## DELTA-PEACH BOTTOM EL SCH

1081 Atom Rd

Schoolwide Title 1 School Plan | 2022 - 2023

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## VISION FOR LEARNING

creating a curious, collaborative community...one child at a time

## STEERING COMMITTEE

| Name | Position | Building/Group |
| --- | --- | --- |
| Zane Fake | Principal | Delta-Peach Bottom |
| Nadine Sanders | Asst. Superintendent | South Eastern School District |
| Melissa Daisey | Reading Specialist | Delta-Peach Bottom |
| Kathy Hoy | Reading Specialist | Delta-Peach Bottom |
| Brianna Paup | Other | Delta-Peach Bottom |
| Sharon Janidlo | Math/Reading Interventionist | Delta-Peach Bottom |
| Bobbi Jo Gross-Zell | School Counselor | Delta-Peach Bottom |
| Kim Smith | Classroom Teacher | Delta-Peach Bottom |
| Jennifer Reynolds | PTA President | Delta-Peach Bottom PTA |
| Cynthia Russo | Community Member | Delta Community |
| Dr. Nathan Van Deusen | Chief School Administrator | Superintendent |
| Janine Wettstone | Paraprofessional | Delta-Peach Bottom |
| Angela Lakin | Education Specialist | Delta-Peach Bottom |

| Name | Position | Building/Group |
|------|----------|----------------|
|      |          |                |
|      |          |                |

# ESTABLISHED PRIORITIES

| Priority Statement | Outcome Category |
|---|---|
| We will implement a new core ELA program in order to build foundational skills that are students are lacking. | English Language Arts |
| | English Language Arts |
| We will be to identify and place the appropriate students for Tier 2 and/or Tier 3 Math intervention using our Ready Math core program and its benchmarks | Mathematics |

# ACTION PLAN AND STEPS

| Evidence-based Strategy |
|---|
| Fidelity/Implementation checklists |

### Measurable Goals

| Goal Nickname | Measurable Goal Statement (Smart Goal) |
|---|---|
| Program Goal | Using non-negotiables decided upon by the ELA committee, all K-4 teachers will implement a core ELA program (Into Reading) and fidelity checks will occur based on these non-negotiables. |

| Action Step | Anticipated Start/Completion | Lead Person/Position | Materials/Resources/Supports Needed |
|---|---|---|---|
| Based on the district created non-negotiables list for the Into Reading core program, fidelity checks will be completed by the principal and literacy coach using a implementation checklist. | 2022-08-29 - 2023-06-09 | Zane Fake Brianna Paup | The federal monies are being used to pay for salaries and benefits for the interventionists and literacy (for both math and ela). There was a $500 set-a-side for professional development materials for ELA. Our team will also be implementing a core ELA (K-6) program called Into Reading throughout the elementary buildings at South Eastern SD, which includes Delta-Peach Bottom ES. The Reading Team made up of the Literacy Coach, Reading Specialists and Building Principal will create a non-negotiables list for K-4 teachers to have when implementing the program to achieve the highest amount of fidelity possible. Finally, a checklist/rubric will be constructed so all stakeholders involved in this part of the Action Plan understand and know the expectations. |
| Based on the district created non-negotiables list for the Into Reading core program, fidelity checks will be completed by the principal and literacy coach using a implementation checklist. | - | | |

**Anticipated Outcome**

Fidelity checks with 90% compliance using a district-created checklist by the end of the 2022-23 school year.

## Monitoring/Evaluation

Fidelity checklist

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
| --- | --- | --- | --- |
| Using non-negotiables decided upon by the ELA committee, all K-4 teachers will implement a core ELA program (Into Reading) and fidelity checks will occur based on these non-negotiables. (Program Goal) | Fidelity/Implementation checklists | Based on the district created non-negotiables list for the Into Reading core program, fidelity checks will be completed by the principal and literacy coach using a implementation checklist. | 08/29/2022 - 06/09/2023 |

# 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.**

School Board Minutes or Affirmation Statement

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

| | | |
|---|---|---|
| Chief School Administrator | Nathan P. Van Deusen | 2022-08-10 |
| School Improvement Facilitator Signature | Nadine E. Sanders | 2022-08-09 |
| Building Principal Signature | Zane S. Fake | 2022-08-09 |

# ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

## Strengths

Our school counselor and classroom teachers will be able to explore careers for our grade 4 students for 22-23

Leadership

Professional Learning

Science PSSA (21-22): Grade 4

ELA PSSA (21-22): grade 4

K & 1 DIBELS goal

85% of students in K-4 are at grade level or above.

Our Science data continues to maintain or its level has increased over the last several years

Our "white" sub group increased proficiency in 21-22 based on 20-21 results

Our economically disadvantage group increased proficiency in 21-22 based on 20-21 results

## Challenges

We were able to meet our career readiness goals based on our continuity of education plan in 22-23 (in-person students and virtual students).

student-centered support systems

Continuous improvement of instruction

ELA PSSA (21-22): grade 3

Math PSSA (21-22): grade 3

Math PSSA (21-22): grade 4

Grades 2-4 are stills showing signs of lack of core foundational skills based on DIBELS administration from the 2021-22 school year.

Our core progress has not aligned to performance on state-wide assessments

With the inception of a core program district-wide in grades K-6, our Science instruction will benefit greatly with aligned assessments and activities across our grade levels.

**Challenges**

Our proficiency levels in ELA and in Math for grades 3 and 4 indicate a core curriculum and/or instructional concerns have been occurring

We are still trying to figure out how to serve our most vulnerable population with ARP ESSR funds...our goal is to have a before-school or an after-school tutoring program that has identified these students and provide them instruction for skills/learning that has not been taught/mastered yet

**Most Notable Observations/Patterns**

| Challenges | Discussion Point | Priority for Planning |
| --- | --- | --- |
| student-centered support systems | MTSS rules and supports have not always been equitable for all learners due to having an inconsistent core program for both ELA and Math. Starting in the 22-23 school year, there will be a core program for each (Into Reading-ELA, Ready Math-Math) | |
| Grades 2-4 are stills showing signs of lack of core foundational skills based on DIBELS administration from the 2021-22 school year. | We will implement a new core ELA program in order to build foundational skills that are students are lacking. | |

# ADDENDUM B: ACTION PLAN

**Action Plan: Fidelity/Implementation checklists**

| Action Steps | Anticipated Start/Completion Date |
| --- | --- |
| Based on the district created non-negotiables list for the Into Reading core program, fidelity checks will be completed by the principal and literacy coach using a implementation checklist. | 01/01/0001 - 01/01/0001 |

| Monitoring/Evaluation | Anticipated Output |
| --- | --- |
| Fidelity checklist | Fidelity checks with 90% compliance using a district-created checklist by the end of the 2022-23 school year. |

| Material/Resources/Supports Needed | | PD Step |
| --- | --- | --- |
| | | |

| Action Steps | Anticipated Start/Completion Date |
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| Monitoring/Evaluation | Anticipated Output |
|---|---|
| Fidelity checklist | Fidelity checks with 90% compliance using a district-created checklist by the end of the 2022-23 school year. |

| Material/Resources/Supports Needed | PD Step |
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| The federal monies are being used to pay for salaries and benefits for the interventionists and literacy (for both math and ela). There was a $500 set-a-side for professional development materials for ELA. Our team will also be implementing a core ELA (K-6) program called Into Reading throughout the elementary buildings at South Eastern SD, which includes Delta-Peach Bottom ES. The Reading Team made up of the Literacy Coach, Reading Specialists and Building Principal will create a non-negotiables list for K-4 teachers to have when implementing the program to achieve the highest amount of fidelity possible. Finally, a checklist/rubric will be constructed so all stakeholders involved in this part of the Action Plan understand and know the expectations. | yes |

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

| Measurable Goals | Action Plan Name | Professional Development Step | Anticipated Timeline |
|---|---|---|---|
| Using non-negotiables decided upon by the ELA committee, all K-4 teachers will implement a core ELA program (Into Reading) and fidelity checks will occur based on these non-negotiables. (Program Goal) | Fidelity/Implementation checklists | Based on the district created non-negotiables list for the Into Reading core program, fidelity checks will be completed by the principal and literacy coach using a implementation checklist. | 08/29/2022 - 06/09/2023 |

# PROFESSIONAL DEVELOPMENT PLANS

| Professional Development Step | Audience | Topics of Prof. Dev |
|---|---|---|
| Into Reading Training | K-4 classroom teachers | Implementation, including non-negotiables, training for the Into Reading core program from a HMH representative. |

| Evidence of Learning | Anticipated Timeframe | Lead Person/Position |
|---|---|---|
| Implementation fidelity checks | 08/29/2022 - 06/09/2023 | HMH Representative Literacy Coach Reading Specialists ELA Committee Principal |

| Danielson Framework Component Met in this Plan: | This Step meets the Requirements of State Required Trainings: |
|---|---|
| 1c: Setting Instructional Outcomes | Language and Literacy Acquisition for All Students |
| 2b: Establishing a Culture for Learning | |
| 4d: Participating in a Professional Community | |
| 3c: Engaging Students in Learning | |

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

| Communication Step | Topics of Message | Mode | Audience | Anticipated Timeline |
|---|---|---|---|---|
| www.sesdweb.net Open House (8/24/2022) | 2022-23 Title 1 Plan for Delta-Peach Bottom ES | electronic in-person | Parents/community members | 8/25/2022 - 6/3/2023 |