

Tenth & Green El Sch

**School Improvement Plan**

07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Tenth & Green El Sch*

400 N 10th St  
Reading, PA 19604  
(610)371-5756

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

## Stakeholder Involvement

Name	Role
Erin Brown	Administrator
Susan Lozada	Building Principal : School Improvement Plan
Marianela Mancebo	Community Representative
Wendy Ganster	Ed Specialist - Other : School Improvement Plan
Kimberly Clarke	Elementary School Teacher - Regular Education : School Improvement Plan
Kathryn Glaze	Elementary School Teacher - Regular Education : School Improvement Plan
Bradley Greth	Elementary School Teacher - Regular Education : School Improvement Plan
Karen Osika	Elementary School Teacher - Regular Education : School Improvement Plan
Kirsten Stankiewicz	Elementary School Teacher - Regular Education : School Improvement Plan
Brynn Hollywood	Elementary School Teacher - Special Education : School Improvement Plan
Christina Foehl	Intermediate Unit Staff Member
Neferteria Corner	Parent : School Improvement Plan

# 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
- District web page
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences

### **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/monitored through assistance of 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
Christina Foehl	4/18/2017 12:00:00 AM	In person, by email, by phone
Jennifer Murray and JuliAnne Kline	2/21/2017 12:00:00 AM	in person

### 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.

As we review the academic assessments we have included supplementary materials to aid in the reading acquisition process. The school is utilizing Reading A-Z for Kindergarten through 3rd grade and the American Reading Company for 4th & 5th grades.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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 administered 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 I	\$390701.00

State/Local Grant Program	Amount of Grant
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

According to the 2015-2016 PSSA results, Tenth and Green Elementary School has an **attendance rate** of 94.75%.

### Accomplishment #2:

The 2016-2017 DIBELS data in grade 3 indicates that the **average overall word count in ORF increases** from September to January as follows: 3rd grade increased from 56.5 to 64.9.

### Accomplishment #3:

The 2016-2017 DIBELS in grade 3 indicates that the **overall average accuracy on ORF** increased from the Beginning to Middle benchmarks as follows: grade 3 increased from 81.2% to 90.3%.

### Accomplishment #4:

The 2016-2017 IRLA data for grades 4 and 5 showed 1.25 and .83 years growth in reading (fluency and comprehension) from September 2016 to January 2017.

## School Concerns

### Concern #1:

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

### Concern #2:

On the 2015-2016 PSSA's, 75 % of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

### Concern #3:

On the 2015-2016 PSSA's, 53.57% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

### Concern #4:

The 2016-2017 DIBELS indicates that in grade 3 the benchmark goals were not met for words correct per minute and accuracy:

<b><u>DIBELS Testing</u></b> <b><u>Period</u></b>	<b><u>3rd</u></b> <b><u>Goal</u></b>	<b><u>Actual</u></b>
Beginning Word Count	<b>70</b>	56.5
Beginning Accuracy	<b>95.0%</b>	81.2%
Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

On the 2015-2016 PSSA's, 75 % of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

On the 2015-2016 PSSA's, 53.57% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

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Beginning Word Count	<b>70</b>	56.5
Beginning Accuracy	<b>95.0%</b>	81.2%
Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

**Systemic Challenge #2** (*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:**

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

On the 2015-2016 PSSA's, 75 % of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

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Beginning Word Count	<b>70</b>	56.5
Beginning Accuracy	<b>95.0%</b>	81.2%

Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

**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:**

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

On the 2015-2016 PSSA's, 75 % of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

On the 2015-2016 PSSA's, 53.57% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

The 2016-2017 DIBELS indicates that in grade 3 the benchmark goals were not met for words correct per minute and accuracy:

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Beginning Word Count	<b>70</b>	56.5
Beginning Accuracy	<b>95.0%</b>	81.2%
Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

**Systemic Challenge #4** (*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:**

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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Beginning Word Count	<b>70</b>	56.5
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Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

**Systemic Challenge #5** (*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:**

On the 2015-2016 PSSA's, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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On the 2015-2016 PSSA's, 75 % of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

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Middle Word Count	<b>86</b>	64.9
Middle Accuracy	<b>96.0%</b>	90.3%

# 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 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: Administrative Walk-throughs

Specific Targets: Classroom teachers will have consistent literacy tasks in place during the 90 minute uninterrupted reading block.

Type: Annual

Data Source: PSSA Reading

Specific Targets: Data will indicate a 6% increase in student growth among the historically low achieving group in both Reading as demonstrated by PVAAS data.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: By mid-year, there will be a 5% increase of students achieving core in Math and Reading.

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS scores will reflect a year or more growth in grades 4 and 5 in both Reading and Math.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Students in grades 4 and 5 will show an increase of at least half a year's growth by mid-year.

Type: Annual

Data Source: Student Learning Objectives

Specific Targets: For the annual rating 90% of staff will meet the requirements of their SLOs.

Type: Annual

Data Source: PVAAS

Specific Targets: Data will indicate in student growth among the historically low achieving group by 6% in Math as demonstrated by PVAAS data.

Type: Interim

Data Source: Go Math Benchmarks

Specific Targets: Increase proficiency scores in Math from September 2017 through January 2018 by 5% on Go Math Benchmarks for 3rd, 4th & 5th grades.

Type: Annual

Data Source: PVAAS Reading Data

Specific Targets: PVAAS Reading Data will indicate that students in grades 4 & 5 are making a year's growth or more annually.

Type: Interim

Data Source: American Reading Company Benchmarks

Specific Targets: Students will show growth of at least .5 growth per year in Reading progress (fluency and comprehension) from September 2017 to January 2018 in grades 3,4, & 5.

## ***Strategies:***

### ***Differentiating Instruction***

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf); Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33); WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf); Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

### ***Data Team and Data Analysis Procedures***

#### **Description:**

Each grade level will meet on a weekly basis to assess data to determine student strengths and weaknesses. Data will be used to to plan lessons designed to meet student needs.

**SAS Alignment:** Assessment, Instruction



### *Consistent use of tasks that foster literacy independence*

**Description:**

Consistent implementation 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. Teachers will use the IRLA and Reading A-Z resources to identify gaps.

**SAS Alignment:** Instruction

### *Professional Learning Communities*

**Description:**

A protocol for teachers and administrators to work collaboratively to focus on student learning and 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:** Curriculum Framework, Instruction, Standards, Assessment

### *Implementation Steps:*

### *Professional Development on Literacy Tasks*

**Description:**

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

Evidence of Implementation: Professional development agendas and materials, Teacher use of Daily 5 & Listening Centers

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

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

**Supported Strategies:**

- Differentiating Instruction
- Consistent use of tasks that foster literacy independence

### *Structuring literacy tasks*

**Description:**

Teachers will determine literacy tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as research-based program assessments, Benchmark Assessments, district recommended literacy assessments, and classroom 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.

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

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

**Supported Strategies:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

### *Establishment of a time frame for literacy tasks*

**Description:**

Teachers will schedule a time frame during the uninterrupted Language Arts Block to implement the literacy tasks.

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

**Start Date:** 8/25/2014      **End Date:** 9/26/2014

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

**Supported Strategies:**

- Differentiating Instruction

- Consistent use of tasks that foster literacy independence

### *Monitoring for consistent implementation of literacy tasks school-wide*

#### **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 of Implementation:*** observations

**Start Date:** 9/29/2014      **End Date:** 6/30/2017

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

#### **Supported Strategies:**

- Differentiating Instruction
- Consistent use of tasks that foster literacy independence

### *Development of professional learning teams*

#### **Description:**

Teachers will be given the opportunity to collaborate and plan with their colleagues as we implement consistent literacy tasks. They will participate in both vertical teams and grade level teams. Vertical teams will be established at the beginning of school year. Consideration will be given to the experience, personalities, and abilities of teachers when creating the teams. Primary teams will be comprised of K, 1, and 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:** 10/31/2014

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

**Supported Strategies:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

*Schedule monthly meetings for professional learning teams***Description:**

Meeting schedule will be based on RSD PD schedule starting 09/2016 and communicated to teachers on the August inservice days.

**Evidence of Implementation:** Meeting schedules and calendars

**Start Date:** 8/25/2014      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

*Establish protocols to structure discussions at professional learning team meetings***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:** 10/24/2014

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

**Supported Strategies:**

- Data Team and Data Analysis Procedures
- Professional Learning Communities

*Evaluating the effectiveness of the literacy tasks***Description:**

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring (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. Adjustments will be made to the tasks if they are shown not to be effective.

**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, Student Services

**Supported Strategies:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

*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 teachers when creating the teams.

Evidence:

Vertical team roster

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Professional Learning Communities

*Schedules reflect that each grade level has a common time to meet as a PLC*

**Description:**

During the scheduling process, grade levels will have common specials (art, music, phys ed and library) at least two times a week to allow for time for grade levels to meet. Also, the third Monday of each month will be for grade level meetings to discuss data.

Evidence of Implementation: PLC meeting notes will indicate that grade levels have met to discuss instruction

**Start Date:** 7/1/2014    **End Date:** 8/18/2014

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

**Supported Strategies:**

- Professional Learning Communities

*Structuring of Data Analysis*

**Description:**

Monthly PLC meetings to 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:** 7/10/2015

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

**Supported Strategies:**

- Professional Learning Communities

### *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:** 10/1/2014

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

**Supported Strategies:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures

**Goal #2:** 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: PVAAS

Specific Targets: Data will indicate in student growth among historically low achieving group by 6% in Math as demonstrated by PVAAS data.

Type: Interim

Data Source: Go Math Benchmarks

Specific Targets: Increase proficiency scores in Math from September 2017 through January 2018 by 5% on Go Math Benchmarks for 3rd, 4th, and 5th grades.

Type: Annual

Data Source: PVAAS Reading Data

Specific Targets: PVAAS Data will indicate that the students in grades 4 and 5 are making one year's growth or more annually.

Type: Interim

Data Source: American Reading Company Benchmarks

Specific Targets: Students will show growth of at least .5 growth per year in reading progress (fluency and comprehension) from September 2017 to January 2018 for grades 3, 4, and 5.

## ***Strategies:***

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

#### **Description:**

A protocol for teachers and administrators to work collaboratively to focus on student learning and 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:** Curriculum Framework, Instruction, Standards, Assessment

### ***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\\_Mod](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Mod)



[eration.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

### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

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

### *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

### ***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 teachers when creating the teams.

Evidence:

Vertical team roster

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Professional Learning Communities

### *Pacing and Lesson Planning based on District Curriculum: Elementary English Language Arts*

**Description:**

Curriculum Mapping Elementary English Language Arts - District will provide curriculum maps to be used. Shared agreement will be formed regarding assessments. Scope and Sequence Documents will be prepared; Pacing Guides written and vetted by Buildings. Evidence of Implementation: Elementary English/Language Arts curriculum.

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

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum
- Professional Learning Communities

### *Teacher Professional Development of Revised Elementary English Language Arts*

**Description:**

Teacher training on implementation of revised Elementary Language Arts curriculum and implementation in elementary classrooms. Evidence of Implementation: Progressional Development schedule/Teacher Lesson Plans

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Reading Across the Curriculum

### *Pacing and Lesson Planning based on District Curriculum: Elementary Mathematics*

**Description:**

Curriculum Mapping Elementary Mathematics - District will provide curriculum maps to be used as basis of discussion in PLCs. Shared agreement will be formed regarding assessments; Scope and Sequence Documents will be prepared; Pacing Guides written and vetted by Buildings. Evidence of Implementation: Elementary Mathematics Curriculum.

**Start Date:** 6/29/2015    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Reading Across the Curriculum
- Professional Learning Communities

### *Technology Implementation*

**Description:**

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

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Implement Integrated Literacy Block***Description:**

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Information on 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:** 6/30/2018

**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:** 6/30/2017

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

**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 discipline referrals on a yearly basis.

Type: Interim

Data Source: Discipline Data

Specific Targets: There will be a 5% decrease in discipline referrals between September 2017 and January 2018.

Type: Interim

Data Source: Parent Tracking Data

Specific Targets: Parent attendance at November conferences will remain between 90-100% for all classroom teachers.

Type: Annual

Data Source: Student Attendance Data

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

Type: Interim

Data Source: Perception Surveys (student, parent, teacher)

Specific Targets: Results of the survey will increase positively from the beginning of the year to the end.

Type: Annual

Data Source: Parent Tracking Data

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

## ***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. This will be done through daily lessons from the Leader in Me and monthly character assemblies.

**SAS Alignment:** Safe and Supportive Schools

### ***Positive School-Wide Behavior Plan***

#### **Description:**

Tenth and Green Elementary School will implement a Positive School-wide Behavior Plan that will include consistent rules and expectations for students in various school contexts (ex. classroom, hallways, cafeteria, playground, etc.). These expectations will be consistently reinforced with positive rewards and/or incentives both at the classroom and school-wide levels.

**SAS Alignment:** Safe and Supportive Schools

### ***Response to Intervention and Instruction (RTII)***

#### **Description:**

The RTII model provides a structure to identify and address the needs of our most at-risk students. Screening, diagnostic and progress monitoring assessments will be used to identify students and their individual academic needs as well as to monitor the effectiveness of the interventions used. The goal of the RTII model is to ensure all interventions are documented and attempted accurately before

a referral for evaluation to Special Ed programs. The child study protocol will be part of the RTII system.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Assigning Mentors to Students*

#### **Description:**

Research confirms what we know anecdotally or intuitively — that mentoring works.

The 2013 study “The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles,” examined mentoring program relationships, experiences and benefits for higher-risk youth, and among the findings determined:

- The strongest program benefit, and most consistent across risk groups, was a reduction in depressive symptoms — a particularly noteworthy finding given that almost one in four youth reported worrisome levels of these symptoms at baseline.
- Findings also suggested gains in social acceptance, academic attitudes and grades.
- In addition to benefits in specific domains, mentored youth also experienced gains in a greater number of outcomes than youth in the comparison group.

Overall, the study’s results suggest that mentoring programs can be beneficial for youth with a broad range of backgrounds and characteristics. We will assign a staff member to “families” of students. They will meet once a month to get to know and support each other.

**SAS Alignment:** Safe and Supportive Schools

### *Crisis Response Planning*

#### **Description:**

Schools are well-organized systems that function with great efficiency under normal conditions. During a crisis, however, schools face unusual demands. While maintaining day-to-day operations, they must adapt to unexpected and unpredictable influences. Both school staff members and students will be personally affected by the crisis. Therefore, at the time of a crisis it is very difficult for a school to organize an effective crisis intervention response and still maintain the required long-range perspective. For schools to effectively address the many issues that typically arise during a crisis, a preplanned, systematic organizational model to direct decisions is essential. To be effective, a school's crisis response model must anticipate the results of a crisis and identify the ways it will affect individuals and the community. This includes identifying and preparing for the typical reactions of young people of all ages. In addition, the model must identify and plan how to use the broad range of skills and knowledge represented by those

on the school crisis response team, including those of collaborating professions, such as mental health and law enforcement. Finally, the crisis response model must anticipate the future needs of the school population and develop plans to meet those needs.

**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

### *Migrant Education Support*

**Description:**

Foster our collaborative partnership with Migrant Education of the Pennsylvania Department of Education to identify, nurture, and support our migrant students and their parents through staff mentorship, student breakfast/homework club, and parent ESL lessons.

**SAS Alignment:** Safe and Supportive Schools

### *Informing Parents of School Activities*

**Description:**

The 10G staff will inform parents of all on-going and future activities through the monthly calendars, the school and district website, Twitter, and through the One Call system. Parents are also informed on a daily basis during arrival and dismissal by classroom and support staff.

**SAS Alignment:** Safe and Supportive Schools

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

### *Character Education Review*



**Description:**

- Continue our relationship with Glad Tidings Church for monthly character education programs and incentives.
- Implement the Leader in Me process for all staff and students.
- Books with lessons will be provided to teachers on how to implement character education into their classrooms.
- Meet with grade-level or Lighthouse Action Committees to discuss different activities being done in classrooms so ideas can be shared among faculty.

**Evidence:**

- Notes taken at grade-level, action committees, and monthly faculty meetings. Activities done through staff committee work.

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

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

**Supported Strategies:**

- Character Education

*Teaching Character Traits***Description:**

- Principal and AP will maintain open communication with Glad Tidings to determine order of the monthly character traits.
- Teachers will be provided with materials to create classroom lessons on character traits.
- Teachers will use materials provided and come up with 1 lesson a month that meet the needs of the students in their classrooms to teach the specific monthly trait.

**Evidence:**

- Character trait lesson plans
- Informal walk-throughs could be done during lessons
- Students will begin to demonstrate traits on a regular basis both in and out of the classrooms

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

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

**Supported Strategies:**

- Character Education

*Establish a time frame within the schedule for character education lessons***Description:**

- Character education assemblies will be held once a month school-wide
- Classroom-based character education lessons should occur once a month.
- There will be 9 specific monthly character traits taught throughout the year.

**Evidence:**

- Walk-throughs to make sure staff is teaching the monthly traits
- Lesson plans stating dates and times lessons are being taught

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Character Education

*Monitoring effectiveness of character education***Description:**

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

**Evidence**

- Students will be recognized on a character counts bulletin board or through character posters
- School staff will recognize students on a daily basis who exemplifies the character traits that have been taught

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Character Education

### *Evaluating effectiveness of character education*

**Description:**

- Teachers will observe these traits in their own classrooms.

Evidence:

- Examine referral data

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Character Education

### *Professional Development in Positive School-Wide Behavior Plans*

**Description:**

Training will provide research and evidence supporting the use of school-wide positive behavior models such as the Leader in Me. It will also provide teachers with examples of programs that have been used successfully in other schools. Teachers will understand the importance of consistent responses to positive behaviors as well as how to respond to negative student behaviors in a respectful manner. Emphasis will be placed on the need for modeling and instruction in appropriate school behaviors. Evidence of Implementation: Agenda and session handouts, evaluations

**Start Date:** 5/5/2014    **End Date:** 10/31/2017

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan

*Establish a Positive School-wide Behavior Committee***Description:**

The committee will work together to: 1. establish the school-wide rules and expectations for student behavior, 2. develop a system for monitoring and tracking student behavior, 3. develop a system to positively reinforce student behaviors including a balance of extrinsic and intrinsic motivators and school-wide assemblies, 4. establish a method of communication to inform parents of how their children behave in school. The team will also collect data to monitor effectiveness of the plan and make adjustments to the plan as needed.

**Evidence of Implementation:** Committee meeting notes, rules and expectations, tracking system, calendar of school-wide events, communication notes to parents.

**Start Date:** 4/21/2014    **End Date:** 9/30/2015

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan

*Communicate the School-Wide Positive Behavior Plan to Students and Parents***Description:**

Students will learn about the School-Wide Positive Behavior Plan during the first few weeks of school through direct instruction in the classroom as well as during a beginning of the year assembly with the school principal. Parents will be informed of the plan through grade level newsletters, a One Call phone call and at Open House.

**Evidence of Implementation:** Handouts/ppts from the presentations with students and parents, grade level newsletter

**Start Date:** 8/18/2014    **End Date:** 10/31/2017

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan

### *Monitor Effectiveness of the School-Wide Positive Behavior Plan*

**Description:**

The School-Wide Positive Behavior committee will collect data (ex. # of students participating in incentive programs, discipline referrals, suspensions, etc.) to determine the effectiveness of the plan and make adjustments as needed. The team will meet on a monthly basis.

Evidence of Implementation: Data collection worksheets, data statistics, agendas/notes from team meetings

**Start Date:** 5/5/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan

### *Establish a schedule for RTII Implementation*

**Description:**

The master schedule will have time built in for daily intervention instruction. The teacher calendar will include assessment windows, data digs, and intervention schedules. The teacher calendar will be distributed at the beginning of the school year.

**Start Date:** 8/1/2014    **End Date:** 9/1/2015

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

**Supported Strategies:**

- Response to Intervention and Instruction (RTII)

### *Consistent Implementation of Evidence-Based Reading Interventions*

**Description:**

Teachers will use evidence-based programs to provide consistent gap-skill instruction to students who have been identified as needing Reading Intervention. The Reading Specialist, ESL teachers, special teachers, the classroom teachers and para-professionals will instruct the at-risk students during scheduled intervention times. Teachers will be responsible for monitoring the progress of students to determine the effectiveness of the programs and restructure groups to meet student needs.

Evidence of Implementation: Lesson plans, intervention schedules, and student assessment results

**Start Date:** 8/18/2014      **End Date:** 6/30/2017

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

**Supported Strategies:**

- Response to Intervention and Instruction (RTII)

### *Establish and Implement a Child Study Protocol*

**Description:**

Those students who are not making progress in RTII will be referred to the Child Study Team. The Child Study Core Team will consist of the Principal, AP, guidance counselor, a SpEd teacher, an ESL teacher, a primary and intermediate classroom teacher, the psychologist, and the Reading Specialist. The Core Team will develop the Child Study Protocols including: referral, schedule, meeting protocols, monitoring systems, and develop intervention strategies for the classroom. A member of the Core Team will then meet with the student, parent and classroom teacher to develop an academic or behavioral plan for the student.

**Start Date:** 8/18/2014      **End Date:** 6/30/2017

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

**Supported Strategies:**

- Response to Intervention and Instruction (RTII)

### *Establish a Mentoring Program*

**Description:**

A student mentoring program will be established using all 10G staff as mentors for all students. The mentoring groups will be called families. Mentors will meet with students during monthly meeting (held during 1 hour late start schedule) on school grounds to talk about school performance, student interests, behaviors, etc.

**Start Date:** 6/6/2016     **End Date:** 6/30/2017

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

**Supported Strategies:**

- Assigning Mentors to Students

### *Establish a Crisis Response Planning Committee*

**Description:**

A team including teachers and school staff members will be established to re-write and continually update the crisis response plan for the building. The crisis response plan will be developed using information provided from FEMA, PDE and other agencies specializing in school crisis management.

**Start Date:** 2/3/2014     **End Date:** 6/30/2017

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

**Supported Strategies:**

- Crisis Response Planning

### *Communicate and Practice the Crisis Response Plan*

**Description:**

Once the plan has been developed, it will be shared with all teachers, faculty, students and parents in a variety of ways (ex. in writing, presentations, direct instruction, etc.) Regular drills will be scheduled and implemented to give faculty

and students the opportunity to practice safe crisis response strategies. After each drill the administration will debrief with faculty and revise the plan according to feedback.

**Start Date:** 8/18/2014    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Crisis Response Planning

### *Family Activities*

**Description:**

Establish family activities that will allow the parents to feel welcomed into the school. The events could include Fall Festival, classroom visitations. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event. Also, establishing activities for parents and students to work on collaboratively in the home and be displayed at school.

**Start Date:** 9/1/2015    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan
- Parental Involvement

### *Informing Parents of Family Activities*

**Description:**

The staff will inform students and their families of any family activities by -

- classroom announcements
- monthly calendars
- event flyers
- class Dojo sites
- texts



- phone calls

**Start Date:** 4/1/2015    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Positive School-Wide Behavior Plan
- Parental Involvement

### *Implement and Evaluate the Families Mentoring Program*

**Description:**

The 10G Families Mentoring Program will be implemented starting in September 2016. The program will be evaluated with a decrease in monthly disciplinary referrals.

**Start Date:** 9/12/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Assigning Mentors to Students

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: Differentiating Instruction Strategy #2: Consistent use of tasks that foster literacy independence	
Start	End	Title			Description			
8/25/2014	6/30/2018	Professional Development on Literacy Tasks			Professional development will be provided on effective literacy tasks based upon reading independently, reading with a partner, listening to reading, writing and word work. Professional development will also include the implementation, management and sustainment of the literacy tasks.			
					Evidence of Implementation: Professional development agendas and materials, Teacher use of Daily 5 & Listening Centers			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Principal	2.5	2	15	Reading School District	American Reading Company	No
Knowledge		Teachers were trained on the use of American Reading Company Foundational Skills Kits with the leveled readers to provide support for reading acquisition. Teachers were trained on Reading A-Z.						
Supportive Research		In a 2014 Study conducted by Measurement Incorporated the validity and reliability of the IRLA formative assessment framework was affirmed by practitioners and researchers alike.						

**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 leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

<b>Training Format</b>		Series of Workshops	
<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5)
	Principals / Asst. Principals Paraprofessional		
<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.
	Analysis of student work, with administrator and/or peers		Standardized student assessment data other than the PSSA

Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring

Classroom student assessment data  
Review of written reports  
summarizing instructional activity

<b>LEA Goals Addressed:</b>	<p><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></p> <p><b>Strategy #1: Differentiating Instruction</b> <b>Strategy #2: Data Team and Data Analysis Procedures</b></p>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
8/25/2014	10/1/2014	Kindergarten Entry Inventory Assessment	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.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Administrators	6.0	2	6	PATTAN	PaTTAN	Yes

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<b>Knowledge</b>	Teachers trained were able to complete the KEI for all of their students each year following the initial training in 2014.
<b>Supportive Research</b>	This research comes through the Office of Child Development and Early Learning for PDE.
<b>Designed to Accomplish</b>	

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	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.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

### Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
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.
	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion		Standardized student assessment data other than the PSSA

Joint planning period  
activities

<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: Reading Across the Curriculum</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
8/18/2014	6/30/2017	Teacher Professional Development of Revised Elementary English Language Arts	Teacher training on implementation of revised Elementary Language Arts curriculum and implementation in elementary classrooms. Evidence of Implementation: Progressional Development schedule/Teacher 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 Curriculum ; Elementary Principals; and teachers	2.5	2	15	Reading School District	American Reading Company	No	

### **Knowledge**

Teachers will be trained on the American Reading Company's 100 Step Program. Teachers will learn how to assess students' reading levels, prescribe strategies for improving the individual student reading levels, and improve their abilities to teach reading skills.

### **Supportive Research**

Longitudinal and quasi-experimental studies have demonstrated ARC's ability to empower teachers to close the achievement gap and improve student reading achievement. And in a 2014 study conducted by Measurement Incorporated, the validity and reliability of the IRLA formative assessment framework was affirmed by practitioners and independent reviewers alike.

The effectiveness of ARC's 100 BOOK Challenge has been featured in a wide range of studies, including a 2008 study of Philadelphia "Beat the Odds" schools highlighting 100 Book Challenge use as part of program success. Additional studies measured the impact of 100 Book Challenge on nearly 1,500 students in Baltimore County and nearly 16,000 students in Philadelphia, affirming its ability to close the achievement gap. The 100 BOOK Challenge was positively reviewed in 2006 by the Florida Center for Reading Research and was identified as having no weaknesses.

### 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.

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.

Series of Workshops

### Training Format

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional	<b>Grade Levels</b> Elementary - Intermediate (grades 2-5)
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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	<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.
	Analysis of student work, with administrator and/or peers		Standardized student assessment data other than the PSSA
	Creating lessons to meet varied student learning styles		Classroom student assessment data

<b>LEA Goals Addressed:</b>	<b>Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.</b>	<b>Strategy #1: Positive School-Wide Behavior Plan</b>
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Start	End	Title	Description						
5/5/2014	10/31/2017	Professional Development in Positive School-Wide Behavior Plans	Training will provide research and evidence supporting the use of school-wide positive behavior models such as the Leader in Me. It will also provide teachers with examples of programs that have been used successfully in other schools. Teachers will understand the importance of consistent responses to positive behaviors as well as how to respond to negative student behaviors in a respectful manner. Emphasis will be placed on the need for modeling and instruction in appropriate school behaviors. Evidence of Implementation: Agenda and session handouts, evaluations						
			Person Responsible	SH	S	EP	Provider	Type	App.
			Principal and Assistant Principal	6	3	40	Franklin Covey Institute	FranklinCovey Institute	No

**Knowledge**

The staff will be trained in August of 2015 on the Leader in Me by the FranklinCovey Institute Consultants. Staff will learn the 7 Habits of Highly Effective People. They will learn how to teach the habits to students and how



to incorporate the leadership strategies in classroom, school, and community activities.

**Supportive Research**

Research done by the University of Rochester, the University of Alberta, the FranklinCovey Education Practice have found connections to the program and positive growth in student outcomes for systemic reform, positive school change, and social emotional learning. Further research on early socio-emotional functioning by the American Journal of Public Health, the Center for Children & Families at Brookings, and the University of Chicago show the positive gains for students' cognitive abilities with the teaching of social competencies.

**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.  
Empowers educators to work effectively with parents and community partners.

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

**Training Format** Series of Workshops  
Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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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 Peer-to-peer lesson discussion	<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. Portfolio Increase in the number of student and family activities during and after the school day.
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# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Tenth & Green 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 Tenth & Green 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.**

This past year we had many successes. We implemented our Leader in Me mentoring program "families". We implemented an Acceleration period for all grades K-5th where groups are fluid and data is analyzed to determine placement. We completed purchasing the mobile ActivPanels for our small group instructional areas. Our family activities were well attended and supported.

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

We continue to struggle academically. With our new literacy schedule through K-5th grade we should begin to see a positive change in our students' literacy rates. Our teachers currently understand the need for centers instruction for both Reading and math. This should greatly improve our agility with student progress. We continue to struggle with District support for students with an IEP.

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

Currently there are no revisions as we are in the final year of the plan. We changed one date - for technology upgrades as we were continuing to purchase items for staff as we wait for the technology upgrade that the district has planned for us in the Summer of 2017.

## 2015-2016 Improvement Evaluation

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

This past year has been exemplary in many ways. Despite the new PSSA exam the school was able to demonstrate growth for students in grades 4 and 5. The staff was able to accommodate a new Reading Program - the American Reading Company for grades 4 and 5. They also created many diverse activities for the students: Leader in Me training for all staff and students, monthly faculty team building activities, the addition of our Kindergarten Alvernia Abuelas, a Fall Festival, participation in the Citadel's Spooktacular, Fall Field Day, Career Day, Fall Food Drive, Red Ribbon Week, Staff Secret Santa, Holiday Shop/activities for families, Read Across America Week, Spirit Week, PSSA Pep Rally, Student v. Teacher Basketball Game, Reggie Dabbs visit, PATHS classes for grades 1-5, Ready,Set,Read -Grade 2, college field trips for 4 grades, numerous staff potlucks, staff birthday celebrations, 5th grade daily announcements, hallway displays, chorus connections with middle schools, grade level book buddies/lunch buddies, Crossroads assemblies, school windows themed for each month, Green Team clean up, and our 1st Parent Palooza. The year's not over yet. The final month will see us celebrate with gratitude at our Friends of 10th & Green dinner.

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

Two areas of concern involve the difficulties with district support in areas with high turnover of staff: Special Education and Human Resources.

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

Recently revised initiatives include School Wide Positive System as we've incorporated both PATHS and Leader in Me to help our students understand the thinking behind their actions.

## **2014-2015 Improvement Evaluation**

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

In the first year of the plan the principal and staff were able to create partnerships with at least 30 organizations in support of the students and families. The principal and staff were able to create an emergency operations manual for the building. They were able to create vertical as well as horizontal teams. They began the child study process. They initiated discussions with FranklinCovey on the Leader in Me.

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

In terms of continuing areas of concern the lack of a district wide curricula is daunting. Also, the constant change in material resources is a concern as well. Just when staff have figured out the program, textbook series, or equipment; it's changed. The staff attempt to align the courses to the PA Standards and the Common Core but without an established fully articulated pre-k to 12th grade program of studies with materials listing that is difficult. Reliable materials and resources are a concern. There needs to be an established calendar for review and renewal of all curricular materials.

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

The child study process has been revised to include biweekly meetings that include the administration, counselor, and teachers to discuss progress monitoring of students. Information is routinely reviewed and acted upon in a timely manner. The School wide Positive Behavior Support system is being revised with the adoption of the Leader in Me. This is a transformative model that will enable all aspects of socio-emotional learning to impact academic growth as well as to enable career planning for our students.