

PARADISE EL SCH

20 N Belmont Rd

Schoolwide Title 1 School Plan | 2022 - 2023

Steering Committee

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Vision for Learning

Mission Statement The Pequea Valley School District will strive to create an "Ideal Learning Environment" that inspires each learner to excel. "Ideal Learning Experience" - Meeting each learner at his/her (interest/learning) level, challenging them, so that everyone is motivated to return tomorrow. Vision Statement Pequea Valley School District, "Where Each Learner Counts." Belief Statements 1. Learning occurs when a positive relationship is developed with each PV learner. 2. Learning occurs when the environment is focused around autonomy, mastery, and purpose. 3. Learning will occur in flexible environments. 4. Learning is a collaborative activity. 5. Learning occurs when associated with a child's interest, strengths, and zone of proximal development. 6. Learning occurs at different paces and rates. 7. Learning will allow EACH PV learner to receive their Post-Secondary "First Choice."

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
MTSS coordinator and structure in place to differentiate for low performing student groups.	Yes
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	Yes
Targeted group instruction through MTSS coordinators and paraprofessionals	Yes
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	Yes
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	Yes
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	Yes
Teachers are embedding science in their core ELA and Math curriculum.	No
Paradise will enter its second year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	Yes
PV has expanded expectations for science to be taught 3 exclusive times per cycle at elementary level.	No
ELA (73) Growth Expectations exceeded statewide growth standard of 70.	Yes
Math (76) Growth Expectations exceeded statewide growth standard of 70.	Yes
91.1% Regular attendance rate that met state performance standard (94.1%).	Yes
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Yes
Career Readiness standards are aligned with school vision to ensure each learner reaches their goal of post-secondary First Choice.	Yes
Tracking and Data collection tools have been effective and supported learner career readiness portfolio submissions.	No

3rd year of implementing Eureka Math Curriculum to leverage whole group core instruction and scaffold skills K-6.	No
Increased coordination of MTSS program to include tiered interventions and identification of deficits in tier 2 and 3 learners.	Yes
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Yes
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Yes
Provide frequent, timely, and systematic feedback and support on instructional practices	Yes
98.6% of All Students Group exceeds Career Standards Benchmark performance standard.	No

Challenges

Challenge	Consideration In Plan
ELA Proficient and Advanced - 41.1% of learners (down from 50.4% previous data set) of learners met the statewide goal for proficient or advanced, down from statewide average of 55%	Yes
Math Proficient or Advanced - 21.2% (down from 26.2%) of learners met the statewide goal for proficient or advanced, down from the statewide average of 37.3%.	Yes
Grade 3 Reading - All Student Group: 31.1% (down from 63.9%) of all 3rd grade students were proficient at reading.	Yes
	No
We have implemented Xello! for 2 years.	No
Covid Quarantines made collecting Career Readiness artifacts a challenge with learners absent during scheduled activities.	No
Increase whole group Math achievement scores to meet/ exceed state standards.	Yes
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	Yes
Foster a culture of high expectations for success for all students, educators, families, and community members	Yes

Implement evidence-based strategies to engage families to support learning	Yes
Identify professional learning needs through analysis of a variety of data	Yes
Increase whole group ELA achievement scores to meet/ exceed state standards.	Yes
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.	Yes
The building schedule had been a challenge to provide a specific Tier 2 enrichment and intervention time for all learners in ELA. The 22-23 building schedule now has 20 minutes built in for all learners.	Yes
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The 22-23 building schedule now has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).	Yes
Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.	Yes
In past practice, science was not always exclusively instructed for 3 days in a cycle.	No
Former curriculums did not embed science as robustly as the new models.	No

Most Notable Observations/Patterns

The largest observation is that we must create and maintain a schedule and staffing to implement all the tiers of the MTSS framework in order to provide the academic supports to increase achievement. The professional development offerings surrounding the needed strategies will be integral.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
MTSS coordinator and structure in place to differentiate for low performing student groups.	Use MTSS team to identify and support tier 2 and 3 learners.
Implementing CKLA Amplify curriculum with emphasis on strong core instruction and facilitator resources.	
Targeted group instruction through MTSS coordinators and paraprofessionals	Use MTSS team to identify and support tier 2 and 3 learners.
Implementation of CKLA Amplify ELA curriculum in 21-22 SY with a K-6 continuum.	
Eureka Math Curriculum Implementation for all grade K-6. Develops core math instruction in a scaffolded manner and lessons are Common Core aligned.	Eureka is the main driver to improve Math achievement and growth scores.
Restructuring of MTSS Interventionists and dedicated Title 1 paraprofessionals to facilitate tier 2 and 3 interventions.	New structure will allow for learners to be challenged and remediated at their individual levels within the classroom.
Paradise will enter its second year of full implementation of CKLA (aligned to Science of Reading) ELA curriculum in K-6, which embody Science.	Coordinate with learning facilitators and review data to ensure Amplify will meet needs to address core ELA instruction.
ELA (73) Growth Expectations exceeded statewide growth standard of 70.	Regular school attendance will allow learners to be present for Math instruction within the Core.
Math (76) Growth Expectations exceeded statewide growth standard of 70.	
91.1% Regular attendance rate that met state performance standard (94.1%).	Science achievement can assist with bringing up Math scores in regards to integrating math into science instruction.
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	
Career Readiness standards are aligned with school vision to ensure each	Integrate career readiness activities into Math and ELA core

learner reaches their goal of post-secondary First Choice.	instruction.
Increased coordination of MTSS program to include tiered interventions and identification of deficits in tier 2 and 3 learners.	New structure will allow for learners to be challenged and remediated at their individual levels within the classroom.
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Data collection of benchmark testing will drive instructional decisions.
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	PBIS team has met frequently to enhance monitoring and implementation of tier 1 behavioral supports.
Provide frequent, timely, and systematic feedback and support on instructional practices	Newly digitalized supervision and evaluation model using Frontline will be implemented this year. Will offer timely feedback to learning facilitators.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
ELA Proficient and Advanced - 41.1% of learners (down from 50.4% previous data set) of learners met the statewide goal for proficient or advanced, down from statewide average of 55%	Enrichment and Intervention	Yes	Schoolwide Enrichment and Intervention Time - Tier 2 ELA
Math Proficient or Advanced - 21.2% (down from 26.2%) of learners met the statewide goal for proficient or advanced, down from the statewide average of 37.3%.	This data was collected prior to beginning our new Eureka Math Squared curriculum implementation. Also - Due to Covid, we were not able to offer tiered groups through MTSS.	No	
Grade 3 Reading - All Student Group: 31.1% (down from 63.9%) of all 3rd grade students were proficient at reading.	This data was collected prior to beginning our new CKLA curriculum implementation.	Yes	90% of learners will read by the end of 3rd

	Also - Due to Covid, we were not able to offer tiered groups through MTSS.		Grade
Increase whole group Math achievement scores to meet/ exceed state standards.		No	
Strengthen supports and instruction in Math core to meet growing needs of ED and Learners with disabilities.	Eureka Math Squared Implementation	Yes	Eureka Math Squared Implementation in Grades K-6
Foster a culture of high expectations for success for all students, educators, families, and community members		No	
Implement evidence-based strategies to engage families to support learning		No	
Identify professional learning needs through analysis of a variety of data		No	
Increase whole group ELA achievement scores to meet/ exceed state standards.	CKLA Implementation K-6	Yes	Amplify CKLA Implementation in Grades K-6
Strengthen supports and instruction in ELA core to meet growing needs of ED and Learners with disabilities.		No	
The building schedule had been a challenge to provide a specific Tier 2 enrichment and intervention time for all learners in ELA. The 22-23 building schedule now has 20 minutes built in for all learners.		No	
A noted challenge was providing direct instruction to special education/ ELD learners while still making sure they were involved in core instruction. The 22-23 building schedule now has dedicated time for each grade level to pull special education and ELD learners that will not conflict with core instruction (in most cases).		No	

Increased collaboration between special education/ ELD and regular education learning facilitators so they are working together to support core instruction.		No	
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Goal Setting

Priority: Schoolwide Enrichment and Intervention Time - Tier 2 ELA

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Essential Practices 3: Provide Student-Centered Support Systems	MTSS Intervention Specialists will officially transition to Tier III and Title Paras will be push-in support. Schedule will allow for 20 minutes of dedicated Tier II time in Grades K-6. Each facilitator will receive one walkthrough per quarter- 4 total by year end - to observe implementation of Tier 2 enrichment and intervention.	Evaluation - Feedback	1 Walkthrough Conducted	2 Walkthroughs Conducted	3 Walkthroughs Conducted	4 Walkthroughs Conducted

Priority: 90% of learners will read by the end of 3rd Grade

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	80% of third grade MTSS Tier III learners will show proficiency in the mClass literacy composite score.	80% Third Grade Tier III Proficient	20% Proficient	40% Proficient	60% Proficient	80% Proficient

Priority: Eureka Math Squared Implementation in Grades K-6

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Mathematics	Learners in Grades K-6 that receive instruction using the Eureka Math Squared Curriculum will show Growth on NWEA MAP Benchmark. Teachers will review MAP testing benchmark data quarterly to assess learner growth and plan for individual programming with 80% of all learners demonstrating growth on Mathematics MAP benchmark.	Eureka Math Squared Implementation	20% Growth	40% Growth	60% Growth	80% Growth

Priority: Amplify CKLA Implementation in Grades K-6

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
English Language Arts	Amplify CKLA will be implemented in all Grades K-6. 80% of learners in all grade levels will meet their projected ELA MAP growth.	CKLA Implementation K-6	20% of learners demonstrate growth	40% of learners demonstrate growth	60% of learners demonstrate growth	80% of learners demonstrate growth

Action Plan

Action Plan for: Schoolwide Tier II Enrichment & Intervention

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Evaluation - Feedback 		Paras leading small groups during E/I time; Paras supporting during Core instruction with little direction from teacher; Tier 3 interventions occurring during scheduled WIN time.		Monthly grade level meetings will take place and include Asst. Superintendent, Principal, and ELA Coordinator. Building walkthroughs will take place monthly by Asst. Superintendent and/or Principal. Teacher created assessments, Universal assessments 3x per year to determine student growth and areas of need; mClass (Dibels 8) Testing will occur at beginning, middle, and end of year.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Dedicated Tier 2 and WIN times will support Core Instruction	08/17/2022	06/01/2023	Rick Esche/ Principal	Title I funded - 8 - Paraprofessionals (\$186,292.08) pushing in to support Tier II and Tier III push-in and 2 professional teacher MTSS Interventionists (\$265,810.60) that will service tier III pull-out interventions.	Yes

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> Eureka Math Squared Implementation 		The Eureka Math Squared has six modules. The output will be that the pacing allows for all six modules to be covered prior to the state assessments. The instruction and assessments will model the state expectations for proficiency on the targeted standards.		Monthly grade level meetings will take place and include Asst. Superintendent, Principal, and math Coordinator. Building walkthroughs will take place monthly by Asst. Superintendent and/or Principal. Teacher created assessments, Universal assessments 3x per year to determine student growth and areas of need; Acadience math Testing will occur at beginning, middle, and end of year.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction.	08/23/2022	06/01/2023	Rick Esche/ Principal Kaley Gates/ Math Chairperson	Eureka Math Squared Resources and Professional Development Sessions.	Yes

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> 80% Third Grade Tier III Proficient 		The output will be that the number of learners having to receive tier III decreases from the present baseline of 33% and 80% of those learners demonstrate proficiency on the targeted standards during tier III time.		Weekly SST meetings and mClass progress monitoring by the MTSS team will monitor the progress towards this outcome.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Targeted interventions will assist students in their acquisition of grade level expectations; enrichment opportunities will introduce learners to topics and learning that is beyond their grade level.	08/23/2022	06/01/2023	Rick Esche/ Principal Jody Melson/ Annie Blank MTSS Interventionists	Title I funded - 8 - Paraprofessionals (\$186,292.08) pushing in to support Tier II and Tier III push-in and 2 professional teacher MTSS Interventionists (\$265,810.60) that will service tier III pull-out interventions.	Yes

Action Plan for: High Quality Teaching and Instruction

Measurable Goals		Anticipated Output		Monitoring/Evaluation (People, Frequency, and Method)	
<ul style="list-style-type: none"> CKLA Implementation K-6 		Paraprofessionals collaboratively being pushed into classrooms to support the CORE as well as Tier II with the tier II resources from CKLA.		Monthly meetings with BOTH the paraprofessionals and the teachers to evaluate the collaboration success.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?
Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of MTSS framework.	08/23/2022	06/01/2023	Rick Esche/ Principal Jennifer Gilman/ ELA Chairperson	CKLA Resources and Professional Development sessions; This will include the 8 Title 1 funded instructional paraprofessionals for push-in Tier II, E/I, and Tier III support; two Title 1 funded professional teacher interventionists for Tier III pull-out intervention and regular ed teachers.	Yes
Collaboration with IU13 for training focused on using paraprofessionals effectively in the classroom. Ongoing professional coaching will be available from IU consultants.	08/17/2022	06/01/2023	Rich Eby/ Asst. Superintendent	IU Consultants with ongoing collaboration	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Schoolwide Tier II Enrichment & Intervention	<ul style="list-style-type: none"><li data-bbox="514 224 1346 256">• Dedicated Tier 2 and WIN times will support Core Instruction
High Quality Teaching and Instruction	<ul style="list-style-type: none"><li data-bbox="514 326 1864 396">• Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction.
High Quality Teaching and Instruction	<ul style="list-style-type: none"><li data-bbox="514 428 1871 498">• Targeted interventions will assist students in their acquisition of grade level expectations; enrichment opportunities will introduce learners to topics and learning that is beyond their grade level.
High Quality Teaching and Instruction	<ul style="list-style-type: none"><li data-bbox="514 531 1986 600">• Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of MTSS framework.<li data-bbox="514 609 1965 678">• Collaboration with IU13 for training focused on using paraprofessionals effectively in the classroom. Ongoing professional coaching will be available from IU consultants.

Professional Development Activities

Para Academy Training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Targeted interventions will assist students in their acquisition of grade level expectations; enrichment opportunities will introduce learners to topics and learning that is beyond their grade level. 	Professional Teaching Staff and Paraprofessional Staff	How to effectively utilize paraprofessionals in the classroom. Best practices in supporting the regular education teacher. How to develop and implement hybrid rotation model in the classroom during intervention time.	Agenda/ Sign-in sheets from Frontline	IU13 Consultants/ MTSS Coordinator	08/17/2022	06/01/2023
Learning Formats						
Type of Activities	Frequency		Observation and Practice Framework Met in this Plan		This Step Meets the Requirements of State Required Trainings	
Inservice day	Initial training August 17 and then as needed through year				Language and Literacy Acquisition for All Students	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing				Language and Literacy Acquisition for All Students	

Math - Ongoing Professional Learning

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use of Eureka Math Squared for Math instruction with an emphasis on pacing and providing rigorous instruction. 	Classroom teachers and special education teachers	Online professional learning resources for Eureka Math Squared	Implementation of Eureka Math Squared with integrity. Appropriate pacing in instructional programs to ensure sufficient grade-level content is covered throughout school year.	Rick Esche/ Principal	08/23/2022	06/01/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Ongoing, as needed		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		

ELA Ongoing Professional Development

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Use of CKLA for ELA instruction with an emphasis on pacing and providing rigorous instruction in all three tiers of MTSS framework. 	Classroom teachers and special education teachers	Writing Intervention Toolkit	Successful implementation of the writing component of the program and use of the Intervention Toolkit during Enrichment/Intervention period. Implementation of CKLA with integrity. Appropriate pacing in instructional programs to ensure sufficient grade-level content is covered throughout the school year.	Rick Esche/ Principal	08/17/2022	06/01/2023

Learning Formats

Type of Activities	Frequency	Observation and Practice Framework Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Two Days		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Ongoing		