Amanda E Stout El Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Amanda E Stout El Sch

321 S 10th St
Reading, PA 19602
(610)371-5815

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Susan Higginson
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
Kyle Crater	Administrator
Susan Higginson	Building Principal : School Improvement Plan
Beverly Packard	Community Representative
Carmen Abreu-Grullon	Ed Specialist - Other
Christine Sirak	Ed Specialist - School Counselor
Tania Heckman	Elementary School Teacher - Regular Education
Joseph McDevitt	Elementary School Teacher - Regular Education
Melissa Moyer	Elementary School Teacher - Regular Education
Idalmy Naylor	Elementary School Teacher - Regular Education
Ashley Rambo	Elementary School Teacher - Regular Education
Daiana Rivera	Elementary School Teacher - Regular Education
Jennifer Sell	Elementary School Teacher - Regular Education
Kara Zubaty	Elementary School Teacher - Regular Education
Kathleen Haas	Elementary School Teacher - Special Education
Victoria Troutman	Elementary School Teacher - Special Education
Gail Porazzo	Intermediate Unit Staff Member
Iris Saez	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

  - Clear and Shared Focus

  - High Standards and Expectations

  - Effective Leadership

  - High Levels of Collaboration and Communication

  - Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site

- School newsletter

- District's annual report

- District report card

- Periodic mailings/letters, postcards, etc.

- Short Message Systems (phone blasts)

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Parent-Teacher Conferences

- School Improvement Brochure

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

Coordination of Programs

Technical Assistance

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

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

All schools are offered assistance with the creation of their Schoolwide Plans. Central Administration staff attend planning meetings as requested, read plans and offer input as they are being drafted, and read the final copies for completeness and accuracy to ensure that the school's individual needs are being addressed, while following the required consistent strategies that are used district-wide.
The Teaching and Learning Leadership Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.

- Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.

- Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.

- The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title I plans.

Provider	Meeting Date	Type of Assistance
Gail Porazzo - Berks County Intermediate representative	4/20/2017 12:00:00 AM	Review of SIP
JuliAnne Kline - Reading School District Leadership Team	4/17/2017 12:00:00 AM	Review of SIP

Student Assessment of Progress
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Professional staff identify those students that would benefit from additional support by analyzing data of both district assigned assessments (benchmark tests) in addition to common assessments across the grade level.
Data summits are scheduled through out the year on district Act 80 days for teachers to identify trends and/or gaps in student achviement and/or teacher effectiveness. In addition, the 1st, 2nd, and 3rd Monday of each month, teachers are afforded time to discuss interventions utlized during their acceleration block and within small group instruction.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

• *Any federal education program administrated by the United States Department of Education, except Reading First.*

o *Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

• *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title 1	$469863.00

State/Local Grant Program	Amount of Grant
Regular School Allocation	$66675.00

Needs Assessment

School Accomplishments

Accomplishment #1:

PVAAS Data -

Math -   School Value Added -

- 5th grade met the standard for PA Academic Growth in 2016

- 5th grade exceeded the standard for PA Academic Growth (3 year average)

- 4th grade met the standard for PA Academic Growth (3 year average)

Math - School Quintile Diagnostic -

- Evidence that the 1st, 2nd, & 4th groups in 5th grade met the standard and 3rd (middle)exceeded the standard for PA Academic Growth

ELA - School Value Added -

- 5th grade met the standard for PA Academic Growth in 2016

- 5th grade exceeded the standard for PA Academic Growth (3 year average)

ELA - School Quintile Diagnostic -

- Evidence that the 1st, 2nd, & 3rd groups in 5th grade exceeded the standard for PA Academic Growth and the 4th group met the standard for PA Academic Growth

Accomplishment #2:

Attendance at Amanda Stout has always exceeded the state requirement of 90%.

Accomplishment #3:

DIBELS Assessment - 2016-2017

- Kindergarten - Decrease in the number of intensive and strategic students and increase in the number of core students from the beginning of the year to the middle of the year assessment

- Second grade - Decrease in the number of intensive and strategic students from the beginning of the year to the middle of the year assessment

- Third grade increase in the number of students that are moving from intensive to core

Accomplishment #4:

Incident reports have decreased by 48% from 2014/2015 to 2015/2016

- 39 Incident Reports in 2015/2016 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

- 79 Incident Reports in 2014/2015 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

- 74 Incident Reports in 2013/2014 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

- 156 Incident Reports in 2012/2013 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

- 78 Incident Reports in 2011/2012 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

School Concerns

Concern #1:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%

- 2014-2015   Math - 22.11%   ELA - 27.46%

- 2015-2016   Math - 25.44%   ELA - 29.1%

Concern #2:

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

Concern #3:

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

    Aligned Concerns:

        The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%
- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

        PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

        On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

Systemic Challenge #2 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

    Aligned Concerns:

        The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%

- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

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

Aligned Concerns:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%
- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

Systemic Challenge #4 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%

- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

Systemic Challenge #5 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%
- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

Systemic Challenge #6 *(Guiding Question #5)* Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2015-2016.

- 2013-2014   Math - 54.42%   ELA - 43.88%

- 2014-2015   Math - 22.11%   ELA - 27.46%
- 2015-2016   Math - 25.44%   ELA - 29.1%

PVAAS data is still showing that 4th grade did not meet the standard for PA academic growth in either reading or math.

On the DIBELS assessment there is a decrease in the number of core students in first grade from 2015/2016 to 2016/2017.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual
Data Source: Benchmark Reading and Math Assessments

Specific Targets: There will be a 10% decrease of students not achieving core from the beginning to end of the year.

Type: Annual
Data Source: PSSA

Specific Targets: There will be a 6% increase for the students from the historically-low achieving group meeting proficiency in both reading and math on a yearly basis.

Type: Annual
Data Source: PVAAS
Specific Targets: PVAAS data in math and reading will indicate that the students in fourth and fifth grades are making one year's growth or above.

Type: Interim
Data Source: Benchmark Assessments (such as Study Island and DIBELS)
Specific Targets: Analyze mid year benchmark data to determine progress towards target of one year's annual growth.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How

We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Professional Learning Communities

Description:

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC's will consist of grade level and vertical teams.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Consistent Writing Plan

Description:

Students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently. Students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing and instruction and practice that provides adequate time for students to write.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

On going Professional Development for Common Core Math

Description:

The building will provide on-going professional development to support teachers in common core math curriculum. Professional development could include technology, assessements, pedagogy, and rigor.

SAS Alignment: Standards, Curriculum Framework, Assessment, Instruction, Materials & Resources

Implementation Steps:

Structure cross grade level teams

Description:

Cross grade level teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teachers when creating the teams. The type of cross grade level team will be based on the discussion topic.

Evidence of Implementation: Cross Grade team roster

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Learning Communities

Meeting schedule of cross grade level teams and grade level teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Cross Grade Level teams will meet when the dicussion topic is relevant from 3:00 PM to 3:30 PM. Grade level teams will meet on a first, second, or third Monday of the month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

Evidence of Implementation: Calendar

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- On going Professional Development for Common Core Math

Review and update protocols to structure meeting discussions

Description:

Cross Grade Level teams and grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

Start Date: 8/18/2014   **End Date:** 6/30/2018

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

Supported Strategies:

- Professional Learning Communities

Create a structured writing plan

Description:

Quarterly writing assignments aligned to common core expectations will be published by students in grades 1 to 5.

Evidence of implementation: Published writing assignments

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Consistent Writing Plan

Analyze student writing

Description:

Teachers in grade levels will use analysis protocols to examine student writing. This will provide consistency in implementation of the writing plan.

Indicators of Evidence: Protocols, PLC meeting notes

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Consistent Writing Plan

Implement Integrated Literacy Block

Description:

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Informational reading and writing will be the focus of the sciences, argumentative reading and writing will be the focus of social studies, and literacy development will be the focus of English language arts.

Evidence of Implementation: Lesson plans, walk throughs, observations

Start Date: 6/29/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Common Assessment within Grade/Subject

Use Common Benchmark Assessments

Description:

All students will utilze a research-based assessment aligned with Common Core.

Evidence of Implementation: Assessment data

Start Date: 6/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Common Assessment within Grade/Subject

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Start Date: 8/22/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities

Professional development of revised Mathematics Curriculum

Description:

Description: Ongoing teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms.

Evidence of Implementation: Professional Development Schedule and Agendas; Lesson plans

Start Date: 8/17/2015   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- On going Professional Development for Common Core Math

Technology Implementation

Description:

Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments, and instructional interventions.

Evidence of Implementation: Lesson plans, walkthroughs, observations, data

Start Date: 3/1/2014   **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- On going Professional Development for Common Core Math

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark Reading and Math Assessments

Specific Targets: Analyzing mid year benchmark data to determine progress towards target of one year's annual growth.

Type: Annual

Data Source: PSSA ELA and Math

Specific Targets: PSSA data will indicate a 6% increase of the number of students of historically-low achieving at proficiency.

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS data will indicate students will achieve more than a year or more growth in 4th and/or 5th.

Type: Annual

Data Source: Benchmark Testing

Specific Targets: Students will show an increase at least one year's growth annually.

Type: Annual

Data Source: DIBELSNext

Specific Targets: At the end of the year, the cohort groups will maintain or increase the number of students at core from one instructional year to the next.

Strategies:

Professional Learning Communities

Description:

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC's will consist of grade level and vertical teams.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Differentiated Instruction utilizing Data Analysis

Description:

Ongoing analysis of data to inform and guide instruction.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Consistent literacy tasks and math tasks

Description:

Professional development will be continued on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks to be considered for differentiation will be Math with someone, Math by myself, Math with writing, spiral review and technology.   The discussions will continue in grade levels to include the implementation, management and sustainment of the literacy and math tasks.

Evidence of Implementation: Professional development agendas and materials

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Structuring Literacy and Math Tasks

Description:

Teachers will determine literacy and math tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as Benchmark Assessments, and research-based program assessments   Independent work will focus on reading and writing guided by RSD curriculum. Teachers will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work. Teachers will implement math tasks such math facts, math with someone and problem solving.

Evidence of Implementation: Teacher lesson plans, Observations, and Informal Walk Throughs conducted by principal and assistant principal

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Time Frame for Literacy and Math Tasks

Description:

Teachers will provide a time frame during the uninterrupted Language Arts Block to implement the literacy tasks. Teachers will provide a time frame during the Math block to implement the math tasks.

Evidence of Implementation: Literacy and math tasks in the lesson plans; teacher schedules

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Monitoring Literacy and Math Tasks

Description:

 Administrator walk-throughs and formal observations will monitor the implementation of literacy and math tasks. Expectations include management chart, on-task behaviors and implementation of the tasks.

Evidence of Implementation: observations

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Evaluating Literacy and Math Tasks

Description:

Effectiveness of literacy and math tasks to be evaluated in data summits using progress monitoring. The discussions of effectiveness will occur in grade level considering the effectiveness of the centers and the engagement level. There will also be a focus on analyzing examples of student work mid-year and end of year.

Evidence of Implementation: Agendas, meeting minutes, data analysis and Act 48 sign-in sheets

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Structure cross grade level teams

Description:

Cross grade level teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teachers when creating the teams. The type of cross grade level team will be based on the discussion topic.

Evidence of Implementation: Cross Grade team roster

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Meeting schedule of cross grade level teams and grade level teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Cross Grade Level teams will meet when the dicussion topic is relevant from 3:00 PM to 3:30 PM.   Grade level teams will meet on a first, second, or third Monday of the month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

Evidence of Implementation: Calendar

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Review and update protocols to structure meeting discussions

Description:

Cross Grade Level teams and grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

Start Date: 8/18/2014   **End Date:** 6/30/2018

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

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Kindergarten Entry Inventory Assessment

Description:

Kindergarten teachers will administer the PDE Kindergarten Entry Inventory at the beginning of the school year. The assessment will be utilized to adjust instruction to meet the needs of the student.

Start Date: 8/25/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Ongoing Data Analysis and Differentiated Instruction

Description:

Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level teams will be incorporated throughout the school year.

Evidence of Implementation: PD agendas and materials

Start Date: 6/2/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Structuring of Data Analysis

Description:

PLC meetings on district assigned PD days will analyze data, adjust grouping, brainstorm strategies to address gap skills using data sources such as Benchmark Assessments and research-based program assessments.

Evidence of Implementation: small group recording forms, lesson plans, walk-throughs, observations, pd agendas

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Monitoring of Data Analysis

Description:

Formal observations as well as informal walk-throughs will monitor the implementation of the differentiated instruction. The expectations include a differentiated small group instruction based on data.

Evidence of Implementation: Observations, lesson plans, small group recording form

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Implementation of direct instruction from data analysis

Description:

Utilizing the data from benchmark testing, students, paying particular attention to students with special needs, will be placed in small groups for instruction with a scientifically-researched based program. The students will be placed based upon needs.

Evidence of Implementation: Grade Level Meeting Agendas and Notes, Lesson Plans

Start Date: 9/21/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Start Date: 8/22/2016 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Discipline Data

Specific Targets: There will be a 10% decrease in the amount of discipline referrals on a yearly basis.

Type: Annual

Data Source: Teacher and student attendance Data

Specific Targets: Student and teacher attendance data will remain between 90%-100%

Type: Annual

Data Source: Teacher, Student, and Parent Perceptional Survey

Specific Targets: Positive results of the surveys will increase from the the beginning of the year to the end of the year.

Type: Annual

Data Source: Conference Attendance

Specific Targets: Conference attendance will remain between 90% to 100% for all teachers.

Type: Annual

Data Source: Parent Event Sign-in Sheets

Specific Targets: Parent attendance at events will increase 10% yearly.

Type: Interim

Data Source: Discipline data

Specific Targets: Discipline data will be reviewed at mid year to determine the effectiveness of the school wide character education program by seeing a decrease in discipline referrals

Strategies:

Character Education

Description:

Through focusing on the social, ethical, or character development of our students, educators can model and play a vital role not only in developing better students, but in developing better people. Character Education will cultivate respect, responsibility, and caring in our school and classrooms.

SAS Alignment: Safe and Supportive Schools

Parental Involvement

Description:

Schools play an important part of a child's life along with the parents. By combining the two stakeholders, studies indicate academic achievement will increase. Parental involvment can be many things, volunteering, attending conferences, being a member of the PTO.

SAS Alignment: Safe and Supportive Schools

Remedial Math and Reading for at-risk students outside of the school day

Description:

Provide remedial math, reading, and writing instruction for at-risk students. At-risk students are identified through data analysis. Scientifically-based programs will be utilized.

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

Student Recognition

Description:

Students will have the opportunity to be recognized for a variety of efforts. Incentives will be given to recognize Character Trait student of the month, monthly perfect attendance, good behaviors, honor/merit roll, etc.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Development of Character Education Program

Description:

- Planning for continued implementation of character trait lessons into monthly plan
- Books with lessons will be provided to teachers on how to implement character education into their classrooms
- Meet with grade-level groups to discuss different activities being done in a classroom so ideas can be shared among faculty

Evidence of Implementation:

- Professional development agendas
- Materials

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education

- Student Recognition

Structuring Character Traits

Description:

- Specific monthly character traits will be determined by the staff.
- Teachers will be provided with materials to create classroom lessons on character traits
- Teachers will use materials provided and develop one or more lessons per month that meets the needs of students in their classrooms to teach the specific monthly trait
- Ongoing reinforcement of the monthly character trait using a "Character Trait Parking Lot" to be displayed outside every classroom.

Evidence of Implementation:

- Lesson plans with character trait lessons
- Informal walk throughs
- Student demonstration of traits on a regular basis both in and out of the classroom.
- Character Trait "Parking Lot"

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education

Time frame for teaching Character Traits

Description:

- Character education lessons should occur one or more times monthly for about 10-20 minutes a lesson
- There will be 7 specific character traits to be taught over a 9 month time frame on a rotational basis as reinforcement of the traits are needed.

Evidence of Implementation:

- Informal walk throughs
- Lesson plans stating dates and times lessons are being taught

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Character Education

Monitoring Character Traits

Description:

- Each classroom teacher will choose one student who exemplifies the specific monthly character trait from his/her classroom
- Students will demonstrate character traits learned on a daily basis inside and outside of the classroom

    Evidence of Implementation:

- Students will be recognized on the character counts bulletin board
- School staff will recognize students on a daily basis who demonstrate the character traits they have learned by posting on the "Character Education Parking Lot".
- Students receiving the "High Five" award will be recorded by the teacher on a character traits recognition sheet.

    Start Date: 8/18/2014   **End Date:** 6/30/2018

    Program Area(s): Student Services

    Supported Strategies:

- Character Education
- Student Recognition

Evaluation of Character Education Program

Description:

- Teachers will observe these traits demonstrated by students in their own classrooms

    Evidence of Implementation:

- Discipline Referral Data
- "High Five" Recording Sheet

Start Date: 8/18/2014   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Character Education

Family Involvement Activities

Description:

Establishing a monthly family night will allow the parents feel welcomed into the school. The events could include Book Bingo, Science Night, Movie Night, etc. Each grade level team will be responsible for a month. Classroom teachers will promote the events along with an incentive for the class with the highest percentage participating in each event. Also grade levels will create acitivites for parents and students to work on collaboratively in the home and be displayed at school.

Evidence of Implementation: Parent sign in sheets, family activity displays

Start Date: 9/1/2014   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Identify at-risk students for a beyond the school day program

Description:

Using various data points, teachers will identify egilible students.

Evidence of Implementation: Student rosters for after school program

Start Date: 11/2/2015   **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services

Supported Strategies:

- Remedial Math and Reading for at-risk students outside of the school day

Develop monthly incentive schedule

Description:

Teachers will develop monthly incentives based upon behaviors. These could include board game day, movie day, craft day, etc. These days will occur on a day close to the last day of the month.

Evidence of Implementation: Calendar of grade level incentive programs

Start Date: 9/9/2015   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Character Education
- Student Recognition

Purchase Incentives

Description:

As part of the incentive program, students will earn "brag tags". The brag tags will be awarded for perfect attendance, honor/merit roll, character trait of the month, etc. Incentives will be purchased for quarterly academic awards assemblies for grades K-5.

Evidence of Implementation: List of students who have earned brag tags

Start Date: 9/8/2014   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Character Education
- Student Recognition

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Start Date: 8/22/2016   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education
- Parental Involvement
- Student Recognition

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Professional Learning Communities

Start	End	Title	Description
8/18/2014	6/30/2018	Review and update protocols to structure meeting discussions	Cross Grade Level teams and grade level team meeting protocols will be established to structure and focus discussions. Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	0.5	1	80	Amanda Stout Leadership Team	School Entity	No

Knowledge	Establish protocols and procedures to ensure collaboration among team members.

Supportive Research   PLC are research based and are considered a best practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	Classroom student assessment data Review of participant lesson plans

Joint planning period
activities

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.	Strategy #1: Professional Learning Communities

Start	End	Title	Description
8/22/2016	6/30/2018	Deep Equity Process	Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations. Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Person Responsible	SH	S	EP	Provider	Type	App.
Amanda Stout Diversity Team	1.0	5	80	Amanda Stout Equity Team	School Entity	No

Knowledge   Building a climate of constructive collaboration and trust through the use of diverse materials and resources

Supportive Research   Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

    Analysis of student work, with administrator and/or peers

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

    Joint planning period activities

    Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

    Participant survey

    Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Professional Learning Communities Strategy #2: On going Professional Development for Common Core Math

Start	End	Title	Description
8/17/2015	6/30/2018	Professional development of revised Mathematics Curriculum	Description: Ongoing teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms. Evidence of Implementation: Professional Development Schedule and Agendas; Lesson plans

Person Responsible	SH	S	EP	Provider	Type	App.

| Principal | 1.0 | 5 | 80 | Amanda Stout Leadership Team | School Entity | No |

Knowledge

Best practices in math instruction aligned to the curriculum to ensure student success through differentiation.

Differentiated Instruction

Supportive Research

Data Driven Instruction

Meeting the needs of all learners

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

    Enhances the educator's content knowledge in the area of the educator's certification or assignment.
    Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
    Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

    Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
    Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching**	**Strategy #1: Professional Learning Communities** **Strategy #2: Differentiated Instruction utilizing Data Analysis**

Start	**End**	**Title**	**Description**

8/25/2014	6/30/2018	Consistent literacy tasks and math tasks	Professional development will be continued on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks to be considered for differentiation will be Math with someone, Math by myself, Math with writing, spiral review and technology. The discussions will continue in grade levels to include the implementation, management and sustainment of the literacy and math tasks.

Evidence of Implementation: Professional development agendas and materials

Person Responsible	SH	S	EP	Provider	Type	App.
Susan Higginson	3.0	4	80	Amanda Stout Leadership Team	School Entity	No

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Knowledge	Review of the building wide expectations of literacy tasks. This includes Read to Self, Writing, Read to Someone, Word Work and Listening skills. Math tasks will be incorporated when needed to differentiate lessons.
Supportive Research	Differentiated instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals

Grade Levels

Elementary - Primary (preK - grade 1)

Follow-up Activities

Creating lessons to meet varied student learning styles

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Professional Learning Communities Strategy #2: Differentiated Instruction utilizing Data Analysis

Start	End	Title	Description
8/18/2014	6/30/2018	Review and update protocols to structure meeting discussions	Cross Grade Level teams and grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	0.5	1	80	Amanda Stout Leadership Team	School Entity	No

Knowledge

Establish protocols and procedures to ensure collaboration among team members.

Supportive Research

PLC are research based and are considered a best practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Joint planning period activities | Evaluation Methods | Classroom student assessment data
Review of participant lesson plans |

| LEA Goals Addressed: | Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching | Strategy #1: Differentiated Instruction utilizing Data Analysis |

Start	End	Title	Description
6/2/2014	6/30/2018	Ongoing Data Analysis and Differentiated Instruction	Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level teams will be incorporated throughout the school year.

					Evidence of Implementation: PD agendas and materials		
Person Responsible	SH	S	EP	Provider		Type	App.

Building Administrators	1.0	10	55	Susan Higginson and Kyle Crater	School Entity	No

Knowledge   Teachers will learn appropriate strategies for differentiated instruction.

Supportive Research

Differentiate Instruction

Data-driven Instruction

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

Follow-up Activities	Team development and sharing of content-area lesson	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Differentiated Instruction utilizing Data Analysis

Start	End	Title	Description
			PLC meetings on district assigned PD days will analyze data, adjust grouping, brainstorm strategies to address gap skills using data sources such as Benchmark Assessments and research-based program assessments.
8/18/2014	6/30/2018	Structuring of Data Analysis	

Evidence of Implementation: small group recording forms, lesson plans, walk-throughs, observations, pd agendas

Person Responsible	SH	S	EP	Provider	Type	App.
Administrators and Grade Level Facilitators	1.0	10	55	Grade Level Leaders	School Entity	No

Knowledge	Analysis of data to make best decisions on student needs.
Supportive	Data driven instruction to enhance differentiated instruction practices.

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent	Strategy #1: Professional Learning Communities

implementation of a standards aligned curriculum framework across all classrooms for all students.

Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

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

Strategy #2: Differentiated Instruction utilizing Data Analysis

Start	End	Title	Description
8/22/2016	6/30/2018	Deep Equity Process	Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations. Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Person Responsible	SH	S	EP	Provider	Type	App.
Amanda Stout Diversity Team	1.0	5	80	Amanda Stout Equity Team	School Entity	No

Knowledge	Building a climate of constructive collaboration and trust through the use of diverse materials and resources

Supportive Research	Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
Series of Workshops
Professional Learning Communities

Participant Roles
Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Other educational specialists

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

Follow-up Activities
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles

Evaluation Methods
Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey
Review of participant lesson plans

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

LEA Goals Addressed:	**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** **Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching** **Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.**	**Strategy #1: Character Education** **Strategy #2: Parental Involvement** **Strategy #3: Student Recognition**

Start	End	Title	Description
8/22/2016	6/30/2018	Deep Equity Process	Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations. Evidence of Implementation: Walkthoughs, observations, grade level meeting agendas

Person Responsible	SH	S	EP	Provider	Type	App.
Amanda Stout Diversity Team	1.0	5	80	Amanda Stout Equity Team	School Entity	No

Knowledge

Building a climate of constructive collaboration and trust through the use of diverse materials and resources

Supportive Research

Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

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

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
New Staff
Other educational

Grade Levels

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

specialists

| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities
Journaling and reflecting | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey
Review of participant lesson plans |

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Amanda E Stout El Sch in the Reading SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Amanda E Stout El Sch in the Reading SD for the 2014-2018 school-year.

Superintendent/Chief Executive Officer

Board President

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

- Our leadership based character education program has contributed to our decrease in incident reports.

- Despite identifying as an area of concern, there was improvement in our overall PSSA data from the 14-15 school year to the 15- 16 school year in both English/Language Arts and Math.

- Direct parent communication has been more effective through the use of Class Dojo.

- Added a "transitional program" for new students to familirize them with the culture of the building focusing on our Leadership based Character Education program and overall building expectations.

Describe the continuing areas of concern from the past year.

- Our historically low performing subgroup which includes our LEP and IEP students are still performing below the state average.

- Using data to identify the authenticity of frequency/duration/intensity of an intervention to ensure student progress.

- Increase level of parent engagement to include those stakeholders in the overall school vision as it relates to academic expectations.

Describe the initiatives that have been revised.

- Equity Training has continued throught the 2nd Year and has expanded our Culturally Responsive Teaching strategies.

- Character Education program shifted to a focus on Leadership in replacement of monthly character traits.

- "Shining Knights" program addressed a desired tranistion for new students as the majority of our "multi-discipline referral" students have been in the building 2 or less school years.

- Career Awareness Program is being addressed through Pathways Program.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Many protocols and opportunities to collaborate have been successfully put in place in the PLCs to allow teachers to become co-learners in transforming classroom practices. We continue to focus on our school climate which is reflected in the discipline referrals as they continue to show a decrease over past years. Through the Character Education and No Place for Hate initiative the students have an understanding of our goal of a positive school climate. The monthly character traits are stressed in the classroom and throughout the building and it is evident through conversation with students that they have an understanding of the expectations.

Describe the continuing areas of concern from the past year.

Our historically low performing subgroup which includes our LEP and IEP students are still performing below the All Student group. We need to continue to focus on meeting the needs of these students through focused classroom instruction and an aggressive intervention program during and after school. The process of collaboration among the grade level teachers needs to be continually refined and improved to ensure that teachers are looking at data and creating new strategies for those students who the current instruction is not reaching.

Describe the initiatives that have been revised.

The initiatives that have been put in place continue to show a level of success and as a result of the data we will continue implementing these strategies. Equity training is being added this year to our implementation steps. This involves putting in place a sytematic process of professional development to prepare everyone in the school to function effectively in our highly diverse environment.   The goal of this training is to transform our instructional strategies and engage the entire school community.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

The number of incident reports in 2013/2014 have decreased by more than 50%. The focus on school climate including character education would appear to have had an impact on improving student behavior.
PVAAS data shows significant growth for both 4th and 5th grades in ELA. The school improvement plan has included literacy and writing strategies that are being used in grade K to 5. These initiatives will continue to be used and expanded upon on the 2015/2016 school year.

Describe the continuing areas of concern from the first year plan.

The IEP and LEP subgroups are still performing below the All Student group. Although the PSSA results indicates a growth in the 2013/2014 school year for these two subgroups, the needs of these subgroups will continue to be a focus in the classroom and in small group interventions.

Although there is a decrease in the number of school incident reports the school will still continue to address school climate in order to continue this decrease.

Describe the initiatives that have been revised.

Since all initiatives have shown a level of success, the school will continue with the initiatives as stated in the plan.