in classrooms, this work was supported by a complex infrastructure that included several partners, a specific literacy framework, content mentors and leadership mentors, professional development, and other components." (Source: <http://piic.pacoaching.org/index.php/research-and-evaluation>, <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>, [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)) Resource: <http://effectivestrategies.wiki.cau.org/Professional+Development>

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

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:**

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *5 Characteristics for High Quality Professional Development*

**Description:**

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.



Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source <http://files.eric.ed.gov/fulltext/ED510366.pdf>)  
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Safe and Supportive Schools

### *Family Literacy Activities*

**Description:**

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: [http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf), <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf))

**SAS Alignment:** Instruction

### *Using Common Formative Assessments to Improve Teaching and Learning*

**Description:**

Tch Teaching Channel (Source: <https://www.teachingchannel.org/videos/common-formative-assessment>)  
Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

### *Increased Communication with Parents*

**Description:**

Parents play an important role in their child's education. Communication with families is crucial to a child's academic success.

**SAS Alignment:** Assessment, Instruction

### ***Implementation Steps:***

## *Continued Implementation of the Lucy Calkins Reading Program*

### **Description:**

Teachers implemented the Lucy Calkins Reading Program beginning in the fall of 2017-2018 school year. In 2018-2019, we will continue to work toward full implementation of the program. Professional development will be provided and instructional coaching will be available. Teachers will continue to look for ways to collaborate with colleagues.

**Start Date:** 6/30/2018    **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Charlotte Danielson Framework
- Instructional Coaching
- PLCs - Professional Learning Communities
- High Quality Professional Development for Teachers
- 5 Characteristics for High Quality Professional Development

## *Continued Implementation of the Lucy Calkins Writing Program and Calibration of Scoring of Writing Assessments*

### **Description:**

Teachers will utilize a range of scored writing samples to calibrate the scoring of their writing pieces. This will help to inform instruction and keep expectations at a high level with the Lucy Calkins Writing Program. Time to collaborate with colleagues will be available. Reading specialists will assist with scoring as needed. We will continue with cross-building scoring to increase consistency.

**Start Date:** 6/30/2018    **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Instructional Coaching
- PLCs - Professional Learning Communities
- Using Common Formative Assessments to Improve Teaching and Learning

## *Parent Involvement*

### **Description:**

The building principal, educational specialists, and teachers will continue to look for ways to meet with parents when they are already at the school for other events. This may include Meet the Teacher Night, Parent Conferences, and PTO events. Other options for connecting with parents and inviting them into the school will be considered by the Title 1 Planning Committee.

**Start Date:** 6/30/2018    **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Family Literacy Activities
- Increased Communication with Parents

## *DRA 2 Administration, Scoring, and Analysis*

### **Description:**

Training will be provided by the building principal and the educational specialists to ensure that teachers are administering, scoring, and analyzing the DRA 2 effectively.

**Start Date:** 6/30/2018    **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Instructional Coaching
- PLCs - Professional Learning Communities
- High Quality Professional Development for Teachers
- Using Common Formative Assessments to Improve Teaching and Learning

**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: District Assessments

Specific Targets: Students will show growth over the course of the year.

Type: Interim

Data Source: Data Team Meeting Agendas and Sign-in Sheets

Specific Targets: Teachers will participate in monthly data team meetings.

**Strategies:*****Multi-Tiered Systems of Support (MTSS-RtII)*****Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII)) Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

***Monthly Data Team Meetings*****Description:**

Conduct monthly data team meetings that have a specific focus and product each week. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

**SAS Alignment:** Assessment, Instruction

***Using Student Achievement Data to Support Instructional Decision Making  
- Article***

**Description:**

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

***Implementation Steps:***

***Analyze and Utilize Data to Inform Instruction***

**Description:**

Teams will participate in regularly scheduled data meetings in which they will bring and analyze data from various sources. Teams will work together to learn to analyze the new DORA data that will be collected. Instructional decisions including interventions for ROAR time will be made based on data.

**Start Date:** 6/30/2018    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Multi-Tiered Systems of Support (MTSS-RtII)

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Pleasant View El Sch.*



# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Pleasant View El Sch in the Red Lion 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 Pleasant View El Sch in the Red Lion Area SD for the 2017-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

