

Schuylkill Haven El Ctr

School Level Plan

07/01/2018 - 06/30/2019

School Profile

Demographics

Schuylkill Haven El Ctr

701 East Main Street
Schuylkill Haven, PA 17972
(570)385-6731

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: No
Principal: Joseph Delluso
Superintendent: Shawn Fitzpatrick

Stakeholder Involvement

Name	Role
Matthew Horoschak	Administrator
Susan Morgan	Administrator : Schoolwide Plan
Ken Rossi	Administrator : Schoolwide Plan
Joseph Delluso	Building Principal : Schoolwide Plan
Sandy Hess	Business Representative : Schoolwide Plan
Crystal McGarry	Community Representative : Schoolwide Plan
David Pizzico	Ed Specialist - Instructional Technology
Leah Adams	Elementary School Teacher - Regular Education : Schoolwide Plan
Amanda Deal	Elementary School Teacher - Regular Education : Schoolwide Plan
Megan Watkins	Elementary School Teacher - Regular Education : Schoolwide Plan
Donald "Bud" Runkle	Parent : Schoolwide Plan
Rebecca Sterner Ulsh	Parent : Schoolwide Plan

Needs Assessment

School Accomplishments

Accomplishment #1:

SLGQ 1: Implementation of standards-aligned curricula through K- 4 pacing guides.

Accomplishment #2:

SLGQ 2: Consistent implementation of effective instructional practices. The Elementary Center has created WIN (What I Need) time in the schedule to address individual needs.

Accomplishment #3:

SLGQ 3: ensures school staff members use standards-aligned assessments. ELA assessments have been established. Mathematics assessments have been created and implemented to provide our teachers with needed skill interventions.

Accomplishment #4:

SLGQ 13: Positive Climate. The Elementary Center established a School-wide Positive behavior system (HERO).

School Concerns

Concern #1:

Safety goals:

Secure access entrance

- a. Vest, entrance security
- b. Outside swipe card/key pad

Currently there is only one entrance that faculty can gain access during the day. This a safety concern because of when lessons are outdoors or recess is going on, faculty cannot gain access to the school.

Fix/upgrade phone system

Currently not all phones work in the Elementary Center. (ex some do not work at all, difficult to get outside line, not user friendly, and most have poor connection)

Exterior safety camera system, gates locking, admin presence at drop off, outside communication

Currently if you are outside you have no communication with office. Also, dropping off and pick up times are slowed by parents hanging outside of building blocking other dropoff/pickups. Community members also can gain access to our field and playground area.

Ident-a-kid reader for guests/visitors

Currently we do not have a policy for visitors in our building.

Regular practice of drills; safety procedures, elopement protocols

Currently we do not have regularly practiced drills and/or uniformed procedures for these drills.

Concern #2:

Technology Goals:

Adequate professional development and resources for teachers to use with new technology

Currently we have received new technology in the classroom and we need time to be trained on them.

Concern #3:

Curriculum Goals:

Horizontal and vertical alignments

Currently we have our curriculum aligned horizontally according to the CC standards but do not have vertical alignment.

Common grade level benchmarks for math

Currently we have no benchmarks for math, we also do not have a way to know how to group students for guided math. Also no method to group MTSS

Concern #4:

Community awareness:

Continue backpack program add hygiene items for older students

Students still need the backpack program to food over the weekend. Girls bathroom need proper disposal containers. Additional education information needed.

Community awareness of importance of attendance, trips, test windows

Parents are taking trips during PSSA testing windows. Students missing school with unexcused absences.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

Safety goals:

Secure access entrance

- a. Vest, entrance security
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Currently we do not have a policy for visitors in our building.

Regular practice of drills; safety procedures, elopement protocols

Currently we do not have regularly practiced drills and/or uniformed procedures for these drills.

Community awareness:**Continue backpack program add hygiene items for older students**

Students still need the backpack program to food over the weekend. Girls bathroom need proper disposal containers. Additional education information needed.

Community awareness of importance of attendance, trips, test windows

Parents are taking trips during PSSA testing windows. Students missing school with unexcused absences.

Systemic Challenge #2 (*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:Technology Goals:**Adequate professional development and resources for teachers to use with new technology**

Currently we have received new technology in the classroom and we need time to be trained on them.

Systemic Challenge #3 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:Curriculum Goals:**Horizontal and vertical alignments**

Currently we have our curriculum aligned horizontally according to the CC standards but do not have vertical alignment.

Common grade level benchmarks for math

Currently we have no benchmarks for math, we also do not have a way to know how to group students for guided math. Also no method to group MTSS

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Based on the data analysis by our local Police Department, the entrance areas and visitor policy needs to be addressed.

Specific Targets: Implementation of a new phone system, completion of the camera system, and installation of the Ident-a-Kid system will secure the entrance and visitor areas. In conjunction with the local police department, establish regular incident drills for staff and students.

Strategies:

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

SAS Alignment: Safe and Supportive Schools

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Internal Communication

Description:

The principal, all other educators and the school community support and implement a safe and orderly learning environment. However, the internal communications necessary to support the plan are not in place. A new phone system is needed, internal communications need to be established, Visitor/student entrance policy is needed and continuous training provided by administration and local authorities.

Start Date: 10/24/2018 **End Date:** 6/28/2019

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools

Family and community awareness

Description:

The principal and all other educators ensure that curricula for guidance and wellness programs are implemented. The elementary center promotes a safe and supportive environment for all students. However, additional wellness programs for hygiene need to be addresses for 3rd and 4th grade students.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- SAS: Curriculum

Goal #2: 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: Annual

Data Source: Based on a needs assessment survey, faculty and staff request professional development for new technology equipment and software.

Specific Targets: Utilize in-service days, after school curriculum meetings, and faculty meetings to address the needs of the faculty and staff.

Strategies:

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Implementation Steps:

New Technology Training

Description:

The principal promotes high expectations for all faculty and staff. The principal is visible throughout the day and provides consistent feedback. The principal supports collaboration amongs grade levels and teams. Technology professional development is needed for new equipment and software in the district.

Start Date: 8/20/2018 **End Date:** 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: In order to identify gaps in the curriculum, the faculty requested a vertical alignment of the curriculum.

Specific Targets: Providing common planning time, after school curriculum meetings, in-service days, and faculty meetings will allow our teachers to develop, review, and implement changes to the curriculum.

Strategies:

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Curriculum alignment

Description:

Processes are in place and implemented to identify, update and align standards, curriculum, instruction, and assessments. The Elementary Faculty has moved to a guided Reading and Guided Math model in the classroom. This allows for addressing students needs. WIN time has been established to address those needs. All grades level have established pacing guides directly aligned to the standards. Additional Math benchmark assessments need to be established. Along with vertical alignment through grade levels.

Start Date: 8/20/2018 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- SAS: Curriculum

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Schuylkill Haven El Ctr.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Schuylkill Haven El Ctr in the Schuylkill Haven 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 Schuylkill Haven El Ctr in the Schuylkill Haven 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