

Millmont El Sch

**School Improvement Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Millmont El Sch*

400 Summit Avenue  
Reading, PA 19611  
(610)371-5853

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Not Provided

Principal: April Halligan-Rostek

Superintendent: Khalid Mumin

## Stakeholder Involvement

| Name                  | Role  |
|-----------------------|---|
| April Halligan-Rostek | Administrator                                 |
| John Mahoney          | Administrator                                 |
| April Halligan-Rostek | Building Principal : School Improvement Plan  |
| Madison Kaley         | Community Representative                      |
| Jessica Umbenhauer    | Community Representative                      |
| Olga Colon            | Ed Specialist - Home and School Visitor       |
| Louise Disch          | Ed Specialist - Other                         |
| Valerie Hower         | Ed Specialist - Other                         |
| Tara Van Orden        | Ed Specialist - School Counselor              |
| Elaine Becker         | Elementary School Teacher - Regular Education |
| Amie Brossman         | Elementary School Teacher - Regular Education |
| Betsy Dries           | Elementary School Teacher - Regular Education |
| Robin Scarpaci        | Elementary School Teacher - Regular Education |
| Gary Smith            | Elementary School Teacher - Regular Education |
| Lori Snyder           | Elementary School Teacher - Regular Education |
| Tammy Spaid           | Elementary School Teacher - Regular Education |
| Christy Crammer       | Elementary School Teacher - Special Education |
| Helen Hendricks       | Elementary School Teacher - Special Education |
| Colleen Lenett        | Intermediate Unit Staff Member                |
| Jay Greene            | Parent  |
| Jadira Quinones       | Parent  |

# Federal Programs

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## 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

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- 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:
  - 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.
  - 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.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - 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.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - 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.
  - 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 web page
- WikiSpaces, Yahoo, Facebook, etc.
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

### **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

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

Attendance was at 94.28% for the 15-16 school year

### Accomplishment #2:

Based on parent surveys, in the beginning and end of year, 99% of parents are satisfied with the school and have positive perceptions of the school and staff at Millmont

### Accomplishment #3:

Millmont SPP Science score 47.42 in 15-16 school year.

### Accomplishment #4:

Math scores increased from 13.69% to 15.38% from 14-15 to 15-16 school year.

### Accomplishment #5:

Discipline data show that suspensions have decreased from the 14-15 to 15-16 school year. Data also shows that discipline referrals overall have decreased from 14-15 to 15-16 school year.

## School Concerns

### Concern #1:

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

### Concern #2:

Continued growth of IEP students

### Concern #3:

Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

### Concern #4:

15.38% of students scored proficient in Math 15-16 school year.

**Concern #5:**

Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

**Concern #6:**

Only 13.96% of students scored proficient in Math in 2015.

## 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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

Continued growth of IEP students

Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

15.38% of students scored proficient in Math 15-16 school year.

Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

Only 13.96% of students scored proficient in Math in 2015.

**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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

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Continued growth of IEP students

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Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

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15.38% of students scored proficient in Math 15-16 school year.

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Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

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Only 13.96% of students scored proficient in Math in 2015.

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**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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

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Continued growth of IEP students

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Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

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15.38% of students scored proficient in Math 15-16 school year.

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Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

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Only 13.96% of students scored proficient in Math in 2015.

**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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

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Continued growth of IEP students

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Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

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15.38% of students scored proficient in Math 15-16 school year.

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Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

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Only 13.96% of students scored proficient in Math in 2015.

**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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

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Continued growth of IEP students

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Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

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15.38% of students scored proficient in Math 15-16 school year.

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Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

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Only 13.96% of students scored proficient in Math in 2015.

**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:**

Millmont SPP score decreased 54.8 in 13-14 to 49.3 in 15-16 school year.

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Continued growth of IEP students

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Reading scores decreased from 31.69% to 30.28% proficiency from 14-15 to 15-16 school year.

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15.38% of students scored proficient in Math 15-16 school year.

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Science scores decreased from 43.37% in 14-15 school year to 43.14% in 15-16 school year.

---

Only 13.96% of students scored proficient in Math in 2015.

# School Level Plan

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## 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: PSSA ELA/Math

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

Type: Interim

Data Source: Reading and Math Benchmark Assessments

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

Type: Annual

Data Source: PVAAS- Math and ELA

Specific Targets: PVAAS data in Math and Reading will indicate all students in fourth and fifth grades are making one year's growth or above.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Students will show a growth of at least one year's growth annually.

## 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?](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](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

### *Reading Across the Curriculum*

**Description:** "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

### *Professional Learning Communities*

**Description:**

A protocol for teachers and administrators to work collaboratively together to focus on student learning and to take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC will consist of grade levels 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 acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction and practice that provides adequate time for students to write.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

## ***Implementation Steps:***

### ***Structure vertical teams***

#### **Description:**

Vertical teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teacher when creating the teams. Primary teams will be comprised of PK, K, 1, 2 teachers and intermediate teams will be comprised of 3, 4, and 5 teachers.

Evidence of implementation: vertical team roster

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

#### **Supported Strategies:**

- Professional Learning Communities

### ***Monthly meeting schedule of vertical and grade level teams***

#### **Description:**

Meeting schedule will be developed and communicated to teachers at the August professional development days. Vertical teams will meet the second Monday of every month from 3:00 PM to 3:30 PM. Grade level teams will meet the third Monday of every month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

#### **Supported Strategies:**

- Professional Learning Communities

### ***Establish protocols to structure meeting discussions***

#### **Description:**

Vertical and grade level team meeting protocols will be established to structure and focus discussions.

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

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

**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:**

Writing assignments aligned to the common core will be published by students in grades 1 to 5.

Evidence of Effectiveness- Calendar of writing assignments, writing binder for students

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

**Program Area(s):**

**Supported Strategies:**

- Consistent Writing Plan

### *Technology Implementation*

**Description:**

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

Evidence: Daily observations, Data reports from technology use

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

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

**Supported Strategies:**

- Professional Learning Communities

### *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.

**Start Date:** 6/29/2015    **End Date:** 8/21/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

### *Use Common Benchmark Assessments*

**Description:**

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

**Start Date:** 6/1/2015    **End Date:** 8/21/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject



## *Professional Development - Math*

### **Description:**

Teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms. Evidence of Implementation: Professional development schedule/Lesson Plans

**Start Date:** 8/1/2014      **End Date:** 6/1/2018

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

### **Supported Strategies:**

- Professional Learning Communities

**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: Annual

Data Source: PSSA Math/ ELA

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

Type: Interim

Data Source: Reading and Math Benchmark (K-5)

Specific Targets: At the end the each year, there will be a 10% increase of students achieving core.

Type: Annual

Data Source: PVAAS Math and ELA

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

Type: Interim

Data Source: Benchmark Assessments

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

### ***Strategies:***

#### ***Professional Learning Communities***

##### **Description:**

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

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

#### ***Differentiated Instruction utilizing Data Analysis***

##### **Description:**

Teachers will use a district benchmark assessment to assess students. They will use the results of the assessments and analysis of data to inform and guide instruction.

**SAS Alignment:** Assessment, Instruction

#### ***Consistent literacy tasks***

##### **Description:**

Consistent structure of scientifically researched-based literacy tasks across the grade levels with vertical and horizontal alignment. Structured literacy tasks help students develop the daily habits of reading, writing and working independently.

**SAS Alignment:** Standards, Instruction, Materials & Resources

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

#### ***Professional Development on consistent literacy tasks***

##### **Description:**

Continual professional development will be provided on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing, and word work. Professional development will also include the implementation, management and sustainment of the literacy tasks.

Evidence: Professional development agendas and materials

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

##### **Supported Strategies:**

- Professional Learning Communities

#### ***Structuring Literacy Tasks***

##### **Description:**

Teachers will determine literacy tasks by using multiple sources of students 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. Teacher will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work.

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

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Consistent literacy tasks

### *Time Frame for Literacy Tasks*

**Description:**

Teachers will provide a time frame during the uninterrupted Language Arts Block to implement the literacy tasks. The master schedule will be created to support this.

Evidence: Literacy tasks in lesson plans, teacher schedules

**Start Date:** 8/25/2014      **End Date:** 6/1/2018

**Program Area(s):** Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Consistent literacy tasks

### *Monitoring Literacy Tasks*

**Description:**

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

Evidence: Observations

**Start Date:** 8/25/2014      **End Date:** 6/1/2018

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

**Supported Strategies:**

- Consistent literacy tasks

## *Evaluating Literacy Tasks*

### **Description:**

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring tools (Benchmark Assessments and components of Research-based program assessments). The discussions of effectiveness will occur in both grade level and vertical teams. There will also be a focus on analyzing examples of student work in addition to data.

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

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

### **Supported Strategies:**

- Consistent literacy tasks

## *Structure vertical teams*

### **Description:**

Vertical teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teacher when creating the teams. Primary teams will be comprised of PK, K, 1, 2 teachers and intermediate teams will be comprised of 3, 4, and 5 teachers.

Evidence of implementation: vertical team roster

**Start Date:** 8/25/2014    **End Date:** 6/1/2018

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

### **Supported Strategies:**

- Professional Learning Communities

## *Monthly meeting schedule of vertical and grade level teams*

**Description:**

Meeting schedule will be developed and communicated to teachers at the August professional development days. Vertical teams will meet the second Monday of every month from 3:00 PM to 3:30 PM. Grade level teams will meet the third Monday of every month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

**Start Date:** 8/25/2014      **End Date:** 6/1/2018

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

**Supported Strategies:**

- Professional Learning Communities

*Data Analysis***Description:**

Using a structured protocol, teachers will analyze data from various assessments make decisions about instruction and interventions. Scientifically- based interventions will be used to support students who are not making progress or not on grade level

**Start Date:** 9/1/2015      **End Date:** 6/2/2018

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

**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: Interim

Data Source: Conference Attendance Data

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

Type: Interim

Data Source: Parent Event- Sign-in sheets

Specific Targets: Parent attendance at events will increase 10% each year

Type: Annual

Data Source: Student and Teacher Attendance Data

Specific Targets: Student and Teacher Attendance data will remain between 90%-100%

Type: Interim

Data Source: Parent, Teacher, and Student Perception Survey

Specific Targets: Positive results of the survey will increase from the beginning of the year to the end each year the survey is given.

### ***Strategies:***

#### ***School Wide Positive Behavior Program***

##### **Description:**

Through focusing on 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. Students will work for tokens and incentives and have a tangible object for their work. Staff and Students will participate in the Leader in Me transformation process. The program teaches 21st Century leadership and life skills to students.

**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 involvement 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 the school day***

##### **Description:**

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

**SAS Alignment:** Instruction

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

#### ***Structuring Character Traits***



**Description:**

- Specific monthly character traits will be determined by a committee
- Implementation of character education will be supported by a committee
- Teachers will use materials provided and develop 2 - 3 lessons a week that meet the needs of the students in their classrooms to teach the specific monthly trait.

**Evidence of implementation:**

- Lesson plans
- Informal walk-throughs
- Student demonstration of traits on a regular basis both in and out of the classroom
- Monthly incentive attendance at assembly

**Start Date:** 8/18/2014      **End Date:** 6/9/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

*Purchase Incentives***Description:**

As part of the incentive program, students will earn "brag tags" for various areas. These include, perfect attendance, honor/merit roll, author's tea, student of the month, character trait of the month, Quarterly Cafeteria Dojo, Science Club, Craft Club, etc.

**Start Date:** 9/8/2014      **End Date:** 6/5/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

*Monitoring Character Traits***Description:**

- Each classroom teacher will choose one student who exemplifies the specific monthly character trait from his/her classroom
- Students will use character traits learned on a daily basis inside and outside of the classroom
- Students who exhibit the character trait of the month will be awarded a "brag tag" for recognition

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 learned

**Start Date:** 8/18/2014    **End Date:** 6/9/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

### *Evaluating Character Education*

**Description:**

- Teachers will observe these traits in their classrooms

Evidence of Implementation:

- Look at referral data

**Start Date:** 8/18/2014    **End Date:** 6/1/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

### *Family involvement activities*

**Description:**

Establishing family nights will allow the parents to feel welcomed into the school. The events could include Book Bingo night and parent visitation days. Classroom teachers will promote the events along with an incentive for the class with the highest percentage participating in each event.

Evidence of Effectiveness:

- Attendance sheets from activities
- Parent survey at end of year

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Parental Involvement

### *Structuring the Mentoring Program*

**Description:**

Students with high rate of referrals will:

Be paired based on previous interactions, talents or shared interests

Develop social skills and character traits

Facilitate cooperation and teamwork through group activities among all mentor/mentees

Evidence of Implementation: Mentor/mentee list, calendar of events

**Start Date:** 8/4/2015    **End Date:** 6/12/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

### *Professional Development for Mentors*

**Description:**

Teachers that volunteer for mentoring will have professional development on "what is" mentoring, mentoring techniques, culture of poverty and continued character education

Evidence of Implementation: PD agendas

**Start Date:** 8/18/2015    **End Date:** 6/12/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

### *Timeline of Mentoring*

**Description:**

Mentors and mentees will meet biweekly on a one-on-one basis. There will be a monthly activity for mentors/mentees.

Evidence of Implementation: Calendar of events

**Start Date:** 9/1/2015    **End Date:** 6/12/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

### *Evaluation of Mentoring Program*

**Description:**

The program will be evaluated once a semester. Evaluations will be based upon discipline data as well as tracking behavior charts.

Evidence of Implementation: Discipline data

**Start Date:** 1/1/2016    **End Date:** 6/12/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- School Wide Positive Behavior Program

# Appendix: Professional Development Implementation Step Details

|                             |   |  |
|-----------------------------|---|--|
| <b>LEA Goals Addressed:</b> | <b>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.</b> | <b>Strategy #1: Common Assessment within Grade/Subject</b> |
|-----------------------------|---|--|

| <b>Start</b> | <b>End</b> | <b>Title</b>                     | <b>Description</b>  | <b>Person Responsible</b>            | <b>SH</b> | <b>S</b> | <b>EP</b> | <b>Provider</b> | <b>Type</b>   | <b>App.</b> |
|--------------|------------|----------------------------------|---|--------------------------------------|-----------|----------|-----------|-----------------|---------------|-------------|
| 6/1/2015     | 8/21/2018  | Use Common Benchmark Assessments | All students will utilize a research-based assessment aligned with Common Core. | District and building administration | 3.0       | 3        | 60        | April Rostek    | School Entity | No          |

**Knowledge**      Assessment and how to use the benchmark assessment

**Supportive Research**      Data Analysis and PLC's

**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.

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.

|                             |   |                           |   |
|-----------------------------|---|---------------------------|---|
| <b>Training Format</b>      | LEA Whole Group Presentation  |                           |   |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional                                | <b>Grade Levels</b>       | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)   |
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | <b>Evaluation Methods</b> | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Student PSSA data |

|                             |   |   |
|-----------------------------|---|---|
| <b>LEA Goals Addressed:</b> | <b>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.</b> | <b>Strategy #1: Professional Learning Communities</b> |
|-----------------------------|---|---|

|              |            |              |                    |
|--------------|------------|--------------|--------------------|
| <b>Start</b> | <b>End</b> | <b>Title</b> | <b>Description</b> |
|--------------|------------|--------------|--------------------|

|   |          |                                 |          |           |   |             |             |
|---|----------|---------------------------------|----------|-----------|---|-------------|-------------|
| 8/1/2014  | 6/1/2018 | Professional Development - Math |          |           | Teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms. Evidence of Implementation: Professional development schedule/Lesson Plans |             |             |
| <b>Person Responsible</b>   |          | <b>SH</b>                       | <b>S</b> | <b>EP</b> | <b>Provider</b>   | <b>Type</b> | <b>App.</b> |
| Director of Elementary Education; Elementary Principals, and teachers |          | 3.0                             | 3        | 60        | April Rostek and Representation from IU   | IU          | No          |

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**Knowledge**

knowledge on common core Math

PLC

**Supportive Research**

Professional Development

**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.

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.



|                             |   |                                 |   |
|-----------------------------|---|---------------------------------|---|
| <b>Training Format</b>      |   | School Whole Group Presentation |   |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional  |                                 | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5) |
|                             | <b>Grade Levels</b>   |                                 |   |
| <b>Follow-up Activities</b> | Team development and<br>sharing of content-area lesson<br>implementation outcomes, with<br>involvement of administrator and/or<br>peers |                                 | Student PSSA data   |
|                             | <b>Evaluation Methods</b>   |                                 |   |

|                             |  |   |
|-----------------------------|--|---|
| <b>LEA Goals Addressed:</b> | <b>Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</b> | <b>Strategy #1: Consistent literacy tasks</b> |
|-----------------------------|--|---|

| <b>Start</b> | <b>End</b> | <b>Title</b>               | <b>Description</b>   |
|--------------|------------|----------------------------|--|
| 8/25/2014    | 6/1/2018   | Structuring Literacy Tasks | Teachers will determine literacy tasks by using multiple sources of students 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. Teacher will implement literacy tasks based on reading independently, |

reading with a partner, listening to reading, writing, and word work.

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

| Person Responsible  | SH  | S | EP | Provider     | Type             | App. |
|---|-----|---|----|--------------|------------------|------|
| Principal, Assistant<br>Principal, Reading<br>Specialist, Grade<br>Level Facilitator for<br>Support | 1.0 | 3 | 60 | April Rostek | School<br>Entity | No   |

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This will be a refresher session on the 5 literacy stations expected in every classroom daily- Read to self, read to partner, word work, writing, vocabulary.

### Knowledge

Teachers will use PLC's throughout the year to further discuss the stations and student progress with the stations throughout the year.

### Supportive Research

Professional Learning Communities

### 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.

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.

|                             |  |                              |  |
|-----------------------------|--|------------------------------|--|
| <b>Training Format</b>      |  | LEA Whole Group Presentation |  |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional | <b>Grade Levels</b>          | Elementary - Primary (preK - grade 1)  |
|                             |  |                              | Elementary - Intermediate (grades 2-5)   |
| <b>Follow-up Activities</b> | Creating lessons to meet varied student learning styles<br>Joint planning period activities  | <b>Evaluation Methods</b>    | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
|                             |  |                              | Student PSSA data<br>Classroom student assessment data   |

|                             |  |   |
|-----------------------------|--|---|
| <b>LEA Goals Addressed:</b> |  | <p>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</p> <p><b>Strategy #1: Professional Learning Communities</b></p> <p><b>Strategy #2: Differentiated Instruction utilizing Data Analysis</b></p> |
|-----------------------------|--|---|

| Start    | End      | Title         | Description  |
|----------|----------|---------------|--|
| 9/1/2015 | 6/2/2018 | Data Analysis | Using a structured protocol, teachers will analyze data from various assessments make decisions about instruction and interventions. Scientifically- based |

interventions will be used to support students who are not making progress or not on grade level

| Person Responsible                                | SH  | S | EP | Provider     | Type             | App. |
|---|-----|---|----|--------------|------------------|------|
| Principal, Asst<br>Principal, Grade<br>Level Reps | 3.0 | 4 | 60 | April Rostek | School<br>Entity | No   |

### Knowledge

This will be a refresher on data analysis and a review of the protocol for all teachers to look at student data as it drives instruction

### Supportive Research

Data Analysis

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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.

Professional Learning Communities

### Training Format

| Participant Roles  | Grade Levels                          |
|--|---------------------------------------|
| Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional | Elementary - Primary (preK - grade 1) |

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|                             |  |                           |                                   |
|-----------------------------|--|---------------------------|-----------------------------------|
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Analysis of student work, with administrator and/or peers | <b>Evaluation Methods</b> | Classroom student assessment data |
|-----------------------------|--|---------------------------|-----------------------------------|

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Millmont 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 Millmont 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

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

In the 2016-2017 school year, the research based reading program was expanded with the assistance from the IU to serve approximately 100 students in grades K to 3. BCIU coaching was used throughout the year with a total of 8 scheduled coaching days. Coach days consisted of observations of lessons and quality feedback for teachers. Follow up observations were used to ensure the feedback from coaching was implemented in instruction.

Discipline data shows that referrals and suspensions have continued to decrease due to the character incentives and the behavior support plan put into place. The staff has worked hard with the equity team to build relationships with our students and their families. This effort has proven to be a key part of our success in decreasing our behavior issues. Overall as a school we have seen a rise in attendance for school functions where parents are welcomed into our building. Book Bingo, Ginger Bread House Night, Daddy Daughter Dance and Muffins with Mom have all been well attended.

### **Describe the continuing areas of concern from the past year.**

Students that continue to struggle in reading and math performing below grade level continues to be a concern. A quality data tool to assess and monitor student progress is needed to guide instruction for these students.

### **Describe the initiatives that have been revised.**

Our mentoring program will begin earlier in the school year and schedule more opportunities for the student to meet with their mentor. Continued use of the research based reading program will continue. SWPBS will continue in the school and be monitored for student success.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

In the 2015-2016 school year, the research-based reading program was expanded with the assistance from the IU to serve approximately 100 students in grades K to 3. BCIU coaching was used throughout the year with a total of 8 scheduled coaching days. Coach days consisted of observations of lessons and quality feedback for teachers. Follow up observations were used to ensure the feedback from coaching was implemented in instruction.

Data from discipline and suspension shows that referrals and suspensions decreased due to the character incentives and behavior support plan put into place. The mentoring program expanded to a total of 30 students and teachers. This program was extremely successful and will continue to improve in the future.

Feedback from the new parent involvement activities put into place for the 15-16 school

year were positive.

**Describe the continuing areas of concern from the past year.**

*Students that continue to struggle in reading and math and perform below grade level is a concern. A quality data tool to assess and monitor student progress is needed to guide instruction for these students.*

**Describe the initiatives that have been revised.**

- Mentoring program will begin earlier in the school year and schedule more opportunities for the student to meet with their mentor.
- A new data tool will be explored district wide in order for teachers to better monitor student progress and identify gaps in learning.
- Continued use of the research based reading program that has given students success in reading will occur.
- More teachers will participate in peer observations more frequently throughout the year.
- SWPBS system will continue in the school and be monitored for student success.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

In the the past year Millmont Elementary implemented a scientifically-based program that provided explicit instruction with a target group of students who were reading below grade level. The BCIU facilitated placement and provided coaching of two teachers who implemented the program throughout the year. Students who participated in the program showed significant progress in their reading ability. Two of the students have grown significantly that they are almost on grade level. This program will not only continue next year with the targeted students, it will also expand to other grade levels to get other students reading on grade level.

Data from discipline and suspension shows that referrals and suspensions decreased due to the character incentives and behavior support plan put into place.

Feedback from the new parent involvement activities put into place for the 14-15 school year were positive.

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

An area of focus for the 15-16 school year is implementing a consistent writing plan and quality teaching and learning in student writing performance.

**Describe the initiatives that have been revised.**



Peer observations were implemented on a small scale. This will continue with an area of focus for peer observations in engagement of students, technology implementation, and higher order thinking in daily instruction. Time for collaboration will be a part of the process with the peer visitations.

All other strategies have shown some level of success so we will continue the path of the plan.