Highland El Sch

School Level Plan

07/01/2018 - 06/30/2019
# School Profile

## Demographics

**Highland El Sch**

99 Highland Ave  
Ephrata, PA 17522  
(717)721-1160

Federal Accountability Designation: none  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Brett Esbenshade  
Superintendent: Brian Troop

## Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brett Esbenshade</td>
<td>Administrator : Schoolwide Plan</td>
</tr>
<tr>
<td>Brett Esbenshade</td>
<td>Building Principal : Schoolwide Plan</td>
</tr>
<tr>
<td>Yvonne Peifer</td>
<td>Community Representative : Schoolwide Plan</td>
</tr>
<tr>
<td>Shanan Shortuse</td>
<td>Ed Specialist - School Nurse : Schoolwide Plan</td>
</tr>
<tr>
<td>Jennifer Cordivari</td>
<td>Ed Specialist - School Psychologist : Schoolwide Plan</td>
</tr>
<tr>
<td>Julie Bachman</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Nancy Murphy</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Helen Roda</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Adrian Shelley</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Jessica Werntz</td>
<td>Elementary School Teacher - Regular Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Heidi Harnish</td>
<td>Elementary School Teacher - Special Education : Schoolwide Plan</td>
</tr>
<tr>
<td>Yvonne Peifer</td>
<td>Instructional Coach/Mentor Librarian : Schoolwide Plan</td>
</tr>
<tr>
<td>Michelle Perry</td>
<td>Instructional Technology Director/Specialist :</td>
</tr>
<tr>
<td>Ann Marie Haus</td>
<td>Parent: Schoolwide Plan</td>
</tr>
</tbody>
</table>
Federal Programs

School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

**Assurance 13**

*No strategies have been identified*

Coordination of Programs

**Technical Assistance**

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Assistant Superintendent of Elementary Education, Literacy Coordinator, and one elementary principal make up the leadership team for literacy and Title 1 at the elementary level. These 3 individuals attend various Title 1 informational and training programs including local Title 1 liaison point of contact meetings. These contacts with Title 1 officials provided the best information we can attain in regards to quality Title 1 planning and compliance.

Because there are 3 individuals on the leadership team, Ephrata is able to participate in nearly all local trainings. This also provides a platform for collaboration on the team. This information is then shared with the other elementary principals and intervention specialists. The elementary administration works together to develop schoolwide plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>New Coordinators Meeting</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>1/25/2017</td>
<td>New Coordinators Meeting</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>3/23/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Cindy Rhoads - IU 13</td>
<td>3/23/2017</td>
<td>Federal Programs Meeting</td>
</tr>
<tr>
<td>Ephrata Literacy Team</td>
<td>3/20/2017</td>
<td>Support building principals in school wide planning</td>
</tr>
<tr>
<td>IU 13</td>
<td>9/26/2016</td>
<td>PIIC Network meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>9/26/2016</td>
<td>PIIC Network meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>11/3/2016</td>
<td>Title 1 Coordinators Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>11/3/2016</td>
<td>Title 1 Coordinators Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>1/12/2017</td>
<td>Title 1 Coordinator Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>1/12/2017</td>
<td>Title 1 Coordinators Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>3/2/2017</td>
<td>Title 1 Coordinator Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>3/2/2017</td>
<td>Title 1 Coordinators Meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>9/22/2017</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>10/13/2017</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>11/17/2017</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>12/15/2017</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>1/19/2018</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>IU 13</td>
<td>2/16/2018</td>
<td>Federal Program meeting</td>
</tr>
<tr>
<td>PDE - Division of Federal Programs</td>
<td>5/18/2018</td>
<td>Audit</td>
</tr>
</tbody>
</table>

**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.
Needs Assessment

School Accomplishments

**Accomplishment #1:**
73% of students likely to need core support on DIBELS testing based on 2017-18 school year data.

**Accomplishment #2:**
Students experienced growth in Math and Reading scores with CUA and checklists through math and reading continuums.

**Accomplishment #3:**
Attendance rate was 95.2% for the 2017-18 school year.

**Accomplishment #4:**
Behavior is improving through implementation of SWEBS.

**Accomplishment #5:**
Parent involvement - combination of PTO and Title 1 type of events/activities to improve involvement

**Accomplishment #6:**
Staff and the administration have a variety of meetings: data, grade-level planning, literacy, leadership, and faculty.

**Accomplishment #7:**
Utilizing Math benchmark in grades 2-4 students made overall growth of 10-15% in Domains of Base Ten and Operations/Algebraic Thinking in the 2017-18 school year.

School Concerns

**Concern #1:**
Improvement needed in math instruction and resources. Our Math PSSA scores have dropped significantly over the last two years.

**Concern #2:**
Improvements needed in our PLC meetings to impact student achievement in all areas.
Concern #3:
Improvement needed in the area of small group instruction with the Daily 5 in reading and Daily 3 in math

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:

- Improvements needed in our PLC meetings to impact student achievement in all areas.
- Improvement needed in the area of small group instruction with the Daily 5 in reading and Daily 3 in math
- Improvement needed in math instruction and resources. Our Math PSSA scores have dropped significantly over the last two years.
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:** Observation and Walkthrough Data
- **Specific Targets:** Presence of multiple instructional strategies in observations and walkthroughs. Discussion and sharing in professional learning community team time.

**Strategies:**

**PLCs - Professional Learning Communities**

**Description:**

- [http://effectivestrategies.wiki.caiu.org/Using+Data](http://effectivestrategies.wiki.caiu.org/Using+Data)
- [http://effectivestrategies.wiki.caiu.org/Professional+Development](http://effectivestrategies.wiki.caiu.org/Professional+Development)

1. Create a schedule that allows for grade level PLC meetings several times a month
2. Create a mechanism to record work at PLC meetings
3. Principal and literacy coach periodically attend PLC meetings to monitor progress

**SAS Alignment:** Assessment, Instruction
Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:


1. Within team time, use student data as the basis for instructional discussion

2. Use educational software to
   - Support the formative assessment process used by teams
   - Help monitor student progress on the math skills checklist
   - Deliver practice on skills specific to students' individual needs

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:


1. Continue to emphasize small, flexible grouping based on student needs

2. Use of Daily 5 model in reading and Daily 3 model in math to enable small group rotations
3. Investigate best practices for inclusion of special education students

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

**Professional Learning Communities (PLC) development**

**Description:**

Continued work on PLC development through additional PLC professional development, and creating opportunities to share instructional strategies to best meet the needs of students.

**Start Date:** 8/22/2016  **End Date:** 6/7/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

**Consistent implementation of effective instructional strategies**

**Description:**

1. Consistent Use of Learning Focused Schools lesson plan format for all classes
2. Implementation of best practice in writing
3. Implementation of best practice in math
4. Implementation of differentiated instruction that addresses needs of all students

**Start Date:** 8/22/2016  **End Date:** 6/7/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Educational Technology
**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

**Professional Development**

**Description:**

1. Professional development sessions on the continued work on the development of PLCs
2. Professional development sessions on differentiation and best instructional practice
3. Professional development sessions on the integration of STEAM, Project Based Learning, and the 4Cs

**Start Date:** 8/22/2016    **End Date:** 6/7/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction

**Professional Development on teaching diverse learners in an inclusive setting**

**Description:**

1. Collaborative work with teachers and special education teachers
2. Inservice Session for related arts teachers

**Start Date:** 8/29/2016    **End Date:** 6/12/2020

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

**Supported Strategies:**

- Differentiated Instruction

_Professional development in the area of language and literacy acquisition for all students_

**Description:**

1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy

2. Professional development sessions in the area of differentiation

3. Ongoing teacher support during PLC and data meetings

4. Professional development sessions on kidwriting, writing workshop, text dependent analysis, and close reading

**Start Date:** 6/3/2016    **End Date:** 6/12/2020

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

**Supported Strategies:**

- PLCs - Professional Learning Communities
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Highland El Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Highland El Sch in the Ephrata 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 Highland El Sch in the Ephrata 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