

Primos El Sch

**School Level Plan**

07/01/2019 - 06/30/2020

# School Profile

---

## Demographics

### *Primos El Sch*

861 Bunting Ln  
 Primos, PA 19018-2741  
 610-622-6755

Federal Accountability Designation: none

Title I Status: No

Schoolwide Status: No

Principal: William Rogers

Superintendent: Daniel McGarry

## Stakeholder Involvement

All stakeholders were invited to participate in the School Improvement Plan through email. I also invited three parents of students from the Primos Home & School. Unfortunately, those parents could not attend the meetings at the time they were scheduled. I brought the plan to the staff members on the team at our first school improvement plan meeting and each staff member had a chance to provide input about our current plan. We discussed how the plan could be improved and set another time to meet for our second school improvement plan meeting. At our second meeting we discussed the specific goals within the plan using school wide information from our recent data meetings. At the conclusion of that meeting I informed the team that I would bring this plan to the parents of our Home & School so they could provide input. In addition, I mentioned that the plan would be openly discussed at our November faculty meeting and the December Home & School meeting.

Name	Role
William Rogers	Building Principal
Colleen Baker	Ed Specialist - Other
Joanne Cain	Ed Specialist - Other
Matt Casertano	Ed Specialist - Other
Lauren Ellis	Ed Specialist - Other
Nicholas Papatsiaras	Ed Specialist - Other
Patricia Crumlsh	Elementary School Teacher - Regular Education
Mary Hennessy	Elementary School Teacher - Regular Education
Jennifer Lardani	Elementary School Teacher - Regular Education
Kelly McIntosh	Elementary School Teacher - Regular Education

Nancy Mount	Elementary School Teacher - Regular Education
Christine Brink	Parent
Samantha Miller	Parent

# Needs Assessment

---

## School Accomplishments

### Accomplishment #1:

#### **Results from 2018-19 School Year:**

#### **Future Ready PA Index**

ELA: All Student Groups Exceeds the Standard Demonstrating Growth

100% Academic Growth Score

- **Grades 4 & 5 ELA**

2019 PVAAS: There is moderate evidence that fourth grade exceeded the standard for academic growth in the 2nd, 3rd, and 4th quintile.

2019 PVAAS: There is moderate evidence that fifth grade exceeded the standard for academic growth in the 2nd, 3rd, and 4th quintile.

2019 PVAAS: School Value-Added: There is significant evidence that the fourth and fifth grade exceeded the standard for PA Academic Growth

---

#### **Previour Year - Results from 2017-18 School Year:**

- Grade 4 & 5 ELA

2018 PVAAS: There is moderate evidence that fourth grade exceeded the standard for academic growth in the fourth quintile.

2018 PVAAS: There is moderate evidence that fifth grade exceeded the standard for academic growth in the first, second, and fifth quintile.

2018 PVAAS- School Value-Added: There is moderate evidence that the fifth grade exceeded the standard for PA Academic Growth

**Accomplishment #2:**

**Results from 2018-19 School Year:**

**Future Ready PA Index**

Math: All Student Groups Exceeds the Standard Demonstrating Growth

100% Academic Growth Score

**- Grades 4 & 5 Math**

2019 PVAAS: There is moderate evidence that fourth grade exceeded the standard for academic growth in the 2nd, 3rd, and 4th quintile.

2019 PVAAS: There is moderate evidence that fifth grade exceeded the standard for academic growth in the 1st, 2nd, 3rd, and 4th quintile.

2019 PVAAS: School Value-Added: There is significant evidence that the fourth and fifth grade exceeded the standard for PA Academic Growth

---

**Previous Year - Results from 2017-18 School Year:**

- Grade 5 Math

2018 PVAAS: There is moderate evidence that fifth grade exceeded the standard for academic growth in the first, second, and forth quintile.

2018 PVAAS- School Value-Added: There is significant evidence that the fifth grade exceeded the standard for PA Academic Growth

### **Accomplishment #3:**

#### **Future Ready Pa Index Attendance**

Statewide Average: 85.8%

Primos Percent of Students with Regular Attendance: 87.6%

## **School Concerns**

### **Concern #1:**

PSSA Math- Students At or Above Proficiency

3rd Grade: 2018-2019 : 37.4%      - 2017-2018 : 16%      - 2016-2017 : 35%

4th Grade: 2018-2019 : 18.1%      - 2017-2018 : 18.3%      - 2016-2017 : 31.9%

5th Grade: 2018-2019 : 36.1%      - 2017-2018 : 30.6%      - 2016-2017 : 33.8%

### **Concern #2:**

PSSA ELA- Students At or Above Proficiency

3rd Grade: 2018-2019 : 43.3%      - 2017-2018 : 48.6%      - 2016-2017 : 53.8%

4th Grade: 2018-2019 : 56.9%      - 2017-2018 : 40.2%      - 2016-2017 : 46.8%

5th Grade: 2018-2019 : 50.6%      - 2017-2018 : 55.1%      - 2016-2017 : 63.9%

### **Concern #3:**

Evidence-Base Analysis of Text section of the PSSA proficiency level.

	<u><b>2018-2019</b></u>	<u><b>2017-2018</b></u>
4th Grade:	34.1%	32.3%
5th Grade:	40.4%	38.3%

## 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:

PSSA Math- Students At or Above Proficiency

3rd Grade: 2018-2019 : 37.4%      - 2017-2018 : 16%      - 2016-2017 : 35%

4th Grade: 2018-2019 : 18.1%      - 2017-2018 : 18.3%      - 2016-2017 : 31.9%

5th Grade: 2018-2019 : 36.1%      - 2017-2018 : 30.6%      - 2016-2017 : 33.8%

PSSA ELA- Students At or Above Proficiency

3rd Grade: 2018-2019 : 43.3%      - 2017-2018 : 48.6%      - 2016-2017 : 53.8%

4th Grade: 2018-2019 : 56.9%      - 2017-2018 : 40.2%      - 2016-2017 : 46.8%

5th Grade: 2018-2019 : 50.6%      - 2017-2018 : 55.1%      - 2016-2017 : 63.9%

Evidence-Base Analysis of Text section of the PSSA proficiency level.

	<u>2018-2019</u>	<u>2017-2018</u>
4th Grade:	34.1%	32.3%
5th Grade:	40.4%	38.3%

**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:

PSSA Math- Students At or Above Proficiency

3rd Grade: 2018-2019 : 37.4%      - 2017-2018 : 16%      - 2016-2017 : 35%

4th Grade: 2018-2019 : 18.1%      - 2017-2018 : 18.3%      - 2016-2017 : 31.9%

5th Grade: 2018-2019 : 36.1%      - 2017-2018 : 30.6%      - 2016-2017 : 33.8%

---

PSSA ELA- Students At or Above Proficiency

3rd Grade: 2018-2019 : 43.3%	- 2017-2018 : 48.6%	- 2016-2017 : 53.8%
4th Grade: 2018-2019 : 56.9%	- 2017-2018 : 40.2%	- 2016-2017 : 46.8%
5th Grade: 2018-2019 : 50.6%	- 2017-2018 : 55.1%	- 2016-2017 : 63.9%

---

Evidence-Base Analysis of Text section of the PSSA proficiency level.

	<u>2018-2019</u>	<u>2017-2018</u>
4th Grade:	34.1%	32.3%
5th Grade:	40.4%	38.3%

**Systemic Challenge #3** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.



# 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: Annual

Data Source: PSSA

PVAAS

Specific Targets: ELA

Math

Science

### Strategies:

#### *Professional Development and Expectations*

##### Description:

- District coaches, building level reading team, and principal will provide professional development/help desk for teachers in the following areas:
  - Text-Dependent Analysis Questions
  - Implementation of new Into Reading Program
  - Close Reading
  - GO Math
  - Sumdog
- Kindergarten Literacy Nights
- Writing Conferences
- Reading and writing across content areas
- MTSS
- PVAAS/PSSA/MAP data utilized to drive instruction
- MAP -RIT -Learning Continuum to guide instruction
- MAP Student Goal Setting
- MAP Growth Norms for teacher goals
- Designing individual student goals
- Behavior interventions
- Staff Equity Training
- Our work with lakeside neurologic around trauma-informed care
- Supportive relationships
- International Institute for Restorative Practices (IIRP)
- Departmentalization of 4th and 5th grade
- Lesson purpose is posted in rooms during each lesson

- IXL Program

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Standards, Materials & Resources, Safe and Supportive Schools

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

#### *Weekly Grade Level Meeting/In-Service Days*

**Description:**

- Discuss data and research based strategies using PA Common Core standards
- Treat Data Meetings as a professional development opportunity

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development and Expectations

#### *Learning Walks*

**Description:**

Participate in learning walks to give constructive/positive teacher feedback.

Participate in learning walks to foster new ideas, furnish creative thoughts, and ensure lessons are thorough and engaging.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

#### *Math MTSS*

**Description:**

Utilize MAP Learning Continuums with Sumdog and IXL data to create Math MTSS student groups. The Sumdog IXL computer programs will be used to set up individual or group challenges based on need.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

**Supported Strategies:** None selected

*Continue bi-weekly Positive Behavior Intervention Support Team meetings.*

**Description:**

- PBIS team will analyze school wide behavior data to improve positive behavior.
- PBIS team will discuss positive interventions to be implemented school wide.
- PBIS team will introduce a school wide token economy and school store.
- PBIS team will identify school goals and design a plan to achieve each goal.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development and Expectations

**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: Interim

Data Source: Staff Survey

Specific Targets: Benchmark Scores

Achievement Scores

PSSA Scores

PVAAS Growth

School Performance Profile Score

### ***Strategies:***

#### ***Professional Development and Expectations***

##### **Description:**

- District coaches, building level reading team, and principal will provide professional development/help desk for teachers in the following areas:
  - Text-Dependent Analysis Questions
  - Implementation of new Into Reading Program
  - Close Reading
  - GO Math
  - Sumdog
- Kindergarten Literacy Nights
- Writing Conferences
- Reading and writing across content areas
- MTSS
- PVAAS/PSSA/MAP data utilized to drive instruction
- MAP -RIT -Learning Continuum to guide instruction
- MAP Student Goal Setting
- MAP Growth Norms for teacher goals
- Designing individual student goals
- Behavior interventions
- Staff Equity Training
- Our work with lakeside neurologic around trauma-informed care
- Supportive relationships
- International Institute for Restorative Practices (IIRP)
- Departmentalization of 4th and 5th grade
- Lesson purpose is posted in rooms during each lesson
- IXL Program

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Standards, Materials & Resources, Safe and Supportive Schools

## *Professional Expectations*

### **Description:**

- Design Learning Walk look fors and expectations with the staff
- Lesson purpose is posted and discussed in rooms during each lesson
- Develop staff understanding of all data sources in order to drive instruction
- PVAAS/PSSA/MAP data utilized to drive instruction
- MAP -RIT -Learning Continuum to guide instruction
- MAP Student Goal Setting
- MAP Growth Norms for teacher goals
- District coaches, building level reading team, and principal will provide professional development/help desk for teachers in the following areas:
  - Text-Dependent Analysis Questions
  - Implementation of new Into Reading Program
  - Close Reading
  - GO Math
  - Sumdog
- Writing Conferences
- Reading and writing across content areas
- MTSS
- Staff Equity Training
- Our work with lakeside neurologic around trauma-informed care
- Behavior interventions
- Supportive relationships
- International Institute for Restorative Practices (IIRP)
- Departmentalization of 4th and 5th grade
- Utilization of IXL Program

**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

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

#### *Multi-Tiered System Of Support (MTSS)*

### **Description:**

The MTSS period will be used for interventions based on student need. The teachers will be able to remediate or challenge students on a daily basis.

**Start Date:** 8/26/2019      **End Date:** 6/10/2020

**Program Area(s):** Teacher Induction

**Supported Strategies:** None selected

### *Math MTSS*

**Description:**

Utilize MAP Learning Continuums with Sumdog and IXL data to create Math MTSS student groups. The Sumdog IXL computer programs will be used to set up individual or group challenges based on need.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

**Supported Strategies:** None selected

### *Weekly Grade Level Meeting/In-Service Days*

**Description:**

- Discuss data and research based strategies using PA Common Core standards
- Treat Data Meetings as a professional development opportunity

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Learning Walks*

**Description:**

Participate in learning walks to give constructive/positive teacher feedback.

Participate in learning walks to foster new ideas, furnish creative thoughts, and ensure lessons are thorough and engaging.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Continue bi-weekly Positive Behavior Intervention Support Team meetings.*

**Description:**

- PBIS team will analyze school wide behavior data to improve positive behavior.
- PBIS team will discuss positive interventions to be implemented school wide.
- PBIS team will introduce a school wide token economy and school store.
- PBIS team will identify school goals and design a plan to achieve each goal.

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Define and train school community on Tier I, II, III, and IV behaviors.*

**Description:**

- Appropriate labeling of referrals in eSchool.
- Behavior Intervention Strategies
- Continue to build a school-wide token system.
- Continue to build a school store.
- Tauma Informed Care training - Lakeside
- Restorative Practice Training

**Start Date:** 8/26/2019    **End Date:** 6/10/2020

**Program Area(s):** Professional Education

**Supported Strategies:** None selected



# 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

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.

**Strategy #1: Professional Development and Expectations**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2019	6/10/2020	Weekly Grade Level Meeting/In-Service Days	-Discuss data and research based strategies using PA Common Core standards -Treat Data Meetings as a professional development opportunity	Principal, District Coaches, Building Reading Team	0.5	35	8	Bill Rogers - Principal / Matt Casertano - Lead Teacher / Lauren Ellis - Reading Specialists / Joanne Cain - Reading Specialists	School Entity	No

**Knowledge** District coaches, Building Reading Team, and Principal will provide professional development/help desk for the

teachers in the following areas:

Text-Dependent Questions

Close Reading

GO Math

Sumdog

Writing Conferences

Reading in the Content Areas

Educator Effectiveness Training

RTII Programs

PVAAS/PSSA/MAP data utilized to drive instruction

**Supportive  
Research**

Data Meeting Analysis

**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.
- Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / Asst. Principals</li> <li>School counselors</li> <li>Paraprofessional</li> <li>Classified Personnel</li> <li>Other educational specialists</li> <li>Related Service Personnel</li> </ul>	<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Elementary - Primary (preK - grade 1)</li> <li>Elementary - Intermediate (grades 2-5)</li> </ul>
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Peer-to-peer lesson discussion</li> <li>Lesson modeling with mentoring</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>

Joint planning period activities

**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

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.

Start	End	Title			Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2019	6/10/2020	Learning Walks			Participate in learning walks to give constructive/positive teacher feedback.	Bill Rogers	1.0	100	3	Bill Rogers - Principal	For Profit Company	No

---

Participate in learning walks to give constructive/positive teacher feedback.

**Knowledge**

Participate in Participate in learning walks to foster new ideas, furnish creative thoughts, and ensure lessons are thorough and engaging.

**Supportive Research**

Learning Walks

**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.

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

Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors  
Paraprofessional  
Other educational specialists

**Grade Levels**

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

<b>Follow-up Activities</b>	<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>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<b>Evaluation Methods</b>	<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>
-----------------------------	---	---------------------------	---

<b>LEA Goals Addressed:</b>	<p><b>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</b></p> <p><b>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.</b></p>	<b>Strategy #1: Professional Development and Expectations</b>
-----------------------------	--	---

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/26/2019	6/10/2020	Continue bi-weekly Positive Behavior Intervention Support Team meetings.	<ul style="list-style-type: none"> <li>PBIS team will analyze school wide behavior data to improve positive</li> </ul>

behavior.

- PBIS team will discuss positive interventions to be implemented school wide.
- PBIS team will introduce a school wide token economy and school store.
- PBIS team will identify school goals and design a plan to achieve each goal.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	0.5	20	10	Bill Rogers - Principal / Matt Casertano- Lead Teacher / Donna Pawloski - Classroom Teacher	School Entity	No

**Knowledge** Continued improvement of behavioral techniques to be implemented throughout the school.

**Supportive Research** Research - Positive Behavior Intervention Support

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops  
Professional Learning Communities

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors

**Grade Levels**

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

	Other educational specialists Parents		
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Referral Data from Eschool

**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

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.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2019	6/10/2020	Weekly Grade Level Meeting/In-Service Days	-Discuss data and research based strategies using PA Common Core standards -Treat Data Meetings as a professional development opportunity							



Principal, District Coaches, Building Reading Team	0.5	35	8	Bill Rogers - Principal / Matt Casertano - Lead Teacher / Lauren Ellis - Reading Specialists / Joanne Cain - Reading Specialists	School Entity	No
--	-----	----	---	--	---------------	----

---

District coaches, Building Reading Team, and Principal will provide professional development/help desk for the teachers in the following areas:

Text-Dependent Questions

Close Reading

GO Math

**Knowledge**

Sumdog

Writing Conferences

Reading in the Content Areas

Educator Effectiveness Training

RTII Programs

PVAAS/PSSA/MAP data utilized to drive instruction

**Supportive Research**

Data Meeting Analysis

**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.

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

Peer-to-peer lesson discussion  
 Lesson modeling with mentoring  
 Joint planning period activities

Classroom student assessment data

**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**

**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.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2019	6/10/2020	Learning Walks	Participate in learning walks to give constructive/positive teacher feedback.  Participate in learning walks to foster new ideas, furnish creative thoughts, and ensure lessons are thorough and engaging.							

Bill Rogers                      1.0    100    3    Bill Rogers - Principal    For Profit Company    No

Participate in learning walks to give constructive/positive teacher feedback.

**Knowledge**

Participate in Participate in learning walks to foster new ideas, furnish creative thoughts, and ensure lessons are thorough and engaging.

**Supportive Research**

Learning Walks

**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.

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

Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors

**Grade Levels**

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

---

	Paraprofessional Other educational specialists	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	<b>Evaluation Methods</b> Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

**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**

**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.**

Start	End	Title	Description					
8/26/2019	6/10/2020	Continue bi-weekly Positive Behavior Intervention Support Team meetings.	<ul style="list-style-type: none"> <li>• PBIS team will analyze school wide behavior data to improve positive behavior.</li> <li>• PBIS team will discuss positive interventions to be implemented school wide.</li> <li>• PBIS team will introduce a school wide token economy and school store.</li> <li>• PBIS team will identify school goals and design a plan to achieve each goal.</li> </ul>					
		<b>Person Responsible</b> Principal	<b>SH</b> 0.5	<b>S</b> 20	<b>EP</b> 10	<b>Provider</b> Bill Rogers - Principal / Matt Casertano- Lead Teacher / Donna Pawloski - Classroom Teacher	<b>Type</b> School Entity	<b>App.</b> No

<b>Knowledge</b>	Continued improvement of behavioral techniques to be implemented throughout the school.
<b>Supportive Research</b>	Research - Positive Behavior Intervention Support
<b>Designed to Accomplish</b>	
For classroom teachers, school counselors and education specialists:	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops Professional Learning Communities

---

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Referral Data from Eschool

# Assurance of Quality and Accountability

---

We, the undersigned, hereby certify that the school level plan for Primos El Sch in the Upper Darby SD has been duly reviewed 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
- 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 Primos El Sch in the Upper Darby SD for the 2019-2020 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*