Thirteenth & Green El Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Thirteenth & Green El Sch

501 N 13th St
Reading, PA 19604
(610)371-5766

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kevin Collins
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
Jasmin Sanchez-Lopez	Administrator
Kevin Collins	Building Principal : School Improvement Plan
Correta Davis	Community Representative
Glenda Alcaraz	Ed Specialist - Other
Christine Reichardt	Elementary School Teacher - Special Education
Gail Porazza	Intermediate Unit Staff Member
Indaira Santos	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

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

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

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

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o High Levels of Community and Parent Involvement

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

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

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

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

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

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

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

  - o Provide ongoing mechanisms for family and community engagement

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

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

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

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

Assurance 13

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

- School web site

- School newsletter

- District's annual report

- District report card

- 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.

- Monthly PTO meetings

- Regular Title 1 meetings

- Parent-Teacher Conferences

- Home-school visits

- 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

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.

This narrative is empty.

Provider	Meeting Date	Type of Assistance

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.

We have data summits twice per year to analyze data and make instructional decisions.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes

Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
ARC and Science Curriculum	$260670.00

State/Local Grant Program	Amount of Grant
Building Allocation	$50450.00

Needs Assessment

School Accomplishments

Accomplishment #1:
We had a 97% participation rate on the 2015-2016 PSSA

Accomplishment #2:
The PVAAS 3 year average for 5th grade Math is blue.The bottom two quintiles for grade 5 are blue.The ELA 3 year average is green.

Accomplishment #3:
Daily attendance rate is between 92% and 96%

Accomplishment #4:
The PVAAS DAta for grade 4 Math showed the 2nd and 3rd quintiles as green. In ELA quintiles 2 and 4 are green.

School Concerns

Concern #1:
Inconsistent proficiency levels in reading and math among all grade levels.

Concern #2:
Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Concern #3:
Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Concern #4:
Writing is a huge concern across all grade levels.

Concern #5:
Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

Concern #6:

There is a huge need for Social Skills Instruction for all of our students.

Our Child Study Process needs to be rethought. The timing of the meetings was not conducive to everyones busy schedules.

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:**
>
> Inconsistent proficiency levels in reading and math among all grade levels.
>
> Increased academic gap between the "all student" group and ELL subgroup in reading and math.
>
> Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.
>
> Writing is a huge concern across all grade levels.
>
> Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.
>
> There is a huge need for Social Skills Instruction for all of our students.

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:**

Inconsistent proficiency levels in reading and math among all grade levels.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Writing is a huge concern across all grade levels.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

There is a huge need for Social Skills Instruction for all of our students.

Our Child Study Process needs to be rethought. The timing of the meetings was not conducive to everyones busy schedules.

Systemic Challenge #3 *(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.

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:

Inconsistent proficiency levels in reading and math among all grade levels.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

Our Child Study Process needs to be rethought. The timing of the meetings was not conducive to everyones busy schedules.

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:

Inconsistent proficiency levels in reading and math among all grade levels.

Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

There is a huge need for Social Skills Instruction for all of our students.

Our Child Study Process needs to be rethought. The timing of the meetings was not conducive to everyones busy schedules.

School Level Plan

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: Annual
Data Source: Pennsylvania State Student Assessment (PSSA)
Specific Targets: We will reduce the number of below basic kids by 10% while increasing the combined numbers of Proficient and Basic kids by 10% as well.

Type: Interim
Data Source: Benchmark testing and Progress Monitoring
Specific Targets: There will be a ten percent reduction in the number of intensive students from the baseline to the second test administration and each successive administration. The number of Intensive Students will decrease by 50% from first to last test administration.

Strategies:

Targeted differentiated instruction to meet their needs through best practices

Description:

Identify focus standards and/or learning goals not attained by each individual student and provide targeted differentiated instruction to meet their needs through best practices. Purchased professional publications specifically focused on classroom instruction and student engagement will be utilized during professional developments in the building, individual professional development in response to informal/formal observations and books studies. In addition, we will modify the schedule to make our Special Education and ELA teachers' time more effective and in essence create larger blocks of time for them to meet with students.

SAS Alignment: Standards, Instruction, Materials & Resources

Decreasing the Learning Gap

Description:

Data driven student placement is a strategy that will ensure that the students will receive the most consistent instruction in the least restrictive environment while working towards decreasing the learning gap. Thirteenth and Green Elementary school will use several data sources. Teachers, Guidance, and administration will collaborate to create and manage class lists while maintaining equity of access and resources for all students. The purpose of this strategy is to enable teachers more quality student/teacher time to differentiate instruction and expand on teacher resources through grade-level sharing/planning.

SAS Alignment: Instruction

Reading Across the Curriculum

Description:

Students will read both Fiction and Non-Fiction grade leveled text. Students will be reading a variety of texts across not only different genres biut different subject areas as well. Studnets will be required to read at least one hour per day to increase their reading stamina and give them access to a variety of content topics.

SAS Alignment: Instruction, Materials & Resources

Students will receive lessons on Social Skills

Description:

Social Skills Lesons will become a part of our school culture. A Committee will work over the summer to develop a year long curriculum for implementation across all grade levels.

SAS Alignment: None selected

Grade Level/Content Area Common Planning

Description:

Common Planning will occur once per cycle. Instructional Fidelity/ sharing of resources/ data analysis will be the focus of these meetings.

SAS Alignment: None selected

Provide high interest/ relevent reading material to all grade levels that students can read independently.

Description:

To develop a love of reading, students need high quality reading material that they can access independently.

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

Implementation Steps:

Data Summit

Description:

During professional development, introduce the plan to teachers and staff and present resources and data to ensure understanding and foster buy-in. Evidence of Implementation: Professional development agenda and resources on data analysis.The teachers will use data to inform their instruction in the classroom. Every teacher will keep a data binder thar must be updated frequesntly with new data. Data will also be shared once per month at Common Planning Meetings.

Start Date: 8/25/2016   **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Decreasing the Learning Gap

Data Team Meetings

Description:

Collaborate with grade-level teams, reading Specialist, ELA, and Special education teachers to determine valuable data points that would enable us to create data driven class lists, which would allow us to begin decreasing the learning gap within each classroom. Evidence of Implementation: A data collection Document that allows teachers to gather the data from the chosen data points to be analyzed. The data collection documents will drive studnet placements. Historically underperforming students will increase PSSA scores by 10%

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Decreasing the Learning Gap
- Grade Level/Content Area Common Planning

Scheduling and class assignments

Description:

Review the collected data points including the PSSA data from the current year to formulate 2015-2016 class lists. Evidence of Implementation: Updated class list for the 2015-2016 school year.

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices
- Decreasing the Learning Gap
- Students will receive lessons on Social Skills

Professional Development on Data Analysis

Description:

Teacher training on data analysis and effective differentiated strategies for 2016-2017 year. Evidence of Implementation: Progress monitoring, continued data point documentation, and lesson plans. Reading Achievement for historically underperforming studnets will increase by 10% on 2017 PSSA's

Start Date: 8/1/2014   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Decreasing the Learning Gap
- Provide high interest/ relevent reading material to all grade levels that students can read independently.

Professional Development focusing on differentiated instruction

Description:

Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program

Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Start Date: 8/27/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

Conduct walk-through's with a focus on differentiated instruction

Description:

Description: Building administration/teachers will conduct informal walk through's focusing on differentiated instruction and take part in debriefing sessions discussing the observational template; imparting professional reflections to development diferentiation further.

Indicator of Implementation: Informal/formal observations, walk-through's, walk-through template, post observation feedback session, scaffolding supports

Start Date: 8/26/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

Gather and Analyze Benchmark Data

Description:

Description: Data reports will be analyzed by classroom teachers and grade level teams to guide best practices, specifically for small group and differentiation.

Indicator of Implementation: data reports, individual and grade level data meetings with teachers, walk-through template, observations and vertical alignment of data to identify curriculum gaps.

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices
- Grade Level/Content Area Common Planning

Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.

Description:

Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: Increases in individual student achievement based on local and benchmark assessments. Student intervention will be provided, in part, by the formation of small groups. These groups will be formed based on data from teacher conferencing and use of the IRLA leveling tool. Students will be accurately leveled which will allow them to progress at their own pace. Intensive students will have an additional intervention period with the Reading Specialist, Special Education Teacher, ESL Resource Teacher, Educational Assistants. All students will increase their reading level by one year according to the IRLA.

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

- Grade Level/Content Area Common Planning
- Provide high interest/ relevent reading material to all grade levels that students can read independently.

Evaluate the academic and/or behavior modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to The Child Study Team team for analysis. Additional diagnostic testing will be performed to provide more data for students. In addition, teachers in conjunction with the ESAP/Child Study team will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals. In addition student interventions will be tracked and monitored for effectiveness.Progress will be measured through a decrease in signifigant behaviors or increase/ decrease in Benchmark Achievement.

Start Date: 8/25/2016   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

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. Student achievement on PSSA's will increase by 10% for ELA.

Start Date: 6/29/2015   **End Date:** 6/30/2019

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

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices
- Decreasing the Learning Gap
- Reading Across the Curriculum

Use Common Benchmark Assessments

Description:

All students will utilze a research-based assessment aligned with Common Core. Benchmark data will be gathered and analyzed quarterly in common planning meetings and information will be shared among staff that share students.

Start Date: 8/25/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices
- Decreasing the Learning Gap

Goal #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

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark assessments, Teacher observations- Student achievement, IRLA Growth

Specific Targets: Overall student achievement on Benchmark test will increase by 10% with each test administration. In addition 80% of students will show a .25 year of growth for each quarter for a total of at least a years growth as measured by the IRLA.

Type: Annual

Data Source: PVAAS Data

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

Strategies:

Implementing differentiated instruction through data analysis.

Description:

Monitor the implementation of differentiated instruction through data analysis. Data will be examined frequently to provide timely and appropriate interventions. In addition, we will implement differentiated groups using data from our benchmark testing and other data groups. We will use research based resources to intervene and give students the individualized instruction that best suits their needs.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Gather and analyze data to monitor student progress and adjust instructional practices

Description:

Gather and analyze data to monitor student progress and adjust instructional practices. Data sources include benchmark testing, progress monitoring, weekly and unit reading assessments. We will also implement data meetings to meet with each teacher and look at their student data and current instructional practices within their classroom.

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

Child Study Process

Description:

Teachers will follow the schoolwide Elementary Student Assistance Program procedures. We will meet weekly to discuss students that are not finding success in the clasroom and look at appropriate intervention to bridge deficit skills. Child Study will be conducted during Common Planning Meetings to include and provide a voice to all educators.

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

Implementation Steps:

Professional Development focusing on differentiated instruction

Description:

Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program

Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Start Date: 8/27/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- Gather and analyze data to monitor student progress and adjust instructional practices

Conduct walk-through's with a focus on differentiated instruction

Description:

Description: Building administration/teachers will conduct informal walk through's focusing on differentiated instruction and take part in debriefing sessions discussing the observational template; imparting professional reflections to development diferentiation further.

Indicator of Implementation: Informal/formal observations, walk-through's, walk-through template, post observation feedback session, scaffolding supports

Start Date: 8/26/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Gather and analyze data to monitor student progress and adjust instructional practices

Analyze data collected from walk-through's

Description:

Description: School personnel will be afforded the opportunities to complete walk throughs as heterogeneous teams among various grade levels. A walk through template will be provided with the focus on differentiation, student engagement, data driven instruction and classroom environment.

Indicator of Implementation: Data meeting agenda and minutes, assessment data, individual teacher meetings with administrative team and grade level meeting documents will be logged . Common areas of need will be discussed for Professional Development

Start Date: 8/25/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Gather and analyze data to monitor student progress and adjust instructional practices

Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.

Description:

Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: Increases in individual student achievement based on local and benchmark assessments. Student intervention will be provided, in part, by the formation of small groups. These groups will be formed based on data from

teacher conferencing and use of the IRLA leveling tool. Students will be accurately leveled which will allow them to progress at their own pace. Intensive students will have an additional intervention period with the Reading Specialist, Special Education Teacher, ESL Resource Teacher, Educational Assistants. All students will increase their reading level by one year according to the IRLA.

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Gather and analyze data to monitor student progress and adjust instructional practices
- Child Study Process

Evaluate the academic and/or behavior modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to The Child Study Team team for analysis. Additional diagnostic testing will be performed to provide more data for students. In addition, teachers in conjunction with the ESAP/Child Study team will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals. In addition student interventions will be tracked and monitored for effectiveness.Progress will be measured through a decrease in signifigant behaviors or increase/ decrease in Benchmark Achievement.

Start Date: 8/25/2016   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- Child Study Process

Goal #3: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher data binders, achievement on benchmark tests

Specific Targets: Teachers will own their own data. Teacher data binders will be a direct reflection of students' referrals to child study. Instructional practices will also be based on student data. Special Education and ELL Students will increase their scores by 10% on each test administration.

Strategies:

Targeted differentiated instruction to meet their needs through best practices

Description:

Identify focus standards and/or learning goals not attained by each individual student and provide targeted differentiated instruction to meet their needs through best practices. Purchased professional publications specifically focused on classroom instruction and student engagement will be utilized during professional developments in the building, individual professional development in response to informal/formal observations and books studies. In addition, we will modify the schedule to make our Special Education and ELA teachers' time more effective and in essence create larger blocks of time for them to meet with students.

SAS Alignment: Standards, Instruction, Materials & Resources

Implementing differentiated instruction through data analysis.

Description:

Monitor the implementation of differentiated instruction through data analysis. Data will be examined frequently to provide timely and appropriate interventions. In addition, we will implement differentiated groups using data from our benchmark testing and other data groups. We will use research based resources to intervene and give students the individualized instruction that best suits their needs.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Child Study Process

Description:

Teachers will follow the schoolwide Elementary Student Assistance Program procedures. We will meet weekly to discuss students that are not finding success in the clasroom and look at appropriate intervention to bridge deficit skills. Child Study will be conducted during Common Planning Meetings to include and provide a voice to all educators.

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

Parental Involvement

Description:

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

SAS Alignment: None selected

Departmentalizing grades 4 and 5

Description:

Students in grades 4 and 5 are generally mature enough to handle having more than one content teacher.Through departmentalizing, our teachers will be utilized more effectively to realize a greater impact on student achievement.

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

Co-Teaching for ESL and Special Education

Description:

The co-teaching model will be implemented with the idea of pooling together of our resources to have a larger impact on student achievement.

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

School Wide Positive Behavior Plan

Description:

There is a school wide incentive program for students that display positive behaviors that promote academic success.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Professional Development focusing on differentiated instruction

Description:

Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program

Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Start Date: 8/27/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

Conduct walk-through's with a focus on differentiated instruction

Description:

Description: Building administration/teachers will conduct informal walk through's focusing on differentiated instruction and take part in debriefing sessions

discussing the observational template; imparting professional reflections
to development diferentiation further.

Indicator of Implementation: Informal/formal observations, walk-through's, walk-through template, post observation feedback session, scaffolding supports

Start Date: 8/26/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

Teachers will identify focus standards and/or learning goals not attained by each individual student and provide targeted instruction to meet their needs.

Description:

Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: local assessments, observations, and walk-through's. After each round of district assessments, teachers will gather and analyze data to drive instruction on an individual, small or whole group basis.Student progress in Reading and Math will be assessed by quarterly Benchmark Assessments. Student Benchamark scores will increase by 10% with each administration.

Start Date: 9/3/2016   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- Departmentalizing grades 4 and 5

Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.

Description:

Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: Increases in individual student achievement based on local and benchmark assessments. Student intervention will be provided, in part, by the formation of small groups. These groups will be formed based on data from teacher conferencing and use of the IRLA leveling tool. Students will be accurately leveled which will allow them to progress at their own pace. Intensive students will have an additional intervention period with the Reading Specialist, Special Education Teacher, ESL Resource Teacher, Educational Assistants. All students will increase their reading level by one year according to the IRLA.

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices
- Child Study Process
- Departmentalizing grades 4 and 5
- School Wide Positive Behavior Plan

Implement specific academic and/or behavioral modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to Elementary Student Assistance Program team.   In addition, teachers will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Increase in student learning outcomes and reaching the academic/behavioral goals

Start Date: 5/15/2015   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- Child Study Process

- School Wide Positive Behavior Plan

Evaluate the academic and/or behavior modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to The Child Study Team team for analysis. Additional diagnostic testing will be performed to provide more data for students. In addition, teachers in conjunction with the ESAP/Child Study team will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals. In addition student interventions will be tracked and monitored for effectiveness.Progress will be measured through a decrease in signifigant behaviors or increase/ decrease in Benchmark Achievement.

Start Date: 8/25/2016   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Implementing differentiated instruction through data analysis.

Family Activities

Description:

Establish family activities that will allow the parents 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. Parent perception will be measured by surveys given in the beginning of the year and towards the end of the school year.

Start Date: 9/1/2015   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Appendix: Professional Development Implementation Step Details

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: Decreasing the Learning Gap

Start	End	Title	Description
8/25/2016	6/30/2019	Data Summit	During professional development, introduce the plan to teachers and staff and present resources and data to ensure understanding and foster buy-in. Evidence of Implementation: Professional development agenda and resources on data analysis.The teachers will use data to inform their instruction in the classroom. Every teacher will keep a data binder thar must be updated frequesntly with new data. Data will also be shared once per month at Common Planning Meetings.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principal, Reading Specialist	2.5	2	40	School Administration/Leadership Team	School Entity	No

Knowledge	Teachers will better understand how to analyze data to drive their instruction and increase student achievement. Teachers will examine trends in the data and work in teams to come up with a plan on how to addresss the needs.
Supportive Research	All student instruction should be data driven. Instruction needs to be differentiated, using data, and designed for each individual student

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.

Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

Standardized student assessment
data other than the PSSA
Classroom student assessment data

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: Decreasing the Learning Gap Strategy #2: Provide high interest/ relevent reading material to all grade levels that students can read independently.

Start	End	Title	Description
8/1/2014	6/30/2019	Professional Development on Data Analysis	Teacher training on data analysis and effective differentiated strategies for 2016-2017 year. Evidence of Implementation: Progress monitoring, continued data point documentation, and lesson plans. Reading Achievement for historically underperforming studnets will increase by 10% on 2017 PSSA's

Person Responsible	SH	S	EP	Provider	Type	App.
Principal, Assistant Principal, Reading Specialist, Teachers	2.5	1	40	Administration/ Reading Specialist	School Entity	No

Knowledge Teachers will learn how to search/run reports from various data points to inform instruction.

Supportive Research Classroom instruction should be driven by data and designed for each individual student.

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.

Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation

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

activities

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: Targeted differentiated instruction to meet their needs through best practices
	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	
	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.	

Start	End	Title	Description
8/27/2015	6/30/2019	Professional Development focusing on differentiated instruction	Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program

Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through |

template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal/ Assistant Principal, Leadership Team, Teachers and District Resources	1.0	5	5	American Reading Company	Private	No

Knowledge

Teachers will learn how to better use the IRLA as a tool to level studnets and diagnose student areas of weakness. TEachers will then provide appropiate intervention to studnets based on their learning goal derived from the IRLA.

Supportive Research

Education is not one size fits all. Instruction must be differentiated to meet students at their level.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

    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.

Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Related Service Personnel	**Grade Levels**	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity School Pace

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	Strategy #1: Implementing differentiated instruction through data analysis. Strategy #2: Gather and analyze data to monitor student progress and adjust instructional practices

Pennsylvania Framework for Teaching

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

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.

Start	End	Title	Description
8/27/2015	6/30/2019	Professional Development focusing on differentiated instruction	Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal/ Assistant Principal, Leadership Team, Teachers and District Resources	1.0	5	5	American Reading Company	Private	No

Knowledge	Teachers will learn how to better use the IRLA as a tool to level studnets and diagnose student areas of

weakness. TEachers will then provide appropiate intervention to studnets based on their learning goal derived from the IRLA.

Supportive Research

Education is not one size fits all. Instruction must be differentiated to meet students at their level.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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.

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Related Service Personnel	**Grade Levels**	Elementary - Intermediate (grades 2-5)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	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 Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity School Pace

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** **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** **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**	**Strategy #1: Targeted differentiated instruction to meet their needs through best practices**

and continuous school improvement.

Start	End	Title	Description
8/27/2015	6/30/2019	Professional Development focusing on differentiated instruction	Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulatives will be purchased to continue differentiating learning stations in math. The ARC Coach/ School Team will provide training/ support to teachers implementing the ARC Program Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports. In addition all students will inccrease their reading level by one full grade level as measured by the IRLA.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal/ Assistant Principal, Leadership Team, Teachers and District Resources	1.0	5	5	American Reading Company	Private	No

Knowledge	Teachers will learn how to better use the IRLA as a tool to level studnets and diagnose student areas of weakness. TEachers will then provide appropiate intervention to studnets based on their learning goal derived from the IRLA.
Supportive Research	Education is not one size fits all. Instruction must be differentiated to meet students at their level.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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.

Instructs the leader in managing resources for effective results.

Training Format	Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals Related Service Personnel	**Grade Levels**	Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	**Evaluation Methods**	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 Standardized student assessment

Peer-to-peer lesson discussion

data other than the PSSA

Classroom student assessment data

Review of written reports summarizing instructional activity

School Pace

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Thirteenth & 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 Thirteenth & 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

2016-2017 Improvement Evaluation

Describe the success from the past year.

We have seen a number of successes from the prior year. Number one, the way that my staff collaborates during common planning has led to better instructional fidelity among classrooms with respect to the curriculum. We have also been able to make some better instructional decisions due to some of the resources/ programs that we are using for intervention. We have seen increased achievement among many of our historically underperforming students due to this.

Describe the continuing areas of concern from the past year.

We still have many students that are two or more grade levels behind. We are still struggling to identify students. The Child Study Process must improve.

Describe the initiatives that have been revised.

Some of the resources/ programs that we used last year for grades 4 and 5 have been successful. We are now looking to roll these down to the lower grade levels.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The school schedule was revised to better allow more interaction/collaboration/ intervention time between classroom teachers, reading specialists, Special Education Teachers, ESL Teachers, and educational assistants. In addition, we have improved our Child Study process by meeting weekly and providing more immediate interventions for students that are struggling academically and behaviorally. An intervention plan is developed for each student and monitored and adjusted frequently.

Describe the continuing areas of concern from the past year.

Writing is still a huge concern. Our students still continue to struggle with writing as more analytical and complex writing modes are presented such as Text Dependent Analysis. We are also losing our Advanced Students and students in the Upper Proficiency levels in Reading and Math.

Describe the initiatives that have been revised.

Teachers have been afforded common planning time every week to plan collaboratively and ensure thaty lessons are delivered with fidelity within grade levels. We have also been successful at differentiating instruction for students and providing increased reading practice at students' independent reading levels.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

I can't effectively assess the sucess of the prior plan. I am a new principal to this building as of this year. I am unaware if all of the strategies were implemented or even monitored with fidelity. From a pure data standpoint, I can say that some of strategies need to be updated or changed. I don't have any answers, however, to why particular startegies may not have been effective.

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

There is still inconsistent instructional pratice within the building. In addition, the ESAP process still needs to remain a focus as this is crucial to the success of our students. The way that teachers gather, monitor, and use student data still is an area of improvement as well.

Describe the initiatives that have been revised.

The ESAP Process will occur on a consistent basis and include a diverse team of educators. Teachers will use data to inform instructional decisions and be held accountable.