



***COCALICO SCHOOL
DISTRICT
DISTRICT
COMPREHENSIVE PLAN
2021-2024***

Cocalico SD

Mission Statement

Our mission statement is as follows: We inspire and support learning for every child, every chance, every day.

Vision Statement

Our vision statement is as follows: All students will be empowered to achieve their fullest potential.

Measurable Goals

By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population.

Advisory Groups

Homeroom Presentations- CHS

Alternate Learning Opportunities

Community Involvement

The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Weekly Grade Monitoring

Revise MTSS processes and structures

Advisory Groups

Student Attendance

Targeted Instruction

By the end of the 2023-2024 school year, all of the elementary teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Responsive Classrooms

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Revise MTSS processes and structures

Implement non-fiction texts

Consistent Use of Vocabulary

Universal Screening

Math Curriculum

Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer.

Revise MTSS processes and structures

Targeted Instruction

COCALICO SD

800 4th Street

Comprehensive Plan | 2021 - 2024

MISSION STATEMENT

Our mission statement is as follows: We inspire and support learning for every child, every chance, every day.

VISION STATEMENT

Our vision statement is as follows: All students will be empowered to achieve their fullest potential.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

From our students, they want an educational institution that educates the academic side and the social and emotional side of the child. They want various opportunities to learn, grow and explore, and choices about their learning. They also need a safe environment, one that is structured and routine, and one where they have an advocate in their corner. They believe we have great teachers.

STAFF

Staff believe we work with the whole child, but see an area of focus as social emotional supports and addressing the mental health needs of our students.

ADMINISTRATION

Administration believes we have safe and secure schools, with supportive families and talented students. We add staff when the need arises to support our students' well being, and focus our professional development on concerns of our teachers. We have a strong leadership team who has been together for a number of years, many of whom have been in the district over 20 years.

PARENTS

Our parents believe we educate the whole child, that we believe all students can learn and that we provide many opportunities for higher education, cooperative learning and job related experiences. They see our schools as safe and supportive and feel included in what is happening in the school because of the open communication between school and home.

COMMUNITY

Our parents appreciate that we take responsibility to educate the whole child and offer a safe and support environment as evidenced by our SRO. They see a focus area as helping students reach their fullest potential through additional opportunities for all students, and ensuring that all educators in the district are meeting the vision and mission.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent for Curriculum and Instruction	Cocalico School District
Dr. Ella Musser	Superintendent	Cocalico School District
Janice Boyer	Community Partner	Cocalico School District
Kelly DiCiano	Parent	Cocalico School District
Paul Stetter	Parent	Fulton Financial Advisors
Kristi Fisher	Community Partner/ Parent	FIP Creative
Juanita Fox	Board Member	Cocalico School District
Amber Martin	Parent	Cocalico School District
Amy Nedimyer	Community Partner/ Parent	Cocalico School District
Rod Redcay	Mayor of Denver	Denver Boro
Romao Carrasco	Township Supervisor	East Cocalico Township
Lorita Valente	Advocacy Organization	LutherCare
Blake Daub	Community Partner/ Parent	Luther Care

Name	Position	Building/Group
Tristen Schoiack	Community Partner/ Parent	UGI
Tera Karick	Community Partner/ Parent	Reamstown Church of God
Kristine Butz	Teacher/ Parent	Cocalico High School
Gretchen Roberts	Parent/ PTA Representative	Reamstown Elementary
Amy Saporetti	Parent	Reamstown Elementary
Timothy Butz	Teacher/ Parent	Cocalico Middle School
Hannah Bruce	Student	Cocalico Middle School
Trish Fasnacht	Parent	Cocalico High School
Dan Madrigal	Parent	Denver Elementary
Ryan Blocksom	Student	Cocalico Middle School
Dr. Andria Weaver	Administrator/ Parent	Reamstown Elementary
Dr. Susan E. Snyder	Administrator	Adamstown Elementary
Mrs. Angela Marley	Administrator	Denver Elementary
Mr. Anthony DiMatteo	Administrator/ Parent	Cocalico Middle School
Mr. Chris Irvine	Administrator	Cocalico High School

Name	Position	Building/Group
Mr. Andrew Price	Administrator	Cocalico High School
Mrs. Samantha Bensing	Administrator	Cocalico Middle School
Mr. Scott Bennetch	Administrator	Cocalico High School
Dr. Stephen Melnyk	Assistant to the Superintendent for Education Administration	Cocalico School District
Lenora Sturtevant	Parent/ Community Partner	Cocalico School District
Mark Ebersole	Parent/ Business Leader	Weaver Markets
Desiree Wagner	Board Member	Cocalico School District
Cyprus Rohrer	Student	Cocalico Middle School
Mrs. Denise Logue	Director of Academic Supports	Cocalico School District
Mrs. Mary Rinehart	Director of Special Services	Cocalico School District
Erica Covington	Special Education Teacher	Cocalico School District
Elizabeth Steffy	Teacher	Cocalico School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
At each level, we will train our staff on research based strategies to address mental health and social-emotional needs of our students, structures to build a positive culture and community and ways to increase community, state and local involvement by our students, as they become positive citizens in an ever-changing world.	Social emotional learning Social emotional learning Social emotional learning
The district will research instructional materials, methods, and strategies to address deficits in the area of math.	Mathematics
We will navigate through the challenges presented by COVID-19 and address each new issue as we work through educating our students, address gaps in instruction, and ensure equity among all of our subgroups.	Essential Practices 3: Provide Student-Centered Support Systems

ACTION PLAN AND STEPS

Evidence-based Strategy
Weekly Grade Monitoring

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Failures, Attendance and Discipline	The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each week, the Cocalico Middle School teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	2021-08-08 - 2022-06-08	CMS Administration, Team leaders, Counselors	Team Time

Anticipated Outcome

A reduction in failures from Cocalico Middle School Students

Monitoring/Evaluation

Grade Reports

Evidence-based Strategy

Revise MTSS processes and structures

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Student Failures,
Attendance and
Discipline

The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Math Performance

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Extended Learning

Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.

2021-08-08 -
2024-06-08

School Psychologist,
Cocalico Middle School
and Elementary School
Administration

Time to plan; Review of
MTSS structures in other
districts

Anticipated Outcome

Clear and concise MTSS protocols, interventions and structures; an improvement in failures, a reduction in discipline, and an increase in attendance rates

Monitoring/Evaluation

Powerschool reports, MTSS documents, grade reports, PVAAS data

Evidence-based Strategy

Advisory Groups

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population.
Student Failures, Attendance and Discipline	The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	2022-08-08 - 2024-06-08	Cocalico Middle School Administrators, Counseling Department	Team materials, SEL lessons

Anticipated Outcome

Creation of Advisory Group lessons

Monitoring/Evaluation

Advisory Group lessons, Student interest surveys

Evidence-based Strategy

Student Attendance

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Failures, Attendance and Discipline	The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately, improve attendance.	2021-08-08 - 2023-06-08	Cocalico Middle School Attendance Officers, SRO, Counselors	SAIP Plans

Anticipated Outcome

An increase in overall attendance

Monitoring/Evaluation

Powerschool attendance

Evidence-based Strategy

Implement non-fiction texts

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	2022-08-08 - 2023-06-08	Interventionists, Department Leaders	Non-fiction texts which support various topics

Anticipated Outcome

An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Monitoring/Evaluation

PSSA data, Keystones, Study Island

Evidence-based Strategy

Consistent Use of Vocabulary

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Performance

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	2022-08-08 - 2024-08-08	Department Leaders, Administration	List of essential vocabulary words and definitions, lesson ideas

Anticipated Outcome

An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Monitoring/Evaluation

PSSA data, Keystones, Study Island

Evidence-based Strategy

Homeroom Presentations- CHS

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	2021-09-01 - 2023-06-30	High School Administration	Access to scripts, technology, time to plan presentations

Anticipated Outcome

Increase in enrollments and attendance in alternate learning opportunities

Monitoring/Evaluation

Tracking of activities

Evidence-based Strategy

Alternate Learning Opportunities

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

PBIS

By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities

2020-08-30 -
2021-06-30

High School
Counselors and
Principals

PSAT data; Alternate
learning baseline data

Create student needs assessment, administered to each freshman class

2021-09-01 -
2024-06-30

High School
Counselors and
Principals

Survey Creation

Investigate alternate schedules for students

2021-09-01 -
2024-06-30

HS Principals,
Counselors

Sample schedules

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Anticipated Outcome
Increase in those participating in alternate learning opportunities

Monitoring/Evaluation
Yearly data analysis and sharing with departments

Evidence-based Strategy
Community Involvement

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
PBIS	By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The HS will track student involvement in all outside activities.	2021-08-30 - 2024-06-30	Guidance Office	Student Tracking Form

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teach students about resume building, and how to access Naviance for assistance.	2021-08-30 - 2024-06-30	Guidance Office	Naviance
Link and connect students to additional service opportunities	2023-08-30 - 2024-06-30	HS Staff and Administration	Student sharing of presentations; Teacher sharing of opportunities
Plan and deliver an underclassman community service day	2023-08-30 - 2024-06-30	HS Staff and Administration	Time to plan for the day
Develop a system for individual student recognition, involving the community	2021-08-30 - 2024-06-30	HS Staff and Administration	Time to plan the program

Anticipated Outcome

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Monitoring/Evaluation

Student tracking form

Evidence-based Strategy

Targeted Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student Failures, Attendance and Discipline	The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.
Extended Learning	Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
At all levels, design targeted instruction based on the data gathered from student assessments (CDT's, local assessments, Study Island), delivered before or after school or during the summer.	2021-07-01 - 2024-08-30	Cocalico Administrative Team, Director of Academic Supports, Director of Special Educations	Tutors, Tutoring materials

Anticipated Outcome

An increase in the extended learning offerings and an improvement in our students' failure rates

Monitoring/Evaluation

Tutoring reports of pre and post tutoring data

Evidence-based Strategy

Universal Screening

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Performance

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement DIBELS math K-5, given 3 times a year, at the elementary level	2021-08-01 - 2023-08-30	Denise Logue/ K-12 Academic Supports	DIBELS/ Support personnel to administer and score
Hold math data team meetings in the elementary buildings.	2021-09-01 - 2023-08-30	Elementary Principals	Support for principal, DIBELS data
Establish qualifying criteria for those who are struggling in the area of math	2022-09-01 - 2024-06-30	Director of K-12 supports and Principals	Math materials
Train those who are delivering math interventions and math instruction at the elementary level.	2022-09-01 - 2024-06-30	Director of K-12 Supports and Principals	Intervention resources

Anticipated Outcome

An increase of students' math skills as the year progresses

Monitoring/Evaluation

DIBELS charts

Evidence-based Strategy

Math Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a teacher-created standards-aligned curriculum and assessments for math.	2021-09-01 - 2024-08-30	Elementary Principals, Assistant Superintendent for Curriculum and Instruction	Resources from companies and from the math committee

Anticipated Outcome

Improved Math PSSA scores at the elementary level

Monitoring/Evaluation

Lesson plans, Classroom observations

Evidence-based Strategy

Responsive Classrooms

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Responsive Classrooms

By the end of the 2023-2024 school year, all of the elementary teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train all elementary staff on Responsive Classrooms	2020-08-30 - 2024-06-30	Elementary administrators	Center for Responsive Classrooms materials/ trainer
Revise schedules to include social-emotional learning time within the elementary schedules.	2020-08-20 - 2024-06-30	Elementary principals	Elementary schedules

Anticipated Outcome

Responsive Classroom implementation in all classrooms

Monitoring/Evaluation

Observations

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p>	<p>Revise MTSS processes and structures</p>	<p>The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.</p>	<p>08/08/2021 - 06/08/2024</p>
<p>Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)</p>			
<p>Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer. (Extended Learning)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)</p> <p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p>	<p>Advisory Groups</p>	<p>Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.</p>	<p>08/08/2022 - 06/08/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Implement non-fiction texts	At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	08/08/2022 - 06/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Consistent Use of Vocabulary	Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	08/08/2022 - 08/08/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Homeroom Presentations-CHS	Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	09/01/2021 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Create student needs assessment, administered to each freshman class	09/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Community Involvement	Teach students about resume building, and how to access Naviance for assistance.	08/30/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Community Involvement	Plan and deliver an underclassman community service day	08/30/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Universal Screening	Implement DIBELS math K-5, given 3 times a year, at the elementary level	08/01/2021 - 08/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Math Curriculum	Implement a teacher-created standards-aligned curriculum and assessments for math.	09/01/2021 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Universal Screening	Train those who are delivering math interventions and math instruction at the elementary level.	09/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2023-2024 school year, all of the elementary teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Responsive Classrooms	Train all elementary staff on Responsive Classrooms	08/30/2020 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)	Weekly Grade Monitoring	Each week, the Cocalico Middle School teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	08/08/2021 - 06/08/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)	Student Attendance	Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately, improve attendance.	08/08/2021 - 06/08/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Homeroom Presentations-CHS	Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	09/01/2021 - 06/30/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Create student needs assessment, administered to each freshman class	09/01/2021 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Community Involvement	Plan and deliver an underclassman community service day	08/30/2023 - 06/30/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p> <p>Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer. (Extended Learning)</p>	Targeted Instruction	At all levels, design targeted instruction based on the data gathered from student assessments (CDT's, local assessments, Study Island), delivered before or after school or during the summer.	07/01/2021 - 08/30/2024

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement

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

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The Cocalico School District is continually seeking additional resources to support our mission and vision, often through grants, community resources or federal and state programs.

We support students regardless of their future pathway. Students are supported no matter where they are going post-high school.

Students have many opportunities to learn and grow and pursue their interest areas.

Speech and Language Impairment numbers are below the state average (11.6% versus 14.3%), as well as our Emotional Disturbance population (4.8% for Cocalico versus 8.5% from the state).

We offer K-12 programs for learning support, itinerant autistic support, and a life skills support. We also have an Emotional Support program for grades 3-12, and contract with the IU for grades K-2.

We had added a number of support personnel for students with needs since 2006, an increase from 27 to 40 staff in 2019.

We are making an attempt to expand our behavior supports, through programming in the form of an outside school based

Challenges

We can improve on ensuring all students can learn and reach their fullest potential. This is a challenge due to the increasing mental health needs which are presenting in our students.

We can improve expanding our opportunities to educate our parents, particularly those who are not yet school age.

Percent of special education students for the district is 19.2%, which is above the state average of 17.3%. This is due in part to mental health diagnoses and students identified as having ADHD.

Since 2005, the numbers of free and reduced lunch students has doubled, from 17% to 34% in 2019-2020.

We have significant concerns about our numbers of students demonstrating a need to be placed outside of the regular classroom.

Although our student enrollment is declining, our poverty rate has doubled over the last 15 years while our special education population continues to rise. Specifically, the percentage of students identified with disabilities in the area of autism, intellectual disabilities, emotional disturbance and other health impairments has steadily increased yearly.

Strengths

therapist and offering a full continuum of services from K-12.

Since 2016, we have added 8.5 additional special education staff, going from 31 to 40.5 special education staff, to be responsive to our growing student needs.

Cocalico School District does not currently have any student for whom FAPE cannot be provided and as of October, 2020, currently provides services to 599 students with individualized education programs.

In 2018-2019, 86.8% of the students at the Middle School showed growth on the Math PSSA, and exceeded both the Statewide Growth Standard and Statewide Average Growth Score.

All three elementary schools were green or blue for all State Assessment Measures, and all student groups.

During the 2019-2020 school year, we had a strong Title 1 program, with 2 reading specialists and 3 reading paraeducators in each building, along with a Director of Reading.

We ensure quality instruction and opportunities for students to develop their effective communication skills, both formally and informally. In addition, students with disabilities are included in regular education classes.

At the high school, we have implemented a variety of strategies

Challenges

The COVID pandemic has created many new challenges for us as schools. Those challenges have yet to be fully uncovered and once they are, will be addressed and solutions created to ensure we are meeting the needs of every child, every chance, every day.

Within some subgroups and at some of our elementary schools, overall math performance is emerging as a need. We have recognized that we need a common intervention system for math, a clear process for MTSS, consistent decision rules for moving between the tiers, identification and training with Tier III interventions, and support for our basic and below basic students.

As per our TSI plan, it is evident that we need to connect the Keystone content with our students, even if they are not in those classes. A TSI plan has been written to support that effort.

There is a starked decline in the science performance of our students, from 4th grade to 8th grade, when the test is given again. This may indicate a need to address other areas, such as reading of content area material, practice with nonfiction texts and training of how to respond to nonfiction text.

At the elementary level, we are implementing a systematic structured, direct instruction approach to phonics, which began last year and is continuing during the 2020-2021 school year.

Strengths

such as rotational learning and collaborate with other departments to support the students' acquisition of ELA skills.

Our Math DIBELS scores show we are making growth in some areas in some grade levels, but not across the board in every grade level and subskill.

The High School Mathematics department collaborates often, shares curriculum documents with one another, and has instructional conversations and dialogue facilitated through monthly and regular department meetings.

We continue to be responsive to skills that our students will need in the workforce, related to science, technology and engineering, and add courses and personnel to support that need.

We are well connected to the community and have many business partners who support our students.

Due to a Teacher in the Workplace grant, a group of teachers will be able to visit places of work, and then write units to complement the learning from the site visit. These units and lessons will be delivered to their students.

Challenges

We have recognized the need to provide greater focus on phonological awareness skills in the early grades, which impacts the acquisition of phonics skills. We only assess phonological awareness through DIBELS FSF and PSF, and that is only grades K-1.

It is a challenge to balance the attention to Keystone Exams with other important eligible content.

Implementing and practice with TDA's is a challenging component in our ELA program, as it is tedious, time consuming and requires high level thinking skills.

We have begun aligning curriculum at the elementary level, to identify strengths and needs in our elementary classroom.

Data from assessments given to incoming kindergarten students indicate a weakness in oral counting, number recognition, and shape identification.

Due to the closure from COVID-19, students have many gaps in their learning, which we are beginning to identify and plan for remediation in a safe manner and following our health and safety plan.

Finding personnel to teach our courses requires a budgetary commitment from the district, the principal and staff, as

Challenges

coursework can be expensive and time consuming.

There are more students from Cocalico interested in CTC than spaces available, both for the full-time and part-time programs.

Due to the closure from COVID-19, students have many challenges to the above issues, which we are beginning to identify and plan for remediation in a safe manner and following our health and safety plan.

Most Notable Observations/Patterns

The COVID-19 pandemic has increased the challenges which we face as a school, and in some cases, accelerated the learning of our students and teachers. We continue to focus on meeting the needs of all of our students and subgroups, academically, physically and mentally, regardless of their ability, race, background, or other factors.

Challenges

We can improve on ensuring all students can learn and reach their fullest potential. This is a challenge due to the increasing mental health needs which are presenting in our students.

Discussion Point

Students are experiencing greater trauma and mental health needs. As a district, it becomes our responsibility to support and

Priority for Planning

Challenges	Discussion Point	Priority for Planning
	address those needs.	
<p>We have begun aligning curriculum at the elementary level, to identify strengths and needs in our elementary classroom.</p>	<p>We need to ensure we are teaching the math standards. By focusing on this, our students will be more successful on the state measures, and later on in their educational careers and pathways.</p>	
<p>Within some subgroups and at some of our elementary schools, overall math performance is emerging as a need. We have recognized that we need a common intervention system for math, a clear process for MTSS, consistent decision rules for moving between the tiers, identification and training with Tier III interventions, and support for our basic and below basic students.</p>	<p>We want to ensure our subgroups are making progress, and delivering interventions which will advance their learning and address learning gaps in a systematic manner.</p>	
<p>As per our TSI plan, it is evident that we need to connect the Keystone content with our students, even if they are not in those classes. A TSI plan has been written to support that effort.</p>	<p>We would benefit from holding data team meetings, with specific protocols which would assist the team in identifying needs and strengths, and creating a student action plan.</p>	
<p>The COVID pandemic has created many new challenges for us as schools. Those challenges have yet to be fully uncovered and once they are, will be addressed and solutions created to ensure we are meeting the needs of every child, every chance, every day.</p>	<p>The pandemic has changed education, including the setting, methods, and materials. We are navigating through those challenges and will need to address each new issue as we work through the next months and years.</p>	

ADDENDUM B: ACTION PLAN

Action Plan: Weekly Grade Monitoring

Action Steps	Anticipated Start/Completion Date
Each week, the Cocalico Middle School teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	08/08/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Grade Reports	A reduction in failures from Cocalico Middle School Students

Material/Resources/Supports Needed	PD Step	Comm Step
Team Time	no	yes

Action Plan: Revise MTSS processes and structures

Action Steps	Anticipated Start/Completion Date
The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.	08/08/2021 - 06/08/2024

Monitoring/Evaluation	Anticipated Output
Powerschool reports, MTSS documents, grade reports, PVAAS data	Clear and concise MTSS protocols, interventions and structures; an improvement in failures, a reduction in discipline, and an increase in attendance rates

Material/Resources/Supports Needed	PD Step	Comm Step
Time to plan; Review of MTSS structures in other districts	yes	no

Action Plan: Advisory Groups

Action Steps	Anticipated Start/Completion Date
Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	08/08/2022 - 06/08/2024

Monitoring/Evaluation	Anticipated Output
Advisory Group lessons, Student interest surveys	Creation of Advisory Group lessons

Material/Resources/Supports Needed	PD Step	Comm Step
Team materials, SEL lessons	yes	no

Action Plan: Student Attendance

Action Steps

Anticipated Start/Completion Date

Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately, improve attendance.

08/08/2021 - 06/08/2023

Monitoring/Evaluation

Anticipated Output

Powerschool attendance

An increase in overall attendance

Material/Resources/Supports Needed

PD Step

Comm Step

SAIP Plans

no

yes



Action Plan: Implement non-fiction texts

Action Steps

Anticipated Start/Completion Date

At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.

08/08/2022 - 06/08/2023

Monitoring/Evaluation

Anticipated Output

PSSA data, Keystones, Study Island

An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Material/Resources/Supports Needed

PD Step

Comm Step

Non-fiction texts which support various topics

yes

no



Action Plan: Consistent Use of Vocabulary

Action Steps	Anticipated Start/Completion Date	
Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	08/08/2022 - 08/08/2024	
Monitoring/Evaluation	Anticipated Output	
PSSA data, Keystones, Study Island	An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions	
Material/Resources/Supports Needed	PD Step	Comm Step
List of essential vocabulary words and definitions, lesson ideas	yes	no
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Action Plan: Homeroom Presentations- CHS

Action Steps	Anticipated Start/Completion Date
Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	09/01/2021 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Tracking of activities	Increase in enrollments and attendance in alternate learning opportunities

Material/Resources/Supports Needed	PD Step	Comm Step
Access to scripts, technology, time to plan presentations	yes	yes

Action Plan: Alternate Learning Opportunities

Action Steps**Anticipated Start/Completion Date**

Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities

08/30/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Yearly data analysis and sharing with departments

Increase in those participating in alternate learning opportunities

Material/Resources/Supports Needed**PD Step****Comm Step**

PSAT data; Alternate learning baseline data

yes

yes

Action Steps**Anticipated Start/Completion Date**

Create student needs assessment, administered to each freshman class

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Yearly data analysis and sharing with departments

Increase in those participating in alternate learning opportunities

Material/Resources/Supports Needed**PD Step****Comm Step**

Survey Creation

yes

yes

Action Steps**Anticipated Start/Completion Date**

Investigate alternate schedules for students

09/01/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Yearly data analysis and sharing with departments

Increase in those participating in alternate learning opportunities

Material/Resources/Supports Needed**PD Step****Comm Step**

Sample schedules

no

no

Action Plan: Community Involvement

Action Steps**Anticipated Start/Completion Date**

The HS will track student involvement in all outside activities.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step****Comm Step**

Student Tracking Form

no

no



Action Steps**Anticipated Start/Completion Date**

Teach students about resume building, and how to access Naviance for assistance.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step****Comm Step**

Naviance

yes

no



Action Steps**Anticipated Start/Completion Date**

Link and connect students to additional service opportunities

08/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step****Comm Step**

Student sharing of presentations; Teacher sharing of opportunities

no

no



Action Steps**Anticipated Start/Completion Date**

Plan and deliver an underclassman community service day

08/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step****Comm Step**

Time to plan for the day

yes

yes



Action Steps**Anticipated Start/Completion Date**

Develop a system for individual student recognition, involving the community

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step****Comm Step**

Time to plan the program

no

no



Action Plan: Targeted Instruction

Action Steps	Anticipated Start/Completion Date
At all levels, design targeted instruction based on the data gathered from student assessments (CDT's, local assessments, Study Island), delivered before or after school or during the summer.	07/01/2021 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Tutoring reports of pre and post tutoring data	An increase in the extended learning offerings and an improvement in our students' failure rates

Material/Resources/Supports Needed	PD Step	Comm Step
Tutors, Tutoring materials	no	yes

Action Plan: Universal Screening

Action Steps**Anticipated Start/Completion Date**

Implement DIBELS math K-5, given 3 times a year, at the elementary level

08/01/2021 - 08/30/2023

Monitoring/Evaluation**Anticipated Output**

DIBELS charts

An increase of students' math skills as the year progresses

Material/Resources/Supports Needed**PD Step****Comm Step**

DIBELS/ Support personnel to administer and score

yes

no



Action Steps**Anticipated Start/Completion Date**

Hold math data team meetings in the elementary buildings.

09/01/2021 - 08/30/2023

Monitoring/Evaluation**Anticipated Output**

DIBELS charts

An increase of students' math skills as the year progresses

Material/Resources/Supports Needed**PD Step****Comm Step**

Support for principal, DIBELS data

no

no

Action Steps**Anticipated Start/Completion Date**

Establish qualifying criteria for those who are struggling in the area of math

09/01/2022 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS charts

An increase of students' math skills as the year progresses

Material/Resources/Supports Needed**PD Step****Comm Step**

Math materials

no

no



Action Steps**Anticipated Start/Completion Date**

Train those who are delivering math interventions and math instruction at the elementary level.

09/01/2022 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

DIBELS charts

An increase of students' math skills as the year progresses

Material/Resources/Supports Needed**PD Step****Comm Step**

Intervention resources

yes

no



Action Plan: Math Curriculum

Action Steps	Anticipated Start/Completion Date
Implement a teacher-created standards-aligned curriculum and assessments for math.	09/01/2021 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Lesson plans, Classroom observations	Improved Math PSSA scores at the elementary level

Material/Resources/Supports Needed	PD Step	Comm Step
Resources from companies and from the math committee	yes	no

Action Plan: Responsive Classrooms

Action Steps**Anticipated Start/Completion Date**

Train all elementary staff on Responsive Classrooms

08/30/2020 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Observations

Responsive Classroom implementation in all classrooms

Material/Resources/Supports Needed**PD Step****Comm Step**

Center for Responsive Classrooms materials/ trainer

yes

no



Action Steps**Anticipated Start/Completion Date**

Revise schedules to include social-emotional learning time within the elementary schedules.

08/20/2020 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Observations

Responsive Classroom implementation in all classrooms

Material/Resources/Supports Needed**PD Step****Comm Step**

Elementary schedules

no

no



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p> <p>Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)</p> <p>Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer. (Extended Learning)</p>	Revise MTSS processes and structures	The Cocalico Middle School and elementary team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support.	08/08/2021 - 06/08/2024
<p>By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)</p> <p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p>	Advisory Groups	Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a	08/08/2022 - 06/08/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Implement non-fiction texts	At the Middle School and High School, the use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	08/08/2022 - 06/08/2023
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Consistent Use of Vocabulary	Consistent essential vocabulary will be taught to students, to assist with their performance on	08/08/2022 - 08/08/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Homeroom Presentations-CHS	open-ended tasks and TDA's. Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	09/01/2021 - 06/30/2023
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Create student needs assessment, administered to each freshman	09/01/2021 - 06/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Community Involvement	class Teach students about resume building, and how to access Naviance for assistance.	08/30/2021 - 06/30/2024
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Community Involvement	Plan and deliver an underclassman community service day	08/30/2023 - 06/30/2024
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Universal Screening	Implement DIBELS math K-5, given 3 times a year, at the elementary level	08/01/2021 - 08/30/2023
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Math Curriculum	Implement a teacher-created standards-aligned curriculum and assessments for math.	09/01/2021 - 08/30/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching the targeted percentages for each subgroup and grade level. (Math Performance)	Universal Screening	Train those who are delivering math interventions and math instruction at the elementary level.	09/01/2022 - 06/30/2024
By the end of the 2023-2024 school year, all of the elementary teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Responsive Classrooms	Train all elementary staff on Responsive Classrooms	08/30/2020 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Training	All CMS and elementary teachers and staff	Define and review of MTSS processes, structures, how to refer students, interventions used, and monitoring of plans. Research evidence based math interventions to support Tier I, II and III students.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MTSS logs and notes in Powerschool, Elementary CAS documents, Creation of MTSS procedures	08/08/2021 - 08/08/2024	School Psychologists, School Counselors, Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
3b: Using Questioning and Discussion Techniques	Teaching Diverse Learners in an Inclusive Setting
1a: Demonstrating Knowledge of Content and Pedagogy	
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	
1a: Demonstrating Knowledge of Content and Pedagogy	
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	
3d: Using Assessment in Instruction	
1b: Demonstrating Knowledge of Students	



Professional Development Step	Audience	Topics of Prof. Dev
Behavior Dashboard	All Cocalico Middle School staff	Use of the behavior dashboard, how to make referrals, how to interpret patterns

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of its use and logins on the behavior dashboard	08/08/2021 - 06/08/2022	Cocalico Middle School Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
2b: Establishing a Culture for Learning 2d: Managing Student Behavior 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting



Professional Development Step	Audience	Topics of Prof. Dev
Advisory Groups	All Cocalico Middle School staff	Creation of Advisory Group lessons, interest surveys, structure

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Calendar of Advisory Group meetings, Lesson Plans	06/08/2021 - 08/08/2024	Cocalico Middle School Advisory Planning Team

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
1d: Demonstrating Knowledge of Resources	
2a: Creating and Environment of Respect and Rapport	
2d: Managing Student Behavior	

Professional Development Step	Audience	Topics of Prof. Dev
Integrating Non-fiction texts	All content area teachers	Administering and teaching TDA's, identification of non-fiction texts applicable to the content, ways to increase students' understanding on nonfiction text

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson Plans, Increase in students' scores in TDA questions and open ended questions	06/08/2022 - 06/08/2024	ELA leaders and department leaders, Interventionists

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Language and Literacy Acquisition for All Students

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

Academic Vocabulary Instruction

Cocalico Middle School staff and teachers

Develop consistent vocabulary to be taught to students by grade levels, departments, special education teachers and other instructional team members.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

List of academic vocabulary, along with a plan for its teaching

06/08/2022 - 08/08/2024

Cocalico Middle School Administrators and Curriculum Leaders

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

3a: Communicating with Students

4b: Maintaining Accurate Records

Professional Development Step

Audience

Topics of Prof. Dev

Homeroom presentations

Grade 9-12 faculty

Designing homeroom presentations to present about alternative learning opportunities

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

MLP staff survey, final presentations

08/01/2021 - 06/30/2024

HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Alternate Learning Opportunities	Content area teachers	Data analysis and sharing to determine AP Potential, Career Pathways and other alternative opportunities

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student action plans, student tracking	08/01/2021 - 06/30/2024	Guidance Office/ HS Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Freshman Needs Assessment	Teachers of 9th graders, school counselors	Creation of a freshman survey to identify needs of the students, knowledge of the various pathways, and participation of alternate learning pathways

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Final freshman survey	08/01/2021 - 06/30/2024	Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Naviance

All content area teachers

How to build a resume for college and work purposes, using the Naviance software

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Samples of student resumes

08/01/2021 - 06/30/2024

Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Underclassman Community Service Day	Any teachers working with 9th-11th graders, Guidance Counselors, support staff	Plan for an Underclassmen Community Service Day, during the Senior Class Trip. Create an accountability measure for students

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Collection of accountability forms from students	08/01/2023 - 06/30/2024	Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
4d: Participating in a Professional Community	Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
CDT training	Any content area teacher	Interpreting CDT results, action planning using the results, designing data-based student acceleration plans

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP survey results from staff; Data team notes	08/01/2020 - 06/30/2021	HS Administration; IU Consultant

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1f: Designing Student Assessments

3e: Demonstrating Flexibility and Responsiveness

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1e: Designing Coherent Instruction

1a: Demonstrating Knowledge of Content and Pedagogy

Teaching Diverse Learners in an Inclusive Setting

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Data Team Meetings

Content area teachers, special education teachers,
HS Administration, Director of Academic Supports,
Interventionists

How to track if students are on track and
showing growth Diagnostic tools

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Data team agendas

08/01/2020 - 06/30/2021

HS Administration, Director of Academic Supports,
Directors of Special Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Responsive Classrooms

All K-5 staff

How to deliver Responsive Classrooms, addressing mental health needs, verbal de-escalation strategies, practical classroom application of strategies for dis-regulated students, parent engagement and application of Responsive Classrooms

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

MLP Survey, Lesson Plans, Walkthroughs

06/15/2020 - 08/30/2024

Beth Haldeman, Assistant to the Superintendent and Elementary Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

-
- 1d: Demonstrating Knowledge of Resources
 - 2a: Creating and Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2d: Managing Student Behavior
 - 1b: Demonstrating Knowledge of Students
 - 3a: Communicating with Students
 - 1b: Demonstrating Knowledge of Students
 - 1d: Demonstrating Knowledge of Resources
 - 2a: Creating and Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2d: Managing Student Behavior
 - 4c: Communicating with Families
-
-

- Teaching Diverse Learners in an Inclusive Setting
- Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Acadience Math	Any K-5 teacher, Support Staff	Math DIBELS administration, scoring and analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Math DIBELS delivery	08/01/2022 - 08/28/2024	Director of Academic Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments 3d: Using Assessment in Instruction	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of common assessments and curriculum	K-5 teachers, math support staff	Implementation of teacher-created assessments and curriculum resources, the rigor of the math standards, understanding the math standards, math competencies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans reflecting math resources	08/30/2021 - 06/30/2024	Director of Academic Supports, Curriculum Coordinator for Math

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)	Weekly Grade Monitoring	Each week, the Cocalico Middle School teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	2021-08-08 - 2022-06-08
The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)	Student Attendance	Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately,	2021-08-08 - 2023-06-08

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Homeroom Presentations-CHS	improve attendance. Homeroom presentations by faculty and students will occur, to feature alternate learning opportunities available at the High School.	2021-09-01 - 2023-06-30
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	2020-08-30 - 2021-06-30
By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)	Alternate Learning Opportunities	Create student needs assessment, administered to each freshman	2021-09-01 - 2024-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the end of the 2024 school year, the percentage of High School students participating in a community, state, local, or school events or recognition ceremony will be at or above 40% of the student population. (PBIS)</p>	Community Involvement	class Plan and deliver an underclassman community service day	2023-08-30 - 2024-06-30
<p>The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals. (Student Failures, Attendance and Discipline)</p> <p>Each school will create extended learning opportunities for any students who are failing one or more courses, offered during the school year, after school, or during the summer. (Extended Learning)</p>	Targeted Instruction	At all levels, design targeted instruction based on the data gathered from student assessments (CDT's, local assessments, Study Island), delivered before or after school or during the summer.	2021-07-01 - 2024-08-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Building Newsletter	Parents and families of students	Attendance procedures, truancy steps, parent guidelines, adults who may be supporting attendance concerns

Anticipated Timeframe	Frequency	Delivery Method
08/01/2021 - 06/30/2022	2-3 times per year	Email

Lead Person/Position
Cocalico Middle School Administration

Communication Step	Audience	Topics/Message of Communication
Weekly Grade Monitoring	Parents or guardians of students who are receiving D's or F's in a course	Notice of grades, interventions to be considered, parental suggestions

Anticipated Timeframe	Frequency	Delivery Method
08/30/2020 - 06/30/2024	Weekly to impacted students	Email

Lead Person/Position

Cocalico Middle School administration

Communication Step

Audience

Topics/Message of Communication

Homeroom presentations

High School students and families

Alternate learning opportunities, AP courses, and Career Pathways which are available at the High School

Anticipated Timeframe

Frequency

Delivery Method

08/30/2020 - 06/30/2023

One time per year to all; Additional times to targeted student groups

Presentation

Lead Person/Position

Cocalico High School administration

Communication Step	Audience	Topics/Message of Communication
Underclassmen Community Service Day communication	9th through 11th grade families and students and community members	Communication about the community service day, outline of activities, ways the community can assist, schedule for the day, and accountability for students

Anticipated Timeframe	Frequency	Delivery Method
08/01/2022 - 06/30/2024	One or more times	Letter Email Posting on district website

Lead Person/Position
Cocalico High School administration

Communication Step	Audience	Topics/Message of Communication
Invitations to Extended Learning	Targeted students who need remediation	Times when remediation is being offered, rationale for why the student should participate, response from the parent

Anticipated Timeframe**Frequency****Delivery Method**

08/01/2021 - 06/30/2024

Each time extended learning is being offered

Letter

Lead Person/Position

Cocalico School District administration (all levels)



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Meeting Presentation	Priorities of the plan, measurable goals, evidence-based strategies outlined in our plan	Presentation	All community members	November 2020
Yearly Board Meeting review	Progress toward implementing our action plans and achieving yearly targets	Presentation	All community members	Yearly-anticipate Fall of each year
Website	Priorities of the plan, measurable goals, evidence-based strategies outlined in our plan	Post on www.cocalico.org	Any interested person	Posted and updated once a year
At A Glance brochure	Priorities of the plan, measurable goals, evidence-based strategies outlined in our plan, progress toward implementing our action plans and achieving yearly targets	Brochure	Any interested person	October-November of each year
District annual report	Priorities of the plan, measurable goals, evidence-based strategies outlined in our plan, progress toward implementing our action plans and achieving yearly targets	Annual report	School board members, community members, and staff. Posted on the website for any interested person	October-November of each year

**Communication
Step**

Topics of Message

Mode

Audience

**Anticipated
Timeline**

Adamstown EI Sch

Mission Statement

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Adamstown, we see this implemented through our support structure of a school-based counselor, home-school visitor, principal, and other social and emotional supports. We also focus on the whole child through our clubs and competitions which allow students to expound upon their interests and abilities. We use data-driven decisions regarding interventions and instruction. Finally, our SAP program (Student Assistance Program) supports students and families in crisis and with a variety of needs.

Established Priorities

We need a solid screening process for Math, a determination of clear guidelines for who receives support in the area of math, and an over-reliance on the textbook as the curriculum.

We need a clear, evidence based system of school wide positive behavior interventions.

Measurable Goals

By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Responsive Classrooms

Recess and Lunch Alternatives

Transition Activities for Grade 5

SW-PBS (school-based)

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

MTSS- Tier III Supports

Coordination among Learning Support and Regular Education

Math Interventions

Re-allocation of resources for those providing math support

ADAMSTOWN EL SCH

256 West Main Street

School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Adamstown, we see this implemented through our support structure of a school-based counselor, home-school visitor, principal, and other social and emotional supports. We also focus on the whole child through our clubs and competitions which allow students to expound upon their interests and abilities. We use data-driven decisions regarding interventions and instruction. Finally, our SAP program (Student Assistance Program) supports students and families in crisis and with a variety of needs.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent for Curriculum and Instruction	Central Office
Dr. Susan E. Snyder	Principal	Adamstown Elementary
Elise Clicquennoi	School Counselor	Adamstown Elementary
Chelsea Mann	Special Education Teacher	Adamstown Elementary
Stephanie Miller	Music Teacher	Adamstown Elementary
Michele Koch	Regular Education Teacher	Adamstown Elementary
Susan Hertzog	Regular Education Teacher	Adamstown Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We need a solid screening process for Math, a determination of clear guidelines for who receives support in the area of math, and an over-reliance on the textbook as the curriculum.	Mathematics
We need a clear, evidence based system of school wide positive behavior interventions.	Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
MTSS- Tier III Supports	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Define the MTSS process for math for students who are struggling	2022-06-01 - 2024-06-01	Susan Snyder/ Elise Clicquennoi	MTSS resources
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Anticipated Outcome			
Clearly defined MTSS process for Tier III students			

Monitoring/Evaluation			
MTSS logs			

Evidence-based Strategy			
Coordination among Learning Support and Regular Education			

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Schedule time for learning support and regular education	2020-09-01 - 2024-	Susan Snyder	schedules

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
teachers to meet	09-01		

Anticipated Outcome
More collaboration among teachers

Monitoring/Evaluation
Teacher feedback

Evidence-based Strategy
Math Interventions

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Research evidence-based math interventions	2020-08-01 -	Susan Snyder/ Cheryl Frost- Principal,	Resources for math

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
to support Tier I and Tier II students	2023-06-30	Curriculum Coordinator for Math	

Anticipated Outcome
List of math interventions for students

Monitoring/Evaluation
MTSS logs

Evidence-based Strategy
Re-allocation of resources for those providing math support

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Maximize schedules for math and reading paraeducators to	2020-09-01 - 2023-	Susan Snyder,	Schedules

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
support our students	06-30	Principal	

Anticipated Outcome

Schedules that reflect time for math and reading

Monitoring/Evaluation

Paraeducators' schedules

Evidence-based Strategy

Responsive Classrooms

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classroom	By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train staff in Responsive	2020-06-15 - 2024-06-	Beth Haldeman, Assistant to the	Center for Responsive

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Classroom	02	Superintendent	Classroom

Anticipated Outcome

All teachers trained in Responsive Classroom

Monitoring/Evaluation

Responsive Classroom workshop surveys

Evidence-based Strategy

Recess and Lunch Alternatives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classroom	By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Direct instruction in expected behavior- 1 recess/ week	2020-06-01 - 2023-06-04	Susan Snyder, Principal	Staff training, materials
Recess alternatives	2020-06-01 - 2021-06-04	Susan Snyder, Principal	Activities as recess alternatives

Anticipated Outcome
Reduced lunch/ recess referrals

Monitoring/Evaluation
Lunch/ Recess referrals

Evidence-based Strategy
Transition Activities for Grade 5

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classroom	By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
MS teachers meet/ greet with 5th grade students	2021-03-01 - 2023-06-04	Susan Snyder, Principal	Coordination with MS admin; Sub coverage
Shadowing of a MS student by 5th graders	2021-03-01 - 2024-06-04	Susan Snyder, Principal	Coordination with MS admin; Transportation

Anticipated Outcome

Increased confidence about the transition to MS

Monitoring/Evaluation

Student survey end of 5th grade

Evidence-based Strategy

SW-PBS (school-based)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classroom	By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Investigate SEL curriculum	2020-09-01 - 2023-06-04	Susan Snyder, Principal	SEL companies

Anticipated Outcome

SEL lesson delivery

Monitoring/Evaluation

Collection of SEL lesson dates



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math performance)	MTSS- Tier III Supports	Define the MTSS process for math for students who are struggling	06/01/2022 - 06/01/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math performance)	Math Interventions	Research evidence-based math interventions to support Tier I and Tier II students	08/01/2020 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classroom)	Responsive Classrooms	Train staff in Responsive Classroom	06/15/2020 - 06/02/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classroom)	SW-PBS (school-based)	Investigate SEL curriculum	09/01/2020 - 06/04/2023

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

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Teachers are continually revising lessons, in an attempt to meet the standards. We follow our scope and sequence, though sometimes it can be a challenge to change approaches depending on the student needs.

The school continuously reaches out to families about school programs and garners their support.

We regularly assess professional learning in the district, but without formally following up with individual teachers and staff. Informal conversations are often the vehicle for follow up, particularly among colleagues.

Staff at Adamstown continually discuss student needs, are intentional in purpose, and are focused on ways to meet the ever-changing needs of the students.

We have a strong parent and guardian volunteer program. For field trips, PTO events, and classroom needs, parents and families volunteer to support the need.

In 2018-2019, 43.9% of our students scored proficient or advanced on PSSA for ELA which was an increase from the previous year. 17.5% of our students scored proficient or advanced on PSSA for

Challenges

Implement an evidence-based system of schoolwide positive behavior interventions and support

Finding time for collaboration with split-building personnel can be a challenge due to non-overlapping planning time or other meetings.

We are lacking a systematic process to identify student math needs, and also ways to differentiate science needs in the classroom.

In 2018-2019, on the PSSA Math, 28.4% of our Economically Disadvantaged students scored proficient or advanced, which was a decrease from the previous year.

While we met the interim goal on the Math PSSA, we are only slightly above the state average.

In 2018-2019, our Economically Disadvantaged population, while scoring proficient and advanced, is not maintaining the growth standard on PVAAS for ELA.

In 2018-2019, the Students with Disabilities subgroup declined in their Math PSSA performance from last year.

Strengths

Math, which was a decrease from the previous year.

In 2018-2019, 65.3% of our Economically Disadvantaged students scored proficient or advanced on the PSSA for ELA, which was an increase from the previous year.

In 2018-2019, 78.7% of our students scored a proficient or advanced on the ELA PSSA, and exceeded the interim goal of 64.6%. We met the interim target for all student groups and showed an increase from last year.

In 2018-2019, 89.7% of our students scored a proficient or advanced on the Science PSSA. All student groups met the interim target and improved their performance from the previous year.

We need to continue to focus on improving and maintaining our ELA performance, as it impacts the reading of math and science material, for all subgroups.

We have a very structured ELA support system for ELA, and for interventions, support and remediation.

We are beginning using a universal screening tool for Math, with a pilot group as of the 2019-2020 school year. In 2020-2021, this tool will help us with determining math decisions.

Challenges

While we are meeting and exceeding the growth standard for the Science PSSA, we want to continue to ensure our students are progressing toward the 83% projected target for 2030.

At times, classroom performance does not match Title I eligibility criteria.

We are lacking a support system for Math, when students struggle. We are missing decision rules, Tier III interventions, and strong Tier II support.

We are investigating a project for each science unit, to be implemented in the future, in all three elementary buildings.

All students are exposed to many career experiences during the year. The challenge is ensuring each student has completed the experiences, even when they are absent.

The band director is split between 3 elementary buildings, making it a challenge to see students at least once a week for lessons. Additional support has been offered from the HS band director.

With offering before and after school activities, transportation can be an issue for some of our students. With offering during school activities, students miss academic time, which can affect their school performance.

Strengths

Teachers are incorporating project based learning into their science lessons. On state assessments, our students perform very well.

In 2018-2019, 100% of our students completed their required Career Standards Benchmark.

In 2018-2019, we were above the state average of 89.8% on the Career Standards.

Each of our 5th graders participate in a Career Day, with leaders from area businesses. Many of the presenters are also parents in our district, showing the support we feel from our community.

We offer a variety of interest based clubs and activities for our students, where they can explore their talents and abilities before, during or after the school day.

When possible, students remain in their home school of Adamstown Elementary School.

We support our students through a breakfast program, with carts on every floor, and students taking advantage of this meal.

Challenges

In 2018-2019, district-wide, 38.2% of our ELL learners improved their WIDA composite score from the previous year.

In 2018-2019, 36% of our students are on free and reduced lunch, an increase from the previous year.

From 2015 to 2018, the number of special education students has increased from 32 to 49.

We are seeing an increase in students with OHI and Emotional Disturbance diagnosis, and mental health needs.

Most Notable Observations/Patterns

It is evident that closing the math achievement gap is a need, with all subgroups and students, and meeting the needs of students who may be struggling is a challenge given our current structure, staff, and support system. A challenge to this is the behavior needs of our students, and an increase in OHI and mental health needs. Collaborating among colleagues can be a challenge due to schedules, split-time personnel, and an increase in responsibilities during one's planning time or before/ after school. It is a struggle to find a time to meet about student needs, at a common time for all.

Challenges	Discussion Point	Priority for Planning
We are lacking a support system for Math, when students struggle. We are missing decision rules, Tier III interventions, and strong Tier II support.	We are missing a solid screening process for Math, a determination and clear guidelines for who receives support in the area of math, and an over-reliance on the textbook as the curriculum.	✓
Implement an evidence-based system of schoolwide positive behavior interventions and support	We need specific strategies on how to help students who are struggling behaviorally. We need a common language in each classroom. We need immediately applicable interventions.	✓
We are seeing an increase in students with OHI and Emotional Disturbance diagnosis, and mental health needs.	Students are coming to school with an increase in needs.	
Finding time for collaboration with split-building personnel can be a challenge due to non-overlapping planning time or other meetings.	Staff have limited time during the day to meet and collaborate.	
We are lacking a systematic process to identify student math needs, and also ways to differentiate science needs in the classroom.	We do not have a strong MTSS process, or criteria for identification for tiered support for math.	

ADDENDUM B: ACTION PLAN

Action Plan: MTSS- Tier III Supports

Action Steps	Anticipated Start/Completion Date
Define the MTSS process for math for students who are struggling	06/01/2022 - 06/01/2024
Monitoring/Evaluation	Anticipated Output
MTSS logs	Clearly defined MTSS process for Tier III students
Material/Resources/Supports Needed	PD Step
MTSS resources	yes

Action Plan: Coordination among Learning Support and Regular Education

Action Steps	Anticipated Start/Completion Date
Schedule time for learning support and regular education teachers to meet	09/01/2020 - 09/01/2024

Monitoring/Evaluation	Anticipated Output
Teacher feedback	More collaboration among teachers

Material/Resources/Supports Needed	PD Step
schedules	no

Action Plan: Math Interventions

Action Steps

Anticipated Start/Completion Date

Research evidence-based math interventions to support Tier I and Tier II students

08/01/2020 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

MTSS logs

List of math interventions for students

Material/Resources/Supports Needed

PD Step

Resources for math

yes



Action Plan: Re-allocation of resources for those providing math support

Action Steps

Anticipated Start/Completion Date

Maximize schedules for math and reading paraeducators to support our students

09/01/2020 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Paraeducators' schedules

Schedules that reflect time for math and reading

Material/Resources/Supports Needed

PD Step

Schedules

no



Action Plan: Responsive Classrooms

Action Steps	Anticipated Start/Completion Date
Train staff in Responsive Classroom	06/15/2020 - 06/02/2024

Monitoring/Evaluation	Anticipated Output
Responsive Classroom workshop surveys	All teachers trained in Responsive Classroom

Material/Resources/Supports Needed	PD Step
Center for Responsive Classroom	yes



Action Plan: Recess and Lunch Alternatives

Action Steps**Anticipated Start/Completion Date**

Direct instruction in expected behavior- 1 recess/
week

06/01/2020 - 06/04/2023

Monitoring/Evaluation**Anticipated Output**

Lunch/ Recess referrals

Reduced lunch/ recess referrals

Material/Resources/Supports Needed**PD Step**

Staff training, materials

no

Action Steps**Anticipated Start/Completion Date**

Recess alternatives

06/01/2020 - 06/04/2021

Monitoring/Evaluation**Anticipated Output**

Lunch/ Recess referrals

Reduced lunch/ recess referrals

Material/Resources/Supports Needed**PD Step**

Activities as recess alternatives

no

Action Plan: Transition Activities for Grade 5

Action Steps**Anticipated Start/Completion Date**

MS teachers meet/ greet with 5th grade students

03/01/2021 - 06/04/2023

Monitoring/Evaluation**Anticipated Output**

Student survey end of 5th grade

Increased confidence about the transition to MS

Material/Resources/Supports Needed**PD Step**

Coordination with MS admin; Sub coverage

no

Action Steps**Anticipated Start/Completion Date**

Shadowing of a MS student by 5th graders

03/01/2021 - 06/04/2024

Monitoring/Evaluation**Anticipated Output**

Student survey end of 5th grade

Increased confidence about the transition to MS

Material/Resources/Supports Needed**PD Step**

Coordination with MS admin; Transportation

no



Action Plan: SW-PBS (school-based)

Action Steps

Anticipated Start/Completion Date

Investigate SEL curriculum

09/01/2020 - 06/04/2023

Monitoring/Evaluation

Anticipated Output

Collection of SEL lesson dates

SEL lesson delivery

Material/Resources/Supports Needed

PD Step

SEL companies

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math performance)	MTSS- Tier III Supports	Define the MTSS process for math for students who are struggling	06/01/2022 - 06/01/2024
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math performance)	Math Interventions	Research evidence-based math interventions to support Tier I and Tier II students	08/01/2020 - 06/30/2023
By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classroom)	Responsive Classrooms	Train staff in Responsive Classroom	06/15/2020 - 06/02/2024
By the end of the 2024 school year, all of the Adamstown teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classroom)	SW-PBS (school-based)	Investigate SEL curriculum	09/01/2020 - 06/04/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Responsive Classrooms	All K-5 staff	Responsive Classrooms

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP Survey	06/15/2020 - 08/30/2024	Beth Haldeman/ Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
1b: Demonstrating Knowledge of Students	



Professional Development Step	Audience	Topics of Prof. Dev
MTSS Inservice	K-5 teachers, special education, counselor, principal, school psychologist	DIBELS, Math DIBELS, Decision rules

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP surveys	08/01/2022 - 08/28/2024	IU Personnel

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	
3e: Demonstrating Flexibility and Responsiveness	

Professional Development Step	Audience	Topics of Prof. Dev
Trauma Informed/ Mental Health Needs	All K-5 staff	Addressing mental health needs, verbal de-escalation strategies, practical classroom application of strategies for dis-regulated students, parent engagement and application of Responsive Classroom

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP Surveys	09/01/2020 - 06/30/2024	Beth Haldeman/ Assistant to the Superintendent

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
2a: Creating and Environment of Respect and Rapport	
2b: Establishing a Culture for Learning	
2d: Managing Student Behavior	
4c: Communicating with Families	

Professional Development Step	Audience	Topics of Prof. Dev
Math Interventions	K-5 teachers	Math standards, addressing the Common Core, Tier II interventions, assessment data, DIBELS math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP Surveys	09/01/2020 - 06/30/2024	Susan Snyder, Principal; Cheryl Frost, Math Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in an Inclusive Setting
1d: Demonstrating Knowledge of Resources	
1c: Setting Instructional Outcomes	
1e: Designing Coherent Instruction	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
SEL curriculum	Adamstown staff	Training of selected SEL curriculum for interested teachers

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation in lesson plans	09/01/2021 - 06/08/2024	Susan Snyder, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

2a: Creating and Environment of Respect and Rapport

2d: Managing Student Behavior

Professional Development Step

Audience

Topics of Prof. Dev

MTSS Site Visit

MTSS team

See application of math MTSS in action

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

MTSS team notes

09/01/2021 - 06/30/2024

Susan Snyder, Principal; Elise Clicquennoi,
Counselor

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

3d: Using Assessment in Instruction

Teaching Diverse Learners in an Inclusive Setting

1b: Demonstrating Knowledge of Students

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Building Newsletter	Comprehensive Plan goals, action steps and areas of strength and need	Email	Adamstown families	After board approval of the plan in February 2021
District Newsletter	Building goals and action steps	U.S. Mail	All district taxpayers, families, and residents	Summer-Fall of 2021
District website	Folders containing each of the action steps, building goals, and relevant data from the Comprehensive Plan	www.cocalico.org website	Any interested person	Fall of 2021



Denver El Sch

Mission Statement

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Denver, we see this implemented in our staff, who are willing try and implement new techniques and strategies which benefit the students, through our principal who allows teacher creativity and flexibility to inspire learning, through our support personnel who are available to reach every student, and to our students who are given voice and choice in their learning. Students are exposed to a variety of special experiences, and are taught how to be good citizens in an ever changing world.

Established Priorities

We need to strengthen our Tier I, have decision rules for Tiers II and III, and training for all staff who teach math.

We need an evidence-based system of schoolwide positive behavior supports and interventions.

Measurable Goals

By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Responsive Classroom implementation

Dedicated Social- Emotional Learning Time

Monitor adult self-care

Parent training

Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Universal Screening

Data Team Meetings/ Analyzation

Alignment of Common Assessments

MTSS Criteria for Math

Allocation of Resources

Learning Support Curriculum

DENVER EL SCH

South 4th Street

School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Denver, we see this implemented in our staff, who are willing try and implement new techniques and strategies which benefit the students, through our principal who allows teacher creativity and flexibility to inspire learning, through our support personnel who are available to reach every student, and to our students who are given voice and choice in their learning. Students are exposed to a variety of special experiences, and are taught how to be good citizens in an ever changing world.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent for Curriculum and Instruction	Cocalico School District
Mrs. Angela Marley	Principal	Denver Elementary
Rachel Albrecht	School Counselor	Denver Elementary
Jared Augustine	Reading Specialist	Denver Elementary
Emily Jacobs	Reading Specialist	Denver Elementary
Brian Eckhart	Regular Education Teacher	Denver Elementary
Heather Myer	Regular Education Teacher	Denver Elementary
Michael Sholansky	Physical Education Teacher	Denver Elementary
Justin Shober	Special Education Teacher	Denver Elementary

ESTABLISHED PRIORITIES

Priority Statement

Outcome Category

We need to strengthen our Tier I, have decision rules for Tiers II and III, and training for all staff who teach math.

Mathematics

We need an evidence-based system of schoolwide positive behavior supports and interventions.

Social emotional learning

ACTION PLAN AND STEPS

Evidence-based Strategy

Universal Screening

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Performance

Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Implement Acadience Math (DIBELS)

2020-08-30 - 2022-06-30

Denise Logue, Director of Academic Supports

DIBELS materials

Anticipated Outcome

DIBELS scores

Monitoring/Evaluation

DIBELS data

Evidence-based Strategy

Data Team Meetings/ Analyzation

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Math Performance

Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Math data meetings

2020-08-30 - 2022-06-30

Denise Logue, Director of Academic Supports

Data team agendas

Anticipated Outcome

Analyzation of math data

Monitoring/Evaluation

Math agendas

Evidence-based Strategy

Alignment of Common Assessments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Creation of standards-based assessments and curriculum	2020-08-30 - 2023-06-30	Denise Logue, Director of Academic Supports, Susan Snyder, Principal and Cheryl Frost, Curriculum Coordinator	Math Assessments and Curricular resources

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

MTSS Criteria for Math

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Math Performance

Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop Tier II and Tier III criteria for math	2022-06-01 - 2024-06-30	Denise Logue, Director of Academic Supports, Angie Marley, Principal	MTSS materials

Anticipated Outcome

Monitoring/Evaluation

Evidence-based Strategy

Allocation of Resources

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Review of current personnel's schedules to determine math priorities	2021-08-30 - 2024-06-30	Angie Marley, Principal	Schedules

Anticipated Outcome

Schedules that address math support students

Monitoring/Evaluation

Schedules

Evidence-based Strategy

Learning Support Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Investigate and coordinate math interventions used in the classroom and special education classrooms	2022-08-30 - 2024-06-30	Angie Marley, Principal	Math program resources

Anticipated Outcome

List of math interventions used in each setting

Monitoring/Evaluation

Math interventions

Evidence-based Strategy

Responsive Classroom implementation

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Responsive Classrooms By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train all staff on Responsive Classrooms	2020-08-30 - 2024-06-30	Beth Haldeman, Assistant to the Superintendent; Angie Marley, Principal	Responsive Classroom materials

Anticipated Outcome

Responsive Classroom implementation in all classrooms

Monitoring/Evaluation

Observations/ Walkthroughs

Evidence-based Strategy

Dedicated Social- Emotional Learning Time

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classrooms	By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Goal Nickname**Measurable Goal Statement (Smart Goal)****Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Revise social-emotional learning time

2020-08-30 - 2024-06-30

Angie Marley, Principal

Schedules

Anticipated Outcome

Dedicated Morning Meeting time

Monitoring/Evaluation

Schedules/ observations

Evidence-based Strategy

Monitor adult self-care

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Responsive Classrooms

By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Regular sessions on wellness and emotional health for the adults in the building	2020-08-03 - 2023-06-30	Angie Marley, Principal	Wellness activities

Anticipated Outcome

Incorporation of wellness activities

Monitoring/Evaluation

Faculty meeting agendas

Evidence-based Strategy

Parent training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Responsive Classrooms	By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Connecting the adult caregivers with resources to support their students	2021-08-30 - 2024-06-30	Angie Marley, Principal	Parent resources

Anticipated Outcome
 Trainings and workshops offered during the year

Monitoring/Evaluation
 Flyers of events, sign in sheets, surveys post-event



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Universal Screening	Implement Acadience Math (DIBELS)	08/30/2020 - 06/30/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Alignment of Common Assessments	Creation of standards-based assessments and curriculum	08/30/2020 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	MTSS Criteria for Math	Develop Tier II and Tier III criteria for math	06/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Responsive Classroom implementation	Train all staff on Responsive Classrooms	08/30/2020 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Monitor adult self-care	Regular sessions on wellness and emotional health for the adults in the building	08/03/2020 - 06/30/2023

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).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We aim to find a variety of funding sources, such as grants and foundations, which support various initiatives and needs in the school..

We have started to implement a number of positive activities to build the community, such as CREW and Responsive Classrooms.

We support our families in many ways, such as: Family nights, food baskets, All Pro Dads, Class Dojo for communication to families, Heroes Fair, Parents and Families at Lunch, Movie Nights, and more. Many are designed to reach each group, representing each strand of the community.

We have strong community support, with many groups who support the school financially, with their time and with donating supplies for our students.

In 2018-2019, 83.5% of our White subgroup scored proficient or advanced on the ELA PSSA, an increase from the previous year.

In 2018-2019, we exceeded the 2030 statewide goal on PSSA ELA of 81.1%, with 82.1% scoring proficient or advanced.

In 2018-2019, we exceeded the 2030 statewide goal of 83% on

Challenges

We need to implement an evidence-based system of schoolwide positive behavior interventions and supports, to assist with the extensive needs of our students.

Collaboration can be a challenge among teams, buildings and grades, due to time constraints and resources such as substitutes.

Differentiating professional development for the needs of each staff is a need and challenge, especially given the number of mandates and topics that elementary educators teach in a day.

In 2018-2019, the Students with Disabilities subgroup did not meet the interim target of 45.6% on the Math PSSA, scoring instead a 30.6%, and their performance declined from the previous year.

In 2018-2019, only 24.4% of our students scored Advanced on the PSSA Math test in grades 3-5.

While we are meeting and exceeding the growth standard for the Science PSSA, we want to continue to ensure our students are progressing toward the 83% projected target for 2030, each year.

At times, classroom performance does not match Title I eligibility criteria due to the capacity to serve students and the attempt to

Strengths

PSSA Science, with 97.7% proficient and advanced.

In 2018-2019, we exceeded the Statewide Growth Standard of 70% on ELA, Math and Science PSSA, scoring 97% on Math, and 100% growth on Science and ELA PSSA.

While our Students with Disabilities subgroup met the interim growth goal of 70% on the ELA PSSA, we want to ensure this subgroup is continuing to grow and close the achievement gap.

We need to continue to focus on improving and maintaining our ELA performance, as it impacts the reading of math and science material, for all subgroups.

We have a very structured ELA support system for ELA, and for interventions, support and remediation.

We are beginning using a universal screening tool for Math, with a pilot group as of the 2019-2020 school year. In 2020-2021, this tool will help us with determining math decisions.

We offer STEM opportunities, which are supported by our school community, and over 58 students participating, and a STEM Summit involving 24 top science students from each of the 3 elementary schools.

Teachers are incorporating project based learning into their

Challenges

be consistent in all buildings.

We are lacking a support system for Math, when students struggle and a strong Tier I program to address all students. We are missing personnel, decision rules, Tier III interventions, and strong Tier II support.

Delivery systems for science are changing in this school, which can be a challenge for those who lack the training in STEM and may be new.

We are investigating a project for each science unit, to be implemented in the future, in all three elementary buildings.

All students are exposed to many career experiences during the year. The challenge is ensuring each student has completed the experiences, even when they are absent or new to the district.

With offering before and after school activities, transportation can be an issue for some of our students. With offering during school activities, students miss academic time, which can affect their school performance.

Funding for field trips are funded through our PTA, and with the rising cost of transportation, this can be a burden to them.

In 2018-2019, district-wide, 38.2% of our ELL learners improved their WIDA composite score from the previous year.

Strengths

science lessons. On state assessments, our students perform very well.

In 2018-2019, 100% of our students completed their required Career Standards Benchmark.

Each of our 5th graders participate in a Career Day, with leaders from area businesses. Many of the presenters are also parents in our district, showing the support we feel from our community.

We offer a variety of interest based clubs and activities for our students, where they can explore their talents and abilities before, during or after the school day.

Denver Elementary serves a number of students with disabilities, with a wide range of needs.

We support our students through a breakfast program, with carts on every floor, and students taking advantage of this meal.

We have contracted with a school-based counseling agency to address mental health needs for our students, located in the building.

Challenges

In 2018-2019, 41% of our students are on free and reduced lunch, an increase from the previous year.

We are seeing students with an increase in students with OHI and Emotional Disturbance diagnosis, and mental health needs.

Not all insurance plans are accepted for the school-based counseling service. In addition, the counselor is shared with another building.

We have an elementary SAP assessor, but the assessor is shared with multiple buildings and district, spending about 3.5 hours at Denver Elementary per week.

Most Notable Observations/Patterns

It is evident that closing the math achievement gap is a need, with all subgroups and students, and meeting the needs of students who may be struggling is a challenge given our current structure, staff, and support system. A challenge to this is the behavior needs of our students.

Challenges

We are lacking a support system for Math, when students struggle and a strong Tier I program to address all students. We are missing personnel, decision rules, Tier III interventions, and strong Tier II support.

We need to implement an evidence-based system of schoolwide positive behavior interventions and supports, to assist with the extensive needs of our students.

Discussion Point

We need to strengthen our Tier I, have decision rules for Tiers II and III, and training for all staff who teach math.

We need an evidence-based system of schoolwide positive behavior supports and interventions.

Priority for Planning



ADDENDUM B: ACTION PLAN

Action Plan: Universal Screening

Action Steps	Anticipated Start/Completion Date
Implement Acadience Math (DIBELS)	08/30/2020 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
DIBELS data	DIBELS scores

Material/Resources/Supports Needed	PD Step
DIBELS materials	yes

Action Plan: Data Team Meetings/ Analyzation

Action Steps	Anticipated Start/Completion Date
Math data meetings	08/30/2020 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Math agendas	Analyzation of math data

Material/Resources/Supports Needed	PD Step
Data team agendas	no



Action Plan: Alignment of Common Assessments

Action Steps	Anticipated Start/Completion Date
Creation of standards-based assessments and curriculum	08/30/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
Math Assessments and Curricular resources	yes



Action Plan: MTSS Criteria for Math

Action Steps	Anticipated Start/Completion Date
Develop Tier II and Tier III criteria for math	06/01/2022 - 06/30/2024

Monitoring/Evaluation	Anticipated Output

Material/Resources/Supports Needed	PD Step
MTSS materials	yes



Action Plan: Allocation of Resources

Action Steps

Anticipated Start/Completion Date

Review of current personnel's schedules to determine math priorities

08/30/2021 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Schedules

Schedules that address math support students

Material/Resources/Supports Needed

PD Step

Schedules

no



Action Plan: Learning Support Curriculum

Action Steps

Anticipated Start/Completion Date

Investigate and coordinate math interventions used in the classroom and special education classrooms

08/30/2022 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Math interventions

List of math interventions used in each setting

Material/Resources/Supports Needed

PD Step

Math program resources

no

Action Plan: Responsive Classroom implementation

Action Steps

Anticipated Start/Completion Date

Train all staff on Responsive Classrooms

08/30/2020 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Observations/ Walkthroughs

Responsive Classroom implementation in all classrooms

Material/Resources/Supports Needed

PD Step

Responsive Classroom materials

yes



Action Plan: Dedicated Social- Emotional Learning Time

Action Steps

Anticipated Start/Completion Date

Revise social-emotional learning time

08/30/2020 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Schedules/ observations

Dedicated Morning Meeting time

Material/Resources/Supports Needed

PD Step

Schedules

no



Action Plan: Monitor adult self-care

Action Steps

Anticipated Start/Completion Date

Regular sessions on wellness and emotional health for the adults in the building

08/03/2020 - 06/30/2023

Monitoring/Evaluation

Anticipated Output

Faculty meeting agendas

Incorporation of wellness activities

Material/Resources/Supports Needed

PD Step

Wellness activities

yes



Action Plan: Parent training

Action Steps	Anticipated Start/Completion Date
Connecting the adult caregivers with resources to support their students	08/30/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Flyers of events, sign in sheets, surveys post-event	Trainings and workshops offered during the year

Material/Resources/Supports Needed	PD Step
Parent resources	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Universal Screening	Implement Acadience Math (DIBELS)	08/30/2020 - 06/30/2022
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Alignment of Common Assessments	Creation of standards-based assessments and curriculum	08/30/2020 - 06/30/2023
Grade 3-5 students will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	MTSS Criteria for Math	Develop Tier II and Tier III criteria for math	06/01/2022 - 06/30/2024
By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Responsive Classroom implementation	Train all staff on Responsive Classrooms	08/30/2020 - 06/30/2024
By the end of the 2024 school year, all of the Denver teachers will be trained in Responsive Classrooms and Morning Meeting protocol. (Responsive Classrooms)	Monitor adult self-care	Regular sessions on wellness and emotional health for the adults in the building	08/03/2020 - 06/30/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS Math	Any K-5 teacher, Support Staff	Math DIBELS administration, scoring and analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Math DIBELS delivery	08/01/2022 - 08/28/2024	Denise Logue, Director of Academic Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Implementation of common assessments and curriculum	K-5 teachers, math support staff	Implementation of teacher-created assessments and curriculum resources, the rigor of the math standards, understanding the math standards, math competencies

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Lesson plans reflecting math resources	08/30/2021 - 06/30/2024	Denise Logue, Director of Academic Supports; Cheryl Frost, Curriculum Coordinator

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
1d: Demonstrating Knowledge of Resources	
1f: Designing Student Assessments	

Professional Development Step	Audience	Topics of Prof. Dev
MTSS Math	MTSS teams (principal, counselor, teacher, school psychologist)	Tier II and Tier III criteria, Tier II and III interventions, use of personnel to support math

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Clear criteria (in chart form); Math CAS	08/30/2021 - 06/30/2024	Denise Logue, Director of Academic Supports; Angie Marley, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

3d: Using Assessment in Instruction

Professional Development Step

Audience

Topics of Prof. Dev

Responsive Classrooms

All elementary staff

Center for Responsive Classrooms topics

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Implementation of Responsive Classroom material

08/30/2020 - 06/30/2024

Beth Haldeman, Assistant to the Superintendent;
Angie Marley, Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Language and Literacy Acquisition for All Students

2a: Creating and Environment of Respect and Rapport

2b: Establishing a Culture for Learning

3a: Communicating with Students

Professional Development Step**Audience****Topics of Prof. Dev**

Adult Wellness

Denver staff

6 domains of self-care (social, emotional, physical, psychological, spiritual, professional)

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Staff input; Self-assessment; Goal setting

08/30/2020 - 06/30/2023

Angie Marley, Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

Teaching Diverse Learners in an Inclusive Setting

4e: Growing and Developing Professionally

4f: Showing Professionalism

4d: Participating in a Professional Community

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Building newsletter	Comprehensive Plan goals, action steps and areas of strength and need	Email	Denver families	After board approval of the plan in February 2021
District newsletter	Building goals and action steps	U.S. Mail	All district taxpayers, families and residents	Summer-Fall of 2021
District website	Folders containing each of the action steps, building goals and relevant data from the Comprehensive Plan	www.cocalico.org website	Any interested person	Fall of 2021



Reamstown El Sch

Mission Statement

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Reamstown, we see this implemented in our staff who provide lots of opportunities for our students and are willing to implement new strategies and techniques. The Reamstown staff recognizes that students are changing and make their lessons engaging, are enthusiastic in their approach to teaching and learning, provide much student voice and choice and model a passion for learning. Reamstown staff supports students through a variety of processes, such as MTSS and SAP, and collaborate often to try and support this learning for every child.

Established Priorities

We want to improve our math performance of all students in the area of math.

We need a structure and universal screener to identify students who are not succeeding in Tier I.

Measurable Goals

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Data Team Meeting

Math Curriculum

Staff training

At least 70% of our students in each grade level will meet the DIBELS Acadience goals in the area of math by the end of the 2024-2025 school year.

Universal Screening

Qualifying Criteria

REAMSTOWN EL SCH

44 South Reamstown Road

School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision statement is: We inspire and support learning for every child, every chance, every day. At Reamstown, we see this implemented in our staff who provide lots of opportunities for our students and are willing to implement new strategies and techniques. The Reamstown staff recognizes that students are changing and make their lessons engaging, are enthusiastic in their approach to teaching and learning, provide much student voice and choice and model a passion for learning. Reamstown staff supports students through a variety of processes, such as MTSS and SAP, and collaborate often to try and support this learning for every child.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent for Curriculum and Instruction	Central Office
Dr. Andria Weaver	Principal	Reamstown Elementary
Carrie McKernan	School Counselor	Reamstown Elementary
Kathleen Kaley	Reading Specialist	Reamstown Elementary
Nicole Horst	Reading Specialist	Reamstown Elementary
Wendi Miller	Classroom Teacher	Reamstown Elementary
Kelly Greene	Classroom Teacher	Reamstown Elementary
Tonyah Colatta-Rigney	Special Education Teacher	Reamstown Elementary

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We want to improve our math performance of all students in the area of math.	Mathematics
We need a structure and universal screener to identify students who are not succeeding in Tier I.	Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy
Universal Screening

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier I Assessment	At least 70% of our students in each grade level will meet the DIBELS Acadience goals in the area of math by the end of the 2024-2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement DIBELS math K-5, given 3 times a year	2021-08-01 - 2023-08-30	Denise Logue/ K-12 Academic Supports	DIBELS/ Support personnel to administer and score

Anticipated Outcome

Charts/ graphs of DIBELS data

Monitoring/Evaluation

DIBELS chart

Evidence-based Strategy

Data Team Meeting

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Math Performance

Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Hold math data team meetings in the building

2021-09-01 - 2023-08-30

Andria Weaver,
Principal

Support for principal/ DIBELS data

Anticipated Outcome

Item analysis of DIBELS data

Monitoring/Evaluation

Data team agendas

Evidence-based Strategy

Math Curriculum

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement a teacher-created standards-aligned curriculum and assessments for math	2021-09-01 - 2024-08-30	Andria Weaver, Principal	Resources from the math committee

Anticipated Outcome

Math documents reflected in lesson plans

Monitoring/Evaluation

Lesson plans

Evidence-based Strategy

Qualifying Criteria

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Tier I Assessment	At least 70% of our students in each grade level will meet the DIBELS Acadience goals in the area of math by the end of the 2024-2025 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish qualifying criteria for those who are struggling in the area of math	2022-09-01 - 2024-06-30	Denise Logue/ Andria Weaver- Director of K-12 supports and Principal	MTSS resources

Anticipated Outcome

Clear MTSS criteria for Tier II and Tier III

Monitoring/Evaluation

MTSS referrals

Evidence-based Strategy

Staff training

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Performance	Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Train those who are delivering math interventions and math instruction	2022-09-01 - 2024-06-30	Denise Logue and Andria Weaver, Director of K-12 Supports and Principal	intervention resources

Anticipated Outcome

List of math interventions

Monitoring/Evaluation

Schedules, MTSS agendas

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 70% of our students in each grade level will meet the DIBELS Acadience goals in the area of math by the end of the 2024-2025 school year. (Tier I Assessment)	Universal Screening	Implement DIBELS math K-5, given 3 times a year	08/01/2021 - 08/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Math Curriculum	Implement a teacher-created standards-aligned curriculum and assessments for math	09/01/2021 - 08/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Staff training	Train those who are delivering math interventions and math instruction	09/01/2022 - 06/30/2024

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).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We need to continue to focus on improving and maintaining our ELA performance, as it impacts the reading of math and science material, for all subgroups.

We are beginning using a universal screening tool for Math, with a pilot group as of the 2019-2020 school year. Next year, this tool will help us with determining math decisions.

Teachers are incorporating project based learning into their science lessons.

On state assessments, our students perform very well.

We have a very structured ELA support system for ELA, and for interventions, support and remediation.

In K-2, we are working on strengthening the core with more explicit, consistent and targeted phonemic awareness and phonics instruction.

We have a culture of high expectations for staff, students, families and community members.

Challenges

At times, classroom performance does not match Title I eligibility criteria.

Our textbook is often mistaken for our curriculum, and the anthology is the only resource utilized in some classrooms, rather than teaching the standards.

We are lacking a support system for Math, when students struggle. We are missing decision rules, Tier III interventions, and strong Tier II support.

Students in grades 3-5 did not show significant growth on their Math Study Island benchmark test, from the beginning to the middle of the year of 2019-2020. This is due in part to all Students with Disabilities taking the mid-year test, which could be affecting the mid year scores.

We are investigating a project for each science unit, to be implemented in the future, in all three elementary buildings.

Our Tier III students receive an additional 10 minutes of instruction, and often stay in all year. There is a need to revise the Tiered process.

Strengths

There is consistency in the structure of the SW-PBS system, and the same standards across the building.

In 2018-2019, our white subgroup met the interim target on the PSSA Math test, with 63.4% scoring proficient or advanced.

In 2018-2019, all subgroups (white, Economically Disadvantaged) exceeded the interim goal on PSSA Science with 96.1% scoring proficient or advanced, and in doing so, met the 2030 goal of 83%.

In 2018-2019, 97.7% of our students completed their required Career Standards Benchmark activities and we were above the state average of 89.8%.

Many of the presenters for Career Day are also parents in our district, showing the support we feel from our community.

We offer a variety of interest based clubs and activities for our students, where they can explore their talents and abilities before, during or after the school day.

When possible, students remain in their home school of Reamstown Elementary School.

We support our students through a breakfast program, with carts on every floor, and students taking advantage of this meal.

Challenges

We address student learning needs in ELA, but are missing it in math. We also need regular collaboration among colleagues.

It is difficult to carry through initiatives from year to year, due to the plethora of elementary topics which need to be addressed. Monitoring and accountability of the previous initiatives can be a challenge.

We do not have a documented system for making decisions in the area of math and behavior.

Re-teaching and reinforcing the Reamstown Way is an ongoing challenge, particularly when they are new students.

A summer inservice day is devoted to STEM and building lessons and units to support STEM teaching.

In 2018-2019, all 3 of the subgroups (Hispanic, Economically Disadvantaged and Students with Disabilities) did not meet the interim goal on the Math PSSA test.

In 2018-2019, the subgroup of Students with Disabilities did not meet the growth goal of 70%, with only 52% making a year's worth of growth as evidenced on the PSSA Math test.

In 2018-2019, while we are meeting and exceeding the growth standard for the Science PSSA, we want to continue to ensure our

Strengths

We support students and their families over the weekend with food, serving over 10 students each weekend.

Challenges

students are progressing toward the 83% projected target for 2030.

All students are exposed to many career experiences during the year. The challenge is ensuring each student has completed the experiences, even when they are absent, refuse to participate or are new to the district.

With offering before and after school activities, transportation can be an issue for some of our students. With offering during school activities, students miss academic time, which can affect their school performance.

In 2018-2019, our Hispanic subgroup is not meeting the interim targets on the Math and ELA PSSA.

In 2018-2019, district-wide, 38.2% of our ELL learners improved their WIDA composite score from the previous year.

We are seeing students with an increase with OHI and Emotional Disturbance diagnoses, and mental health needs.

In 2018-2019, 39% of our students are on free and reduced lunch, an increase from the previous year.

Most Notable Observations/Patterns

It is evident that closing the math achievement gap is a need, with all subgroups and students, and meeting the needs of students who may be struggling is a challenge given our current structure, staff, and support system in the area of math. It is also evident that we need to focus on meeting the needs of diverse learners, including gifted, ELL, and special education students. We are seeing an increase in students with mental health needs, from Pre-K through grade 5.

Challenges	Discussion Point	Priority for Planning
<p>In 2018-2019, all 3 of the subgroups (Hispanic, Economically Disadvantaged and Students with Disabilities) did not meet the interim goal on the Math PSSA test.</p>	<p>Our curriculum is not aligned from a K-5 perspective. Instead, we may be relying too heavily on the textbook to be our guide. In addition, we need universal assessments to identify student needs.</p>	<p>✓</p>
<p>In 2018-2019, the subgroup of Students with Disabilities did not meet the growth goal of 70%, with only 52% making a year's worth of growth as evidenced on the PSSA Math test.</p>		
<p>We are lacking a support system for Math, when students struggle. We are missing decision rules, Tier III interventions, and strong Tier II support.</p>	<p>We need a structure to identify student interventions in the area of math.</p>	<p>✓</p>
<p>Students in grades 3-5 did not show significant growth on their Math Study Island benchmark test, from the beginning to the middle of the year of 2019-2020. This is due in part to all Students with Disabilities taking the mid-year test, which could be affecting the mid year scores.</p>		
<p>In 2018-2019, district-wide, 38.2% of our ELL learners improved their WIDA composite score from the previous year.</p>		
<p>We are seeing students with an increase with OHI and Emotional Disturbance diagnoses, and mental health needs.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Universal Screening

Action Steps	Anticipated Start/Completion Date
Implement DIBELS math K-5, given 3 times a year	08/01/2021 - 08/30/2023

Monitoring/Evaluation	Anticipated Output
DIBELS chart	Charts/ graphs of DIBELS data

Material/Resources/Supports Needed	PD Step
DIBELS/ Support personnel to administer and score	yes

Action Plan: Data Team Meeting

Action Steps

Anticipated Start/Completion Date

Hold math data team meetings in the building

09/01/2021 - 08/30/2023

Monitoring/Evaluation

Anticipated Output

Data team agendas

Item analysis of DIBELS data

Material/Resources/Supports Needed

PD Step

Support for principal/ DIBELS data

no



Action Plan: Math Curriculum

Action Steps	Anticipated Start/Completion Date
Implement a teacher-created standards-aligned curriculum and assessments for math	09/01/2021 - 08/30/2024

Monitoring/Evaluation	Anticipated Output
Lesson plans	Math documents reflected in lesson plans

Material/Resources/Supports Needed	PD Step
Resources from the math committee	yes

Action Plan: Qualifying Criteria

Action Steps

Anticipated Start/Completion Date

Establish qualifying criteria for those who are struggling in the area of math

09/01/2022 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

MTSS referrals

Clear MTSS criteria for Tier II and Tier III

Material/Resources/Supports Needed

PD Step

MTSS resources

no



Action Plan: Staff training

Action Steps

Anticipated Start/Completion Date

Train those who are delivering math interventions and math instruction

09/01/2022 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Schedules, MTSS agendas

List of math interventions

Material/Resources/Supports Needed

PD Step

intervention resources

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 70% of our students in each grade level will meet the DIBELS Acadience goals in the area of math by the end of the 2024-2025 school year. (Tier I Assessment)	Universal Screening	Implement DIBELS math K-5, given 3 times a year	08/01/2021 - 08/30/2023
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Math Curriculum	Implement a teacher-created standards-aligned curriculum and assessments for math	09/01/2021 - 08/30/2024
Students from all subgroups will improve their math PSSA scores by 2% each school year, reaching a goal of 60.8% proficiency by the year 2025. (Math Performance)	Staff training	Train those who are delivering math interventions and math instruction	09/01/2022 - 06/30/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
DIBELS	K-5 teachers, Support Personnel	DIBELS administration, scoring and analysis

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Identification of math needs and student needs	06/01/2021 - 08/30/2023	Denise Logue, Director of K-12 Academic Supports

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
1f: Designing Student Assessments	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Intervention Tools	K-5 classroom teachers, math support personnel	Math interventions, Tier I and II math support

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Application of math intervention and intervention plans	06/01/2021 - 06/30/2024	Denise Logue, Andria Weaver- Director of K-12 Supports, Principal

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching	Teaching Diverse Learners in an Inclusive Setting Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Math Curriculum and Assessments	K-5 classroom teachers	Standards aligned assessments and curriculum

Evidence of Learning**Anticipated Timeframe****Lead Person/Position**

Implementation of assessments in the regular classroom

08/01/2021 - 06/30/2024

Andria Weaver, Principal

Danielson Framework Component Met in this Plan:**This Step meets the Requirements of State Required Trainings:**

4a: Reflecting on Teaching

Language and Literacy Acquisition for All Students

4d: Participating in a Professional Community

1a: Demonstrating Knowledge of Content and Pedagogy

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Building newsletter	Comprehensive Plan goals, action steps and areas of strength and need	Email	Reamstown families	After board approval of the plan in February 2021
District Newsletter	Building goals and action steps	U.S. Mail	All district taxpayers, families and residents	Summer/ Fall of 2021
District website	Folders containing each of the action steps, building goals, and relevant data from the Comprehensive Plan	www.cocalico.org website	Any interested person	Fall of 2021



Cocalico MS

Mission Statement

Our vision statement is: We inspire and support learning for every child, every chance, every day. At the Cocalico Middle School, we see this vision evidenced through our team meetings where we talk about students and their concerns, in the district's addition of special education staff to match the needs of students, and through the various supports designed to support our students such as SAP, CREW, our new Advisory Groups and our site-based School Psychologist. We aim to support and inspire our students, by celebrating student successes through our student shout-outs, offering refreshments through our student-run Joe to Go and soda selling programs, and encouraging our students to advocate for themselves socially and academically.

Established Priorities

All Cocalico Middle School students will improve their ELA, Math and Science PSSA scores each year, as a collective whole and by a grade level.

The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Measurable Goals

By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their single course failure each year, by 5%.

Weekly grade monitoring

Revise MTSS processes and structures

By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%.

Revise MTSS processes and structures

Behavior Dashboard

Advisory Groups

By the end of the 2024-2025 school year, the Cocalico Middle School will increase their overall attendance each year, by 5%.

Revise MTSS processes and structures

Adult interventions and support

By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index.

Revise MTSS processes and structures

Implement non-fiction texts across all disciplines

Use of consistent vocabulary across grade levels and departments

COCALICO MS

South 6th Street

School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision statement is: We inspire and support learning for every child, every chance, every day. At the Cocalico Middle School, we see this vision evidenced through our team meetings where we talk about students and their concerns, in the district's addition of special education staff to match the needs of students, and through the various supports designed to support our students such as SAP, CREW, our new Advisory Groups and our site-based School Psychologist. We aim to support and inspire our students, by celebrating student successes through our student shout-outs, offering refreshments through our student-run Joe to Go and soda selling programs, and encouraging our students to advocate for themselves socially and academically.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent for Curriculum and Instruction	Central Office
Mr. Anthony DiMatteo	Principal	Cocalico Middle School
Mrs. Samantha Bensing	Assistant Principal	Cocalico Middle School
Stacey Sola	School Counselor	Cocalico Middle School
Lynn Detterline	ELA teacher	Cocalico Middle School
Hollie Kemper	Special Education teacher	Cocalico Middle School
Barb Wagner	Computer teacher	Cocalico Middle School
Tanner Carman	School Psychologist	Cocalico Middle School
Kathi Pittsburg	Special Education teacher	Cocalico Middle School
Lauren Baxter	ELA teacher	Cocalico Middle School

ESTABLISHED PRIORITIES

Priority Statement

All Cocalico Middle School students will improve their ELA, Math and Science PSSA scores each year, as a collective whole and by a grade level.

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction

The Cocalico Middle School will see a decrease in single course failures, increase in attendance and a decrease in discipline referrals.

Rigorous Courses of Study Section

School Safety

Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy

Weekly grade monitoring

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Course Failure

By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their single course failure each year, by 5%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Each week, teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	2021-08-08 - 2022-06-08	CMS Administration, Team leaders, Counselors	Team time

Anticipated Outcome
A reduction in failures from Cocalico Middle School Students

Monitoring/Evaluation
Grade reports

Evidence-based Strategy
Revise MTSS processes and structures

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Course Failure	By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their single course failure each year, by 5%.
Discipline Referrals	By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%.

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student attendance	By the end of the 2024-2025 school year, the Cocalico Middle School will increase their overall attendance each year, by 5%.
PVAAS Growth	By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The Cocalico Middle School team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support	2021-08-08 - 2024-06-08	School Psychologist, Cocalico Middle School Administration	Time to plan; Review of MTSS structures in other districts

Anticipated Outcome

Clear and concise MTSS protocols, interventions and structures; an improvement in failures, a reduction in discipline, and an increase in attendance rates

Monitoring/Evaluation

Powerschool reports, MTSS documents, grade reports, PVAAS data

Evidence-based Strategy

Behavior Dashboard

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Discipline Referrals

By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Implement the use of the behavior dashboard to monitor behavior referrals, infractions and patterns of behavior among students, to intervene and change the behavior

2021-08-08 -
2022-06-08

Cocalico Middle
School
administration

Powerschool Dashboard

Anticipated Outcome

A reduction in the number of level 3 referrals

Monitoring/Evaluation

Discipline logs

Evidence-based Strategy

Advisory Groups

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Discipline Referrals	By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	2022-08-08 - 2024-06-08	Cocalico Middle School Administrators, Counseling Department	Team materials, SEL lessons

Anticipated Outcome

Creation of Advisory Group lessons

Monitoring/Evaluation

Advisory Group lessons, Student interest surveys

Evidence-based Strategy

Adult interventions and support

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Student attendance

By the end of the 2024-2025 school year, the Cocalico Middle School will increase their overall attendance each year, by 5%.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately, improve attendance.

2021-09-08 -
2023-06-08

Cocalico Middle
School Attendance
Officers, SRO,
Counselors

SAIP plans

Anticipated Outcome

An increase in overall attendance

Monitoring/Evaluation

Powerschool attendance

Evidence-based Strategy

Implement non-fiction texts across all disciplines

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PVAAS Growth	By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	2022-08-08 - 2023-06-08	Interventionists, Department Leaders	Non-fiction texts which support various topics

Anticipated Outcome

An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Monitoring/Evaluation

PSSA data, Study Island

Evidence-based Strategy

Use of consistent vocabulary across grade levels and departments

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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PVAAS Growth

By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	2022-08-08 - 2024-08-08	Department leaders, Cocalico Middle School Administration	List of essential vocabulary words and definitions, lesson ideas

Anticipated Outcome

An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Monitoring/Evaluation

PSSA data, Study Island

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their single course failure each year, by 5%. (Course Failure)	Revise MTSS	The Cocalico Middle School	08/08/2021 -
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)	processes and structures	team will review the MTSS process and structures, to	06/08/2024
By the end of the 2024-2025 school year, the Cocalico Middle School will increase their overall attendance each year, by 5%. (Student attendance)		address clear criteria for	
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)		behavior, mental health needs, and academic support	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)	Behavior Dashboard	Implement the use of the behavior dashboard to monitor behavior referrals, infractions and patterns of behavior among students, to intervene and change the behavior	08/08/2021 - 06/08/2022

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)	Advisory Groups	Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	08/08/2022 - 06/08/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)	Implement non-fiction texts across all disciplines	The use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	08/08/2022 - 06/08/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)	Use of consistent vocabulary across grade levels and departments	Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	08/08/2022 - 08/08/2024

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).

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

In 2018-2019, all student groups met the interim goal and improvement target of 64.6% on the PSSA ELA test.

In 2018-2019, the Economically Disadvantaged, Student with Disabilities and Hispanic subgroups met the Statewide Growth Standard of 70%, earning a 75%, 75.3 and 74.0% on the Math PSSA.

Students in grades 6 and 8 showed growth on their Study Island ELA benchmarking test.

Students in grades 6-8 showed growth on their Study Island Math benchmarking test, from the beginning to the middle of the year during the 2019-2020 school year.

Students in grade 8 showed growth on their science Study Island benchmarking scores.

In 2018-2019, 100% of our students completed their required Career Standards Benchmark and we are above the state average of 89.8% on the Career Standards.

Students are exposed to a variety of career pathways during their 3 years in the Middle School.

Challenges

In 2018-2019, the Asian, White, Economically Disadvantaged, English Learner and Students with Disabilities subgroups did not meet their interim goals on the PSSA Math, but did improve their performance from the year before.

In 2018-2019, the White and Economically Disadvantaged subgroups did not meet the 70% Growth Standard, earning a 58% and 60% on PSSA Science.

Students in grade 7 did not show growth on their Study Island ELA benchmarking test.

While all of our students showed growth on the Study Island benchmark test, which is aligned to PSSA, ensuring students demonstrate this same sort of growth on state tests year after year is a challenge.

After a successful year on the grade 4 PSSA Science test, it is a challenge to monitor they are continuing to make progress through their Middle School years, which is only tested again in Grade 8.

Though all students are exposed to many career experiences during the year, the challenge is ensuring each student has

Strengths

We've had 4,018 student logins since September 2019, an average of 5.5 times per student. Three lessons per grade level are delivered to each student, related to career standards.

We offer a variety of supports to identify students with mental health needs such as SAP, Teen Hope and MTSS.

Staff agree we have students who are respectful, use good manners, and are kind to each other.

Weekly collaboration among teams and departments is a strength for our school, to address student needs and curriculum practices.

Our community is supportive of our school, often donating supplies, their time, participating in schoolwide activities and assisting in other ways if there is a need.

Our SRO is a benefit to our school, in connecting with our students, helping to reinforce behavior, is responsive to student needs, and being a positive role model about law enforcement.

We offer inside and outside resources, within the confines of the school building to support our students (CSG, home-school visitor, SAP).

Challenges

completed the experiences, even when they are absent.

Our school counselors deliver the career experiences, along with the help of one other district person. This can be a monumental task given the mental health needs and behavior in the building.

In 2018-2019, district-wide, 38.2% of our ELL learners improved their WIDA composite score from the previous year.

We are seeing students with an increase in students with OHI and Emotional Disturbance diagnosis, and mental health needs.

While we have the structure for MTSS in place, the planning and implementation for behavior needs is a need, which in turn will improve the academics of our students.

Dealing with the emotional needs of our students and then connecting them with the appropriate services is a challenge.

Most Notable Observations/Patterns

As we improve the mental health and behavior of our students, their academics will follow suit.

Challenges	Discussion Point	Priority for Planning
While all of our students showed growth on the Study Island benchmark test, which is aligned to PSSA, ensuring students demonstrate this same sort of growth on state tests year after year is a challenge.	The school will focus on all academic areas, and monitoring the growth of all students in these tested areas (ELA, Math, Science).	✓
While we have the structure for MTSS in place, the planning and implementation for behavior needs is a need, which in turn will improve the academics of our students.	We believe that improving behavior and mental health will improve the academics of our students, addressed through a systematic MTSS process.	✓



ADDENDUM B: ACTION PLAN

Action Plan: Weekly grade monitoring

Action Steps	Anticipated Start/Completion Date
Each week, teams along with the school counselor will review the grades of each individual student, and identify students needing intervention.	08/08/2021 - 06/08/2022

Monitoring/Evaluation	Anticipated Output
Grade reports	A reduction in failures from Cocalico Middle School Students

Material/Resources/Supports Needed	PD Step
Team time	no

Action Plan: Revise MTSS processes and structures

Action Steps

Anticipated Start/Completion Date

The Cocalico Middle School team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support

08/08/2021 - 06/08/2024

Monitoring/Evaluation

Anticipated Output

Powerschool reports, MTSS documents, grade reports, PVAAS data

Clear and concise MTSS protocols, interventions and structures; an improvement in failures, a reduction in discipline, and an increase in attendance rates

Material/Resources/Supports Needed

PD Step

Time to plan; Review of MTSS structures in other districts

yes



Action Plan: Behavior Dashboard

Action Steps	Anticipated Start/Completion Date
Implement the use of the behavior dashboard to monitor behavior referrals, infractions and patterns of behavior among students, to intervene and change the behavior	08/08/2021 - 06/08/2022
Monitoring/Evaluation	Anticipated Output
Discipline logs	A reduction in the number of level 3 referrals
Material/Resources/Supports Needed	PD Step
Powerschool Dashboard	yes
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Action Plan: Advisory Groups

Action Steps	Anticipated Start/Completion Date
Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	08/08/2022 - 06/08/2024
Monitoring/Evaluation	Anticipated Output
Advisory Group lessons, Student interest surveys	Creation of Advisory Group lessons
Material/Resources/Supports Needed	PD Step
Team materials, SEL lessons	yes
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Action Plan: Adult interventions and support

Action Steps

Anticipated Start/Completion Date

Cocalico Middle School will increase the number of adults who assist with student truancy issues, in an effort to arrive at the root cause and ultimately, improve attendance.

09/08/2021 - 06/08/2023

Monitoring/Evaluation

Anticipated Output

Powerschool attendance

An increase in overall attendance

Material/Resources/Supports Needed

PD Step

SAIP plans

no



Action Plan: Implement non-fiction texts across all disciplines

Action Steps	Anticipated Start/Completion Date
The use of non-fiction texts will be incorporated into all content areas such as social studies, math and science.	08/08/2022 - 06/08/2023

Monitoring/Evaluation	Anticipated Output
PSSA data, Study Island	An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions

Material/Resources/Supports Needed	PD Step
Non-fiction texts which support various topics	yes

Action Plan: Use of consistent vocabulary across grade levels and departments

Action Steps	Anticipated Start/Completion Date
Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	08/08/2022 - 08/08/2024
Monitoring/Evaluation	Anticipated Output
PSSA data, Study Island	An improvement in students' math, ELA and science scores, particularly during the open-ended and TDA questions
Material/Resources/Supports Needed	PD Step
List of essential vocabulary words and definitions, lesson ideas	yes
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ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their single course failure each year, by 5%. (Course Failure)	Revise MTSS processes and structures	The Cocalico Middle School team will review the MTSS process and structures, to address clear criteria for behavior, mental health needs, and academic support	08/08/2021 - 06/08/2024
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)			
By the end of the 2024-2025 school year, the Cocalico Middle School will increase their overall attendance each year, by 5%. (Student attendance)			
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)			
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)	Behavior Dashboard	Implement the use of the behavior dashboard to monitor behavior referrals, infractions and patterns of behavior among students, to	08/08/2021 - 06/08/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2024-2025 school year, the Cocalico Middle School will decrease their number of level 3 discipline offenses each year, by 5%. (Discipline Referrals)	Advisory Groups	intervene and change the behavior Advisory groups will be implemented at the Cocalico Middle School, thus creating a structure where students connect with an adult and other peers on a frequent basis, are taught social-emotional learning skills, and connect with others who share similar interests.	08/08/2022 - 06/08/2024
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)	Implement non-fiction texts across all	The use of non-fiction texts will be incorporated into all content	08/08/2022 - 06/08/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
	disciplines	areas such as social studies, math and science.	
By the end of the 2024-2025 school year, Cocalico Middle School students will meet or exceed the Statewide Growth Expectation on PVAAS in 2 out of the 3 tested areas, as reported on Future Ready PA Index. (PVAAS Growth)	Use of consistent vocabulary across grade levels and departments	Consistent essential vocabulary will be taught to students, to assist with their performance on open-ended tasks and TDA's.	08/08/2022 - 08/08/2024

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
MTSS	All CMS teachers and staff	Review of MTSS processes, structures, how to refer students, interventions used, and monitoring of plans

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MTSS logs and notes in Powerchools	08/08/2021 - 08/08/2023	School Psychologists, School Counselors

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1d: Demonstrating Knowledge of Resources	Teaching Diverse Learners in an Inclusive Setting
2b: Establishing a Culture for Learning	
3d: Using Assessment in Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Behavior Dashboard	All Cocalico Middle School staff	Use of the behavior dashboard, how to make referrals, how to interpret patterns

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of its use and logins on the behavior dashboard	08/08/2021 - 06/08/2022	Cocalico Middle School Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

2d: Managing Student Behavior

Teaching Diverse Learners in an Inclusive Setting

2b: Establishing a Culture for Learning

4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

Advisory Groups

All Cocalico Middle School staff

Creation of Advisory Group lessons, interest surveys, structure

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Calendar of Advisory Group meetings, Lesson Plans

06/08/2021 - 06/08/2024

Cocalico Middle School Advisory Planning Team

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

- 1b: Demonstrating Knowledge of Students
- 1d: Demonstrating Knowledge of Resources
- 2a: Creating and Environment of Respect and Rapport
- 2d: Managing Student Behavior

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Integrating Non-Fiction Texts

All content area teachers

Administering and teaching TDA's, identification of non-fiction texts applicable to the content, ways to increase students' understanding on nonfiction text

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Lesson Plans, Increase in students' scores in TDA questions and open ended questions

06/08/2022 - 06/08/2024

ELA leaders and department leaders, Interventionists

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Language and Literacy Acquisition for All Students

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

Professional Development Step

Audience

Topics of Prof. Dev

Academic Vocabulary Instruction

Cocalico Middle School staff and teachers

Develop consistent vocabulary to be taught to students by grade levels, departments, special education teachers and other instructional team members.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

List of academic vocabulary, along with a plan for its teaching

06/08/2022 - 08/08/2024

Cocalico Middle School Administrators and Curriculum Leaders

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Language and Literacy Acquisition for All Students

1e: Designing Coherent Instruction

3a: Communicating with Students

4d: Participating in a Professional Community

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Building Newsletter	Comprehensive Plan goals, action steps, and areas of strength and need	Email	Cocalico Middle School families	After board approval of the plan in February 2021
District newsletter	Building goals and action steps	U.S. Mail	All district taxpayers, families and residents	Summer- Fall of 2021
District website	Folders containing each of the action steps, building goals and relevant data from the Comprehensive Plan	www.cocalico.org website	Any interested person	Fall of 2021

Cocalico SHS

Mission Statement

Our vision statement is: We inspire and support learning for every child, every chance, every day. Cocalico High School will be a nurturing, safe, and supportive environment that is dedicated to the educational success and social, emotional, and physical development of all students. Courses will be rigorous, engaging, and standards-based, while maintaining a focus on the learner. All school staff will be highly qualified and caring instructors who make the content accessible curriculum adaptations and accommodations, differentiated instruction and modified assessments as necessary to meet the needs of individual students. At the Cocalico Senior High School, we see this vision evidenced through the various changes at the high school over the last year, to give options for kids, in the way teachers have joined rotational learning and 21st Century training, in the development and implementation of our MTSS approach, in our SAP program where we seek to help students with a variety of mental health services, and through expanded course offerings. In addition, for every course, we have an online match, where students can now take courses over the summer or off site. Finally, we have implemented a number of career readiness activities, to ensure our students have a career pathway once they graduate high school.

Measurable Goals

Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses.

Teacher-led sessions

PSAT and Alternate Learning Opportunities analysis

Student Needs Assessment

Schedule Analysis

By the end of the 2025 school year, the percentage of students participating in a community, state, local, or school events or recognition ceremony will be at or above 50% of the student population.

Community Involvement

By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's.

Professional Development

All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities.

Professional Development

Data Teams

Established Priorities

We want to make sure students are guided into the right pathways of courses and learning opportunities to match their career choice.

We want students to understand the value of self-advocating and being a part of a community, realizing the positive impact these opportunities can have on their overall mental health.

We need professional development with time for collaboration and data review to help with the targeting of instruction for students with disabilities, to ensure they are making accelerative progress.

We would benefit from holding data team meetings, with specific protocols which would assist the team in identifying needs and strengths, and creating a student action plan.

COCALICO SHS

South 4th Street

TSI non-Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

Our vision statement is: We inspire and support learning for every child, every chance, every day. Cocalico High School will be a nurturing, safe, and supportive environment that is dedicated to the educational success and social, emotional, and physical development of all students. Courses will be rigorous, engaging, and standards-based, while maintaining a focus on the learner. All school staff will be highly qualified and caring instructors who make the content accessible curriculum adaptations and accommodations, differentiated instruction and modified assessments as necessary to meet the needs of individual students. At the Cocalico Senior High School, we see this vision evidenced through the various changes at the high school over the last year, to give options for kids, in the way teachers have joined rotational learning and 21st Century training, in the development and implementation of our MTSS approach, in our SAP program where we seek to help students with a variety of mental health services, and through expanded course offerings. In addition, for every course, we have an online match, where students can now take courses over the summer or off site. Finally, we have implemented a number of career readiness activities, to ensure our students have a career pathway once they graduate high school.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Beth Haldeman	Assistant to the Superintendent	Cocalico School District
Mr. Chris Irvine	Principal	Cocalico School District
Mr. Scott Bennetch	Assistant Principal	Cocalico School District
Mr. Andrew Price	Assistant Principal	Cocalico School District
Lindsay Sigman	Classroom Teacher	Cocalico School District
Ginger Mickey	Librarian	Cocalico School District
Shawn Clicquennoi	Counselor	Cocalico School District
Janelle Matz	Online Teacher	Cocalico School District
Chris Buck	Classroom Teacher	Cocalico School District
Danielle Pfautz	Assistant Director of Special Education	Cocalico School District
Mary Rinehart	Director of Special Services	Cocalico School District
Megan Burkhart	Special Education Department Chair	Cocalico School District
Elizabeth Zimmerman	Special Education Teacher	Cocalico School District

Name**Position****Building/Group**

Erin Kregar

World Language Teacher

Cocalico School District

Denise Logue

Director of Academic Supports

Cocalico School District

Theodore Wolf

English Teacher

Cocalico School District

Nicholas Heil

Math Teacher

Cocalico School District">

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
We want to make sure students are guided into the right pathways of courses and learning opportunities to match their career choice.	Rigorous Courses of Study Section
We want students to understand the value of self-advocating and being a part of a community, realizing the positive impact these opportunities can have on their overall mental health.	Citizenship
We need professional development with time for collaboration and data review to help with the targeting of instruction for students with disabilities, to ensure they are making accelerative progress.	Professional learning
We would benefit from holding data team meetings, with specific protocols which would assist the team in identifying needs and strengths, and creating a student action plan.	Essential Practices 1: Focus on Continuous Improvement of Instruction

ACTION PLAN AND STEPS

Evidence-based Strategy	
Teacher-led sessions	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Goal: Alternative	Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating

Goal Nickname**Measurable Goal Statement (Smart Goal)**

Learning Opportunities

in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Homeroom presentations by faculty

2021-09-01 - 2023-06-30

HS Principals

time to plan presentations

Homeroom presentations by students

2021-09-01 - 2023-06-30

HS Principals

time to plan presentations

TV Studio Marketing

2021-09-01 - 2023-06-30

Tech Studio teacher/ Principals/
Librarian

Access to technology, scripts

Anticipated Outcome

Increase in enrollments and attendance

Monitoring/Evaluation

Data Coordinator tracking

Evidence-based Strategy

PSAT and Alternate Learning Opportunities analysis

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Building Goal: Alternative Learning Opportunities

Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities

2020-08-30 -
2021-06-30

Shawn Clicquennoi/
Counselor and Principals

PSAT data; Alternate learning baseline data

Anticipated Outcome

Collection of baseline data

Monitoring/Evaluation

Yearly data analysis and sharing with departments

Evidence-based Strategy

Student Needs Assessment

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Goal: Alternative Learning Opportunities	Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create student needs assessment, administered to each freshman class	2021-09-01 - 2024-06-30	HS Principals; Comp Plan Team	Survey creation

Anticipated Outcome

Data regarding students' perception of alternative learning opportunities

Monitoring/Evaluation

Survey, completed each of the 3 years with the incoming freshman class

Evidence-based Strategy

Schedule Analysis

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Building Goal: Alternative Learning Opportunities	Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Investigate Wednesday schedule effectiveness	2021-09-01 - 2024-06-30	HS Principals/ Counselors	HS Schedules

Anticipated Outcome
Increase in enrollments and attendance

Monitoring/Evaluation
Course enrollments for each alternative learning opportunity

Evidence-based Strategy
Community Involvement

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Building Goal: By the end of the 2025 school year, the percentage of students participating in a community, state, local, or
 Community involvement school events or recognition ceremony will be at or above 50% of the student population.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The HS will track student involvement in all outside activities	2021-08-30 - 2024-06-30	Guidance Office	Student Tracking Form
Teach students about resume building, and how to access Naviance for assistance.	2021-08-30 - 2024-06-30	Guidance Office	Naviance
Link and connect services to additional service opportunities	2023-08-30 - 2024-06-30	HS Staff and Administration	Student sharing of presentations; Teacher sharing of opportunities
Plan and deliver an underclassman community service day	2023-08-30 - 2024-06-30	HS Staff and Administration	Time to plan the day
Develop a system for individual student recognition, involving the community	2021-08-30 - 2024-06-30	HS Staff and Administration	Time to plan the program

Anticipated Outcome

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Monitoring/Evaluation

Student tracking form

Evidence-based Strategy

Professional Development

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
TSI Goal: CDT	By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's.
TSI Goal: Data Teams	All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Training for teachers	2020-08-01 - 2021-06-30	HS Administration; Director of Academic Support; Interventionists	Trainer from the IU
Summer inservice	2021-06-01 - 2021-08-30	HS Administration; Director of Academic Support; Interventionists	Time for training

Anticipated Outcome

An increased understanding of the various assessments

Monitoring/Evaluation

Teacher surveys; Student growth on assessments

Evidence-based Strategy

Data Teams

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
TSI Goal: Data Teams	All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Hold frequent data team meetings, with specific data protocols, for the purpose of analyzing student data and creating action plans	2020-08-01 - 2021-06-30	HS Administration; Interventionists; Director of Academic Supports	CDT data, Study Island Data
Design targeted instruction based on the data gathered from student assessments	2020-08-01 - 2021-06-30	HS Administration; Interventionists; Director of Academic Supports	Direct instruction materials

Anticipated Outcome

Increased growth in our Students with Disabilities subgroup

Monitoring/Evaluation

CDT data, Lesson Plans

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)	Teacher-led sessions	Homeroom presentations by faculty	09/01/2021 - 06/30/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)	PSAT and Alternate Learning Opportunities analysis	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)	Student Needs Assessment	Create student needs assessment, administered to each freshman class	09/01/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025 school year, the percentage of students participating in a community, state, local, or school events or recognition ceremony will be at or above 50% of the student population. (Building Goal: Community involvement)	Community Involvement	Teach students about resume building, and how to access Naviance for assistance.	08/30/2021 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2025 school year, the percentage of students participating in a community, state, local, or school events or recognition ceremony will be at or above 50% of the student population. (Building Goal: Community involvement)	Community Involvement	Plan and deliver an underclassman community service day	08/30/2023 - 06/30/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's. (TSI Goal: CDT)	Professional Development	Training for teachers	08/01/2020 - 06/30/2021
All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's. (TSI Goal: CDT)	Professional Development	Summer inservice	06/01/2021 - 08/30/2021
All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)	Data Teams	Hold frequent data team meetings, with specific data protocols, for the purpose of analyzing student data and creating action plans	08/01/2020 - 06/30/2021

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

2020-08-24;

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

Superintendent/Chief Executive Officer

School Improvement Facilitator Signature

Building Principal Signature

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

We offer opportunities for our subgroups to grow and learn.

Our teachers write the IEP's appropriate to the identified disability of each individual student.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

Implement evidence-based strategies to engage families to support learning

Implement a multi-tiered system of supports for academics and behavior

School centered support systems is an area of strength.

All students participate in taking the state assessments.

In 2018-2019, all subgroups are in blue and showing growth between 97% and 100%.

Our Student with Disability subgroup has a large continuum of services, from the SKILLS program to the resource center. Sample

Challenges

A challenge is communication in meeting student needs and ensuring the team is on board with SDI's, accommodations, and other required modifications.

Provide frequent, timely, and systematic feedback and support on instructional practices

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based

Professional ed opportunities and appropriate formative assessments are areas that we can improve upon in order to help move our students forward.

The ED and Students with Disabilities subgroups need to continue to grow on all assessments.

In 2018-2019, the number of students scoring advanced on ELA is low, at 17.1%, though it is similar to the state average.

We lack tools to determine how to progress monitor to determine if students are on track to show good growth for our students with disabilities.

Strengths

programs include: Panini Press, Eagle's Nest Cafe, Bookends Cafe, School store, work crew, and job training.

We put a lot of emphasis on looking at individual students' needs and trying to meet those.

Our success in the area of Career and College measures is due to the school's focus on trying to implement and organize new opportunities for our students such as internships, job shadowing, job training, and field trips. Our district greatly values the opportunities provided through our local CTCs. Our district's success rate for CTC acceptance is very high.

We ensure quality instruction and opportunities for students to develop their effective communication skills, both formally and informally. In addition, our students with disabilities are included in regular education classes.

We implement a variety of strategies such as rotational learning and collaborate with other professionals in many departments.

We maintain ongoing attention to the Keystone Exams progress. We offer extended time to support our students when they need extra assistance or help.

Our departments are open to professional development opportunities, to enhance their teaching practices.

Challenges

We struggle to determine how to define a proficient amount of growth for our students with disabilities.

We struggle to balance transition goals and opportunities for remediation and intervention for students with IEPs. Time is greatly limited. Transition goals are dictated to drive a student's IEP.

It is a challenge to balance the attention to Keystone Exams with other important eligible content.

We lack a knowledge of available tools to help us determine if students are making adequate growth in the regular education classes.

We may not always look systematically at student data with classroom teachers in data team meeting formats.

Even though students are showing growth, we struggle to provide support to students who struggle in the area of math, due to lack of time and resources.

We lack a knowledge of available tools to help us determine if students with disabilities are making adequate growth in the regular education classes.

We have strayed from systematically looking at student data with classroom teachers in data team meeting formats.

Strengths

We are making growth in our Math scores.

We work to connect our curriculum to the real world.

We provide opportunities for our students to work collaboratively, and apply problem solving skills.

The Math Department shares curriculum documents with each other, through monthly and regular department meetings.

We offer a number of courses in the area of STEM, and support those courses with resources.

We offer a number of choices to our students, in various career areas.

We do our best to include students with disabilities in the regular classroom to ensure that they are exposed to grade level curriculum. We provide in-class supports via itinerant special education teachers and/or para educators. Even though students are not achieving proficiency, they are still making good growth according to our PVAAS data.

Challenges

In Biology, we have a number of students who did not pass the course, due to the factual content of the course.

Some clubs are difficult to offer, due to time constraints (i.e. Debate Club).

We offer a number of alternative learning opportunities, such as AP courses, internships and CTC, but struggle to connect our students with the most appropriate opportunities to match their career path.

We need to aid students to document, recognize, value, and advocate for their involvement in the community at large. We need to find ways to connect our students to community service and school activities.

We believe that data is not used effectively prior to the design and implementation of instruction. All of our staff members may not have the background knowledge to know how to interpret and use that data to differentiate instruction accordingly. Data team meetings used to assist us in helping teachers with this process, but we have not had data team meetings in a few years because we felt our Keystone Data was showing we are delivering effective instruction.



Most Notable Observations/Patterns

We want to ensure our students are college, career and industry ready when they leave high school and have chosen the appropriate courses and pathways to support that choice. We want to increase the growth of our students with disabilities, specifically in the area of math and ELA, using diagnostic tools and reviewed and interpreted in data team meetings.

Challenges	Discussion Point	Priority for Planning
<p>The ED and Students with Disabilities subgroups need to continue to grow on all assessments.</p>		
<p>We offer a number of alternative learning opportunities, such as AP courses, internships and CTC, but struggle to connect our students with the most appropriate opportunities to match their career path.</p>	<p>We want to make sure students are guided into the right pathways of courses and learning opportunities to match their career choice.</p>	<p>✓</p>
<p>We need to aid students to document, recognize, value, and advocate for their involvement in the community at large. We need to find ways to connect our students to community service and school activities.</p>	<p>We want students to understand the value of self-advocating and being a part of a community, realizing the positive impact these opportunities can have on their overall mental health.</p>	<p>✓</p>
<p>We struggle to determine how to define a proficient amount of growth for our students with disabilities.</p>		
<p>We lack a knowledge of available tools to help us determine if students are making adequate growth in the regular education classes.</p>	<p>We need professional development on CDT's in particular.</p>	<p>✓</p>
<p>We may not always look systematically at student data with classroom teachers in data team meeting formats.</p>	<p>We need to reserve time for data team meetings.</p>	<p>✓</p>
<p>Professional ed opportunities and appropriate formative assessments are areas that we can improve upon in order to help move our students forward.</p>		

ADDENDUM B: ACTION PLAN

Action Plan: Teacher-led sessions

Action Steps	Anticipated Start/Completion Date
Homeroom presentations by faculty	09/01/2021 - 06/30/2023
Monitoring/Evaluation	Anticipated Output
Data Coordinator tracking	Increase in enrollments and attendance
Material/Resources/Supports Needed	PD Step
time to plan presentations	yes

Action Steps**Anticipated Start/Completion Date**

Homeroom presentations by students

09/01/2021 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Data Coordinator tracking

Increase in enrollments and attendance

Material/Resources/Supports Needed**PD Step**

time to plan presentations

no



Action Steps**Anticipated Start/Completion Date**

TV Studio Marketing

09/01/2021 - 06/30/2023

Monitoring/Evaluation**Anticipated Output**

Data Coordinator tracking

Increase in enrollments and attendance

Material/Resources/Supports Needed**PD Step**

Access to technology, scripts

no



Action Plan: PSAT and Alternate Learning Opportunities analysis

Action Steps	Anticipated Start/Completion Date
Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Yearly data analysis and sharing with departments	Collection of baseline data

Material/Resources/Supports Needed	PD Step
PSAT data; Alternate learning baseline data	yes

Action Plan: Student Needs Assessment

Action Steps

Anticipated Start/Completion Date

Create student needs assessment, administered to each freshman class

09/01/2021 - 06/30/2024

Monitoring/Evaluation

Anticipated Output

Survey, completed each of the 3 years with the incoming freshman class

Data regarding students' perception of alternative learning opportunities

Material/Resources/Supports Needed

PD Step

Survey creation

yes



Action Plan: Schedule Analysis

Action Steps	Anticipated Start/Completion Date
Investigate Wednesday schedule effectiveness	09/01/2021 - 06/30/2024

Monitoring/Evaluation	Anticipated Output
Course enrollments for each alternative learning opportunity	Increase in enrollments and attendance

Material/Resources/Supports Needed	PD Step
HS Schedules	no

Action Plan: Community Involvement

Action Steps**Anticipated Start/Completion Date**

The HS will track student involvement in all outside activities

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step**

Student Tracking Form

no



Action Steps**Anticipated Start/Completion Date**

Teach students about resume building, and how to access Naviance for assistance.

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step**

Naviance

yes



Action Steps**Anticipated Start/Completion Date**

Link and connect services to additional service opportunities

08/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step**

Student sharing of presentations; Teacher sharing of opportunities

no

Action Steps**Anticipated Start/Completion Date**

Plan and deliver an underclassman community service day

08/30/2023 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step**

Time to plan the day

yes



Action Steps**Anticipated Start/Completion Date**

Develop a system for individual student recognition, involving the community

08/30/2021 - 06/30/2024

Monitoring/Evaluation**Anticipated Output**

Student tracking form

An increase in the percentage of students participating in a community, state, local or event or recognition ceremony.

Material/Resources/Supports Needed**PD Step**

Time to plan the program

no

Action Plan: Professional Development

Action Steps**Anticipated Start/Completion Date**

Training for teachers

08/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

Teacher surveys; Student growth on assessments

An increased understanding of the various assessments

Material/Resources/Supports Needed**PD Step**

Trainer from the IU

yes

Action Steps**Anticipated Start/Completion Date**

Summer inservice

06/01/2021 - 08/30/2021

Monitoring/Evaluation**Anticipated Output**

Teacher surveys; Student growth on assessments

An increased understanding of the various assessments

Material/Resources/Supports Needed**PD Step**

Time for training

yes

Action Plan: Data Teams

Action Steps**Anticipated Start/Completion Date**

Hold frequent data team meetings, with specific data protocols, for the purpose of analyzing student data and creating action plans

08/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

CDT data, Lesson Plans

Increased growth in our Students with Disabilities subgroup

Material/Resources/Supports Needed**PD Step**

CDT data, Study Island Data

yes



Action Steps**Anticipated Start/Completion Date**

Design targeted instruction based on the data gathered from student assessments

08/01/2020 - 06/30/2021

Monitoring/Evaluation**Anticipated Output**

CDT data, Lesson Plans

Increased growth in our Students with Disabilities subgroup

Material/Resources/Supports Needed**PD Step**

Direct instruction materials

no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)</p>	Teacher-led sessions	Homeroom presentations by faculty	09/01/2021 - 06/30/2023
<p>Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)</p>	PSAT and Alternate Learning Opportunities analysis	Data analysis and sharing to determine AP Potential, Career Pathways, and other alternate opportunities	08/30/2020 - 06/30/2021
<p>Between the 2021-2025 school years, there will be a 15% increase in the percentage of students participating in alternative learning opportunities, including but not limited to CTC applicants, AP courses, AP exams, dual enrollment, internships, early enrollment, elective course enrollment and online summer courses. (Building Goal: Alternative Learning Opportunities)</p>	Student Needs Assessment	Create student needs assessment, administered to each freshman class	09/01/2021 - 06/30/2024
<p>By the end of the 2025 school year, the percentage of students participating in a</p>	Community	Teach students	08/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
community, state, local, or school events or recognition ceremony will be at or above 50% of the student population. (Building Goal: Community involvement)	Involvement	about resume building, and how to access Naviance for assistance.	- 06/30/2024
By the end of the 2025 school year, the percentage of students participating in a community, state, local, or school events or recognition ceremony will be at or above 50% of the student population. (Building Goal: Community involvement)	Community Involvement	Plan and deliver an underclassman community service day	08/30/2023 - 06/30/2024
<p>By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's. (TSI Goal: CDT)</p> <p>All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)</p>	Professional Development	Training for teachers	08/01/2020 - 06/30/2021
<p>By the end of the 2020-2021 school year, all appropriate staff will be trained in administering and interpreting CDT's. (TSI Goal: CDT)</p> <p>All teachers providing direct instruction or support for math or ELA will participate in structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)</p>	Professional Development	Summer inservice	06/01/2021 - 08/30/2021
All teachers providing direct instruction or support for math or ELA will participate in	Data Teams	Hold frequent	08/01/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
structured data team meetings at least three times a year, to review the data of students with disabilities. (TSI Goal: Data Teams)		data team meetings, with specific data protocols, for the purpose of analyzing student data and creating action plans	- 06/30/2021

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Homeroom Presentations	Grade 9-12 faculty	Designing homeroom presentations to present about alternative learning opportunities
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP staff survey, final presentations	08/01/2021 - 06/30/2024	HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step

Audience

Topics of Prof. Dev

Alternate Learning Opportunities

Content area teachers

Data analysis and sharing to determine AP Potential,
Career Pathways and other alternative opportunities

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Student action plans, student tracking

08/01/2021 - 06/30/2024

Guidance Office/ HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Freshman Needs Assessment	Teachers of 9th graders, school counselors	Creation of a freshman survey to identify needs of the students, knowledge of the various pathways, and participation of alternate learning pathways

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Final freshman survey	08/01/2021 - 06/30/2024	Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Naviance	All content area teachers	How to build a resume for college and work purposes, using the Naviance software

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Samples of student resumes	08/01/2021 - 06/30/2024	Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1d: Demonstrating Knowledge of Resources

Language and Literacy Acquisition for All Students

Professional Development Step

Audience

Topics of Prof. Dev

Underclassman Community Service Day

Any teachers working with 9th-11th graders, Guidance Counselors, support staff

Plan for an Underclassmen Community Service Day, during the Senior Class Trip. Create an accountability measure for students.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Collection of accountability forms from students

08/01/2023 - 06/30/2024

Guidance Counselors/ HS Administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

4d: Participating in a Professional Community

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
CDT Training	Any content area teacher	Interpreting CDT results, action planning using the results, designing data-based student acceleration plans

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
MLP survey results from staff; Data team notes	08/01/2020 - 06/30/2021	HS Administration; IU Consultant

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
3e: Demonstrating Flexibility and Responsiveness	
1e: Designing Coherent Instruction	

Professional Development Step	Audience	Topics of Prof. Dev
Summer Inservice	Any content area teacher	Interpreting CDT results, action planning using the results, designing data-based student acceleration plans

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Summer inservice day feedback forms	06/01/2021 - 08/30/2021	HS Administration; Director of Academic Supports; Directors of Special Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1f: Designing Student Assessments	Teaching Diverse Learners in an Inclusive Setting
1e: Designing Coherent Instruction	
1a: Demonstrating Knowledge of Content and Pedagogy	

Professional Development Step	Audience	Topics of Prof. Dev
Data Team Meetings	Content area teachers, special education teachers, HS Administration, Director of Academic Supports, Interventionists	How to track if students are on track and showing growth Diagnostic tools

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Data team agendas	08/01/2020 - 06/30/2021	HS Administration, Director of Academic Supports, Directors of Special Services

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1b: Demonstrating Knowledge of Students

Teaching Diverse Learners in an Inclusive Setting

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

3d: Using Assessment in Instruction

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Meeting	Review of the plan	In person	School Board Directors, Administration and the public	August 2020
Families and the Community	Bullet points of the TSI plan	Principal's newsletter	Grade 9-12 parents	September-December 2020

COCALICO SD

800 4th Street

Academic Standards and Assessment Requirements (Chapter 4) | 2021 - 2024

ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

ACADEMIC STANDARDS AND PLANNING

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework	Taught within the Grade Span
PA-Core English Language Arts	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
PA-Core Mathematics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Science and Technology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Environment and Ecology	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Civics and Government	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Economics	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Geography	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
History	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Arts and Humanities	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Health, Safety, and Physical Education	K-2, 3-5, 6-8, 9-12	K-2, 3-5, 6-8, 9-12
Family and Consumer Sciences	6-8, 9-12	6-8, 9-12

Chapter 4
Curriculum and Instruction Requirements

Written Curriculum Framework

Taught within the Grade Span

Reading and Writing for Science and Technical Subjects

6-8, 9-12

6-8, 9-12

Reading and Writing for History and Social Studies

6-8, 9-12

6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

ASSURANCES: STANDARDS ALIGNMENT

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania's public schools.

Standards	Yes/No
Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards	Yes
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards.	Yes

-
1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Each summer, the various curriculum committees take between one and three days to work together on writing curriculum, and ensuring any courses are aligned to the PA Academic Standards. We follow a seven step process to review and evaluate our curriculum: Review PA Core Standards and State Assessment expectations, Alignment of written curriculum to PA Standards, Implementation of written curriculum, Alignment of local assessments to PA Standards and written curriculum, Analysis of state and local assessment results to monitor progress towards Standards, Adjustment of instruction as needed to address deficiencies in mastery of PA Standards and Adjustment of written curriculum to reflect instructional practices necessary for mastery of PA Standards.

2. List resources, supports or models that are used in developing and aligning curriculum.

Resources which are used to develop and align curriculum include Filemaker Pro, budgetary resources (time and money to allow departments to meet together to develop and align curriculum), Maps of units, course syllabi, and our Curriculum Guidebook. We also have a model, listed in our Curriculum Guidebook, outlining the various components which are required when developing and aligning curriculum.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

All teachers, parents, and community members have access to the written curriculum via our district's website where all curriculum is posted. In addition, every summer, each department spends between one and three days reviewing and rewriting their curriculum as needed, so there is regular and frequent interaction with the curriculum. For instructional materials, teachers have money allocated each year to order what they need to support their curriculum, which may include textbooks, workbooks, student supplies, teacher support materials.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

No

ASSURANCES: CURRICULUM AND INSTRUCTION

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Standards	Yes/No
LEA develops/maintains a standard format that includes scope, sequence, and pacing.	Yes
Essential content is developed from PA Core/Academic Content Standards.	Yes
Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards	Yes
Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.	Yes
Courses and units of study are developed from measurable outcomes and/or objectives.	Yes
Course objectives to be achieved by all students are identified.	Yes
Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.	Yes

1. What is your LEA's approved cycle for reviewing the locally developed curriculum?

We operate on a five year cycle, as described below. Year One: 1. Conduct content research • Review the available literature and research •

Collect information on national/state standards, regulations and surveys • Contact other schools to locate best practice and program options • Schedule visits as needed • Examine information and discuss with department/subject areas - what works and what doesn't work 2. Conduct curriculum review • Review present curriculum and planned instruction • Discuss current instructional practices • Evaluate the condition and usefulness of materials within the system • Identify needs • Create recommendations • Report findings to curriculum council chairperson and to appropriate principals • Develop draft curriculum plan based on results of mapping that outline essential learning targets • Create a list of goals and objective to govern the review process 3. Contact publishers and companies • Begin to collect materials and samples from companies 4. Identify a review committee • Create and communicate a process for leadership and membership should be clearly stated • Include a K-12 council rep in this committee process • Offer an opportunity for input to all teachers affected by the decision within this process 5. Create a timeline • Establish a timeline for review • Communicate to appropriate staff 6. Establish review criteria • Develop a relevant criteria checklist of priority items for screening materials/programs/approaches • Rank and/or rate the programs being considered • Determine what evidence or indicators will be used to validate presence of criteria Year Two: 7. Conduct an initial screening of materials/programs • Review materials collected • Use qualitative rankings and ratings and quantitative rankings and ratings • Compile results • Use new materials in classroom for a period of time 8. Meet with publisher finalists • Contact sales representatives • Set up appointment with at least two finalists to talk with committee (45 minute presentation with 30 minutes of questions is appropriate) • Allow time for committee sharing after meeting with finalists 9. Finalize a recommendation • Draw conclusions and inferences from data collected • Make a decision • Determine what the group can support • Decide through consensus, no vote 10. Notify publisher • Inform publishers of committee decisions/recommendation • Discuss pricing details and best offer deals associated with the implementation schedule • Prepare budget information (done by January each year) 11. Communicate with committee and staff • Plan communications of the recommendation to others • Provide staff with information 12. Present to School Board • Show and explain new program and/or materials to public and School Board (February) 13. Display for public (optional step) • Provide the opportunity for parent review 14. School Board approval • The board meeting after the presentation of materials the board provides final approval (March) 15. Prepare ordering documents and final financial information • Provide secretaries with details and specifics for ordering and preparing purchase orders 16. Arrange for staff development • Determine instructional implications and staff development needs (What is needed to successfully use the program materials?) • Set up schedule with consultant to provide in-service • Create an action plan listing activities and timelines needed for successful implementation Year Three: 17. Implementation of program • Follow action plan developed in Phase 2 • Monitor expenses associated with new program purchase • Monitor the timely arrival of new materials • Pay attention to instruction and assessment feedback 18. Review/evaluate needs and materials after implementation • Conduct meetings with staff after their use of materials • Develop instruments to collect oral and

written feedback to help redirect, adjust efforts, or provide for additional staff development • Determine what impact the program is having on students' learning • Review goals and objectives to see if they are still appropriate Year Four: 19. Rewrite and update planned courses and other related curriculum documents • Develop grade level/subject area local assessments • Train staff on use of local assessments and related scoring guides • Develop a timeline and process to update all written curriculum oriented documents (i.e. planned courses, scope and sequence charts, assessment plan or frameworks) 20. Create local assessments • Collect student data from assessments to determine effectiveness of program on essential learning targets Year Five: 21. Continue to use established curriculum • Rest/relax • Monitor curriculum and instructional needs • Note items for future consideration 22. Review student performance data generated by the plan • Collect/review, annually, assessment and student performance data • Plan for adjustments required within the data

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

As explained in the above question, a revision of the locally developed curriculum will happen as each content area enters phase four of the curriculum cycle. During the 2021-2024 Comprehensive Plan cycle, the following areas will be in this phase: Mathematics (K-12), Business Ed, Computer, Social Studies, World Languages, Special Education and Gifted, Music, Art, Technology Education, and Guidance, though phases may change based on curriculum needs, new course introductions and fund availability.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Act 82 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 82 requires that all educators will be rated Distinguished, Proficient, Needs Improvement, or Failing.

DANIELSON FRAMEWORK DOMAIN 2: THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Establishing a Culture for Learning

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Managing Classroom Procedures

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Managing Student Behavior

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Organizing Physical Space

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

DANIELSON FRAMEWORK DOMAIN 3: INSTRUCTION

Communicating with Students

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

Using Questioning and Discussion Techniques

K-2 Proficient

3-5 Proficient

6-8 Proficient

9-12 Proficient

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

There are a variety of methods for observing and evaluating performance. Formal observation is a required method under Act 82. Indicate other methods used in your LEA for observing and evaluating your professional employees.

Observations and Evaluation Methods	Yes/No
Formal Observation	Yes
Walkthrough Observation	Yes
Peer Observation	Yes
Instructional Coaching	Yes
Lesson Plan Review	Yes
Self-Directed Plan	Yes
Collaborative Project	Yes
Annual Evaluation	Yes
Engaging Students in Learning	Yes
Using Assessment in Instruction	Yes
Demonstrating Flexibility and Responsiveness	Yes
Action Research	Yes

1. Identify strengths, challenges, or trends that emerge from the analysis of educator observations and evaluations.

All of our staff earn satisfactory evaluations. We support each evaluation with a strengths and areas of focus document, which provides additional feedback to each staff member. No other trends are noted.

ASSURANCES: CURRICULUM AND INSTRUCTION (CONTINUED)

Student Learning Objectives (SLO) are a required component of the evaluation of professional employees. It is also a required component of ESSA's Educator Effectiveness measure. Describe the data and the evidence used to create and measure SLOs in your LEA by selecting from the drop down menus for each grade span.

EDUCATION AREAS OF CERTIFICATION

Arts and Humanities

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Student Portfolios
3-5	Mastery and Growth	District Exams, Student Projects, Student Portfolios
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Civics/History/Geography/Economics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects, Student Portfolios
3-5	Mastery and Growth	District Exams, Student Projects, Student Portfolios

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

English Language Arts/Reading

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Mathematics

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Biology, Environment, and Ecology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects, Student Portfolios

Health, Safety, and Physical Education

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Standardized Tests
3-5	Mastery and Growth	District Exams, Standardized Tests

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	District Exams, Student Projects
9-12	Mastery and Growth	District Exams, Student Projects

Science And Technology

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	District Exams, Student Projects
3-5	Mastery and Growth	District Exams, Student Projects
6-8	Mastery and Growth	District Exams, Standardized Tests, Student Projects
9-12	Mastery and Growth	District Exams, Standardized Tests, Student Projects

English Language Proficiency

Grade Levels	Metric Used	Performance Measure(s)
K-2	Mastery and Growth	Standardized Tests, Student Projects
3-5	Mastery and Growth	Standardized Tests, Student Projects

Grade Levels	Metric Used	Performance Measure(s)
6-8	Mastery and Growth	Standardized Tests, Student Projects
9-12	Mastery and Growth	Standardized Tests, Student Projects

1. How does the data from the educators' Student Learning Objectives (SLOs) inform instructional practices in your LEA?

The data from the SLO informs our instructional practices by providing additional insight of how our students are performing on various mastery and growth measures. The data also guides our professional learning in the district, such as topics to be offered during the summer and during inservice days.

Based on the responses above, would written curriculum be a priority in your comprehensive plan?

No

Based on the responses above, would instructional practices be a priority in your comprehensive plan?

No

ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment PSSA- ELA, Math, Science				Type of Assessment Summative	
Frequency or Date Given 1 time/ year	K-2 No	3-5 Yes	6-8 Yes	9-12 No	
Assessment Keystones- Biology, Literature, Algebra				Type of Assessment Summative	
Frequency or Date Given 1 time/ year	K-2 No	3-5 No	6-8 Yes	9-12 Yes	
Assessment OTIS Lennon School Ability Test				Type of Assessment Benchmark	
Frequency or Date Given 2nd grade- 1 time	K-2 Yes	3-5 No	6-8 No	9-12 No	

Assessment Study Island Benchmark Testing- ELA and Math			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Up to 3 times/ year	No	Yes	Yes	No	

Assessment Study Island Benchmark Testing- Science			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Up to 3 times/ year	No	No	Yes	No	

Assessment Acadience Math and Reading			Type of Assessment Benchmark		
Frequency or Date Given	K-2	3-5	6-8	9-12	
Up to 3 times/ year	Yes	Yes	No	No	

Assessment Classroom Diagnostic Tests- Math, English, Science			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	
2 times/ semester	No	No	No	Yes	

Assessment MAPS			Type of Assessment Diagnostic		
Frequency or Date Given	K-2	3-5	6-8	9-12	

2 to 3 times/ year	Yes	Yes	Yes	Yes
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Assessment

Fountas and Pinnell Benchmark Assessment

Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

Up to 3 times/ year

Yes

No

No

No

Assessment

Civics Exam

Type of Assessment

Summative

Frequency or Date Given

K-2

3-5

6-8

9-12

1 time in the 11th Grade Civics and

No

No

No

Yes

Government Class

ASSESSMENT (CONTINUED)

EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?

Cocalico School District is committed to continuous improvement through thorough and comprehensive assessment data analysis on both large and small scales. At the start of each school year, administrators, directors, and literacy and math leaders will share PSSA data with all staff by level. Building, subject area, grade level, and teacher goals and action plans for increased achievement will be set each year. The district calendar will allow for teacher inservice time for periodic assessment scoring, review, and analysis of progress toward goals for increased achievement. In addition, various benchmark assessments are utilized to validate enrollment in various support programs, such as Title I, Academic Support and extended learning. Each of the assessments are reported to parents on report cards, and determine a rating or score. At Cocalico, the assessments are used to: A. provide a grade level, subject and or course focus B. maximize connections between the written, taught, and tested curriculum C. provide agreed upon content targets and objectives D. remove or limit individual bias through collegial review E. establish a uniform, consistent scoring system and performance levels for student results F. give a mechanism for collegial teams, professional reflection and professional growth through the development of the assessment itself and the review of student results G. validate instruction and attainment of content standards/objectives H. offer quick and meaningful feedback to students (learning) and teachers (instruction) I. help determine a student's rating on a report card J. validate the need for additional testing or diagnostic information to identify specific areas of need or remediation

SIGNATURE AND QUALITY ASSURANCE

EDUCATION AREAS OF CERTIFICATION

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Superintendent/Chief Executive Officer

Date

COCALICO SD

800 4th Street

Student Services Assurances (Chapter 12) | 2021 - 2024

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

LEAs must assure to the Pennsylvania Department of Education the existence and implementation of the following procedures or policies in compliance with the appropriate regulation.

PROFILE AND PLAN ESSENTIALS

Cocalico School District
113361303
800 S. 4th Street , Denver, PA 17517

Dr. Beth A. Haldeman
beth_haldeman@cocalico.org
717-336-1412 Ext. 1412

Dr. Ella Musser
ella_musser@cocalico.org

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

Yes

Safety and Violence Prevention Curricula

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#))

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date

COCALICO SD

800 4th Street

Gifted Education Plan Assurances (Chapter 16) | 2021 - 2024

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

Our gifted education services are posted on our Cocalico website, along with a name of the contact person should they have additional questions or need clarification. A notice is also published in our annual school calendar, which is mailed to every resident and family in the Cocalico School District. Our program is offered for qualified K-12 students. There are a variety of acceleration options including: Advanced Placement courses, Dual Enrollment, Self-Paced Instruction, Curriculum Compacting, Early Graduation, Grade Skipping and Telescoping Curriculum.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

A universal screener, the OTIS-LENNON School Ability Test, is administered as a baseline to all second grade students in early February of each school year. Students scoring 126 or higher are immediately referred for a GMDE with the school psychologist to gain more information using a battery of intelligence tests. Those students scoring 120-125 are given a KBIT (Kauffman Brief Intelligence Test) by the school counselor as another procedure for determining eligibility. If the results of this assessment are at a 126 or higher, the student is referred for a GMDE as stated above. Recommendations for further testing are sometimes made during MTSS meetings by classroom teachers, principals or parents. We also allow parents to request testing in writing.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

Cocalico School District uses a gifted matrix to determine identification of gifted eligibility. This includes the use of standardized scores from an individually administered test of intelligence, standardized academic achievement test scores in reading and math, teacher ratings via the GES, and parent surveys. The Total Eligibility Formula Score is compiled using the students actual Full Scale IQ score, formula points for reading achievement and math achievement (95th – 99th percentile=10 pts., 90th – 94th percentile=9 pts., 85th – 89th percentile=8 pts., etc.), formula points from teacher ratings of the GES (95th – 99th percentile=10 pts., 90th – 94th percentile=9 pts., 85th – 89th percentile=8 pts., etc.), and formula points for parent ratings. The total of the formula points will determine eligibility for gifted programming. A cutoff of 165 will be used consistent with the upper two percent of age peers and the definition of mentally gifted by the Department of Education. Students who do not obtain a total eligibility formula score of 165 or greater will not be considered for special education services. Other factors include: *Parent feedback * Teacher feedback: Which includes, the Gifted Evaluation Scale – Second Edition (GES-2). The GES-2 is a comprehensive assessment instrument based on the most widely used definitions of giftedness in federal

and state regulations. It was designed to identify gifted students according to five characteristics; intellectual, creativity, specific academic aptitude, leadership ability, and performing/visual arts. * Intellectual functioning is assessed using the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). WISC * Academic functioning (Kaufman Test of Educational Achievement, Third-Edition (KTEA-3) Existing academic records, Annual State Assessment results) * Rates of Acquisition and Retention * Learning Strengths including specialized skills, interests and aptitudes relevant to the student's suspected giftedness

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

The K-12 Cocalico Enrichment Program (CEP) is designed to offer additional, challenging opportunities for students, with GIEPs, through projects, assessments, and portfolio creation. The high school program is very student-driven and highly independent; both the elementary and middle school programs include more group activities, field trips, and meetings with enrichment coordinators. Both acceleration and enrichment opportunities are available for students identified as Gifted. A matrix is used to determine if a student qualifies for single subject acceleration or full grade level acceleration. Student GIEPs are developed based on multiple criteria (PSSA scores, academic achievement, Study Island Benchmark testing, information gathered in the GMDE process). Classroom goals are selected based on student strengths and interest areas and tied to PA Core Standards at the next grade level. Students in grades 3-8 have the opportunity to participate in Odyssey of the Mind, a creative problem-solving program involving team members working together at length to solve a predefined long-term problem and present their solution to the problem at a competition. An additional component of Odyssey of the Mind is spontaneous verbal and hands-on problem practice. Elementary students in grades 4&5 may also choose to participate in local SEE Seminars (Student Enrichment Experiences) sponsored through IU13 four times per year, local competitions such as Battle of the Books, Chess Tournament (grades 3+), and gifted field trips determined by the Elementary and MS/HS Enrichment Coordinators. High school students have opportunities to engage in SEE Experiences, book study, annual thematic enrichment activities based on student interest, career related field experiences such as Surgery Live, coursework that is not offered to all students that supports the gifted student's academic/career goals and international travel.

Superintendent/Chief Executive Officer

Date