

Twelfth & Marion El Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Twelfth & Marion El Sch

1200 N 12th St
Reading, PA 19604
(610)371-5788

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Robinette Armstrong
Superintendent: Khalid Mumin

Stakeholder Involvement

Name	Role
Robinette Armstrong	Building Principal : School Improvement Plan
Kelly Cockrum	Building Principal : School Improvement Plan
Andrew Son	Community Representative
Chris Lynch	Ed Specialist - School Counselor
Janet Jackson	Ed Specialist - School Nurse : School Improvement Plan
Cynthia Hiryak	Elementary School Teacher - Regular Education
Barbara Hoffman	Elementary School Teacher - Regular Education
Sharon Majesky	Elementary School Teacher - Regular Education
Judy Treichler	Elementary School Teacher - Regular Education
Kate Hardy	Elementary School Teacher - Special Education
Christina Foehl	Intermediate Unit Staff Member
Awilda Brea	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

- 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 report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- 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 required consistent strategies that are used district-wide.

The Teacher and learning Leadership Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.

- Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.
- Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.
- The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title 1 plans.

Provider	Meeting Date	Type of Assistance
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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.

The teachers create and use common assessments and the results of these assessments are analyzed. The teachers modify instruction based on the assessment data. Three times a year Benchmark assessments are given and action plans are developed to address the needs of the struggling learners.

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

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

Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Title 1 Funds	\$410845.00
State and Local Fund	\$48033.00

State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

There was evidence that the percentage of students scoring Basic in Reading decreased from 16% to 14% of the student population from 2014/2015 to 2015/2016.

Accomplishment #2:

There is evidence that the percentage of students who scored Basic in Math decreased from 16% to 13% of the student population from 2014/2015 to 2015/2016.

School Concerns

Concern #1:

There is evidence that the percentage of students scoring Proficient in Reading has decreased from 12% to 10% of the student population from 2014/2015 to 2015/2016.

Concern #2:

There is evidence that the percentage of students scoring Basic in Reading has increased from 18% to 21% of the student population from 2014/2015 to 2015/2016.

Concern #3:

There is evidence that the percentage of students scoring Below Basic in Math has increased from 18% to 35% of the student population from 2014/2015 to 2015/2016.

Concern #4:

There is evidence that the percentage of students scoring Proficient in Math has decreased from 5% to 4% of the student population from 2014/2015 to 2015/2016.

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:

There is evidence that the percentage of students scoring Proficient in Reading has decreased from 12% to 10% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Basic in Reading has increased from 18% to 21% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Below Basic in Math has increased from 18% to 35% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Proficient in Math has decreased from 5% to 4% of the student population from 2014/2015 to 2015/2016.

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

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.

Systemic Challenge #4 (*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:

There is evidence that the percentage of students scoring Proficient in Reading has decreased from 12% to 10% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Basic in Reading has increased from 18% to 21% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Below Basic in Math has increased from 18% to 35% of the student population from 2014/2015 to 2015/2016.

There is evidence that the percentage of students scoring Proficient in Math has decreased from 5% to 4% of the student population from 2014/2015 to 2015/2016.

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Dibels

Specific Targets: Student performance on local assessments will show one year of growth as teachers create and implement lesson plans which are in alignment with the standards aligned curriculum.

Type: Annual

Data Source: PSSA

Specific Targets: There will be a 6% increase for students achieving proficiency in both math and reading

Type: Interim

Data Source: Dibels, Study Island Benchmarks

Specific Targets: The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

Strategies:

Create and use common assessments aligned to the PA Common Core Standards.

Description:

Common assessments will be used by grade level teams. Examples of common assessments that will be used are Dibels, PSSA, Study Island Benchmarks, as well as teacher made assessments.

SAS Alignment: Standards, Assessment

Implementation Steps:

Follow District Assessment Schedule

Description:

12th and Marion will use the assessment schedule created at the district level.

Start Date: 6/29/2015 **End Date:** 8/21/2017

Program Area(s):

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

Create Data Summit Schedule

Description:

A schedule will be developed providing time for Data Summits throughout the year. These will be held on both faculty meeting days as well as Act 80 days.

Start Date: 6/29/2015 **End Date:** 8/21/2017

Program Area(s):

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

Action plans will be developed

Description:

After analyzing data, teachers will create action plans to address the academic needs of the students. These plans will include indicators of effectiveness.

Start Date: 6/29/2015 **End Date:** 8/21/2017

Program Area(s):

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

Professional Development on Assessment Literacy

Description:

Teachers will be given professional development in the area of Assessment Literacy.

Start Date: 8/28/2017 **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

Modify assessments to align with standards

Description:

Teachers will work in grade level groups to modify assessment to align with state standards

Start Date: 6/29/2015 **End Date:** 8/28/2017

Program Area(s):

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

Schedule time for assessment writing

Description:

A schedule will be created to allow teachers time to write assessments.

Start Date: 4/24/2017 **End Date:** 8/28/2017

Program Area(s):

Supported Strategies:

- Create and use common assessments aligned to the PA Common Core Standards.

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

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Dibels

Specific Targets: Student performance on local assessments will show one year of growth as teachers create and implement effective instructional practices.

Type: Annual

Data Source: PSSA

Specific Targets: There will be a 6% increase for students achieving proficiency in both math and reading.

Type: Interim

Data Source: Dibels, Study Island Benchmarks

Specific Targets: The percentage of student scoring basic or below basic will decrease by 10% on each test administered.

Strategies:

Informal walk-throughs and formal observations to be conducted

Description:

Informal walk-throughs and formal observations will be conducted regularly to ensure that effective instructional practices are being implemented in all classrooms.

SAS Alignment: Instruction

Professional Development on Effective Instructional Practices

Description:

Teachers will be offered professional development in the area of effective instructional practices.

SAS Alignment: Instruction

Peer visitation

Description:

Time and coverage will be provided for teachers who wish to visit other classrooms to see effective instructional practices being implemented.

SAS Alignment: Instruction

Implementation Steps:

Create formal observation roster and schedule

Description:

The teachers getting a formal observation will be divided among the two administrators and a schedule for observations will be created.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s):

Supported Strategies:

- Informal walk-throughs and formal observations to be conducted

Schedule Professional Development on Effective Instructional Practices

Description:

Act 80 Days and Monday meeting days will be used to deliver professional development on effective instructional practices.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development on Effective Instructional Practices

*Professional Development on Inclusion***Description:**

Professional Development will be provided in the area of inclusion as it applies to Special Education students and English Language Learners in the regular education classroom.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Development on Effective Instructional Practices

*Coverage for Peer Visitation***Description:**

Teachers will be able to either use their prep time or be provided coverage so that they can visit colleagues to observe effective instructional practices.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s): Professional Education

Supported Strategies:

- Peer visitation

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: Safe Schools Report

Specific Targets: At year's end there will be a reduction of the number of out of school suspensions by 10%.

Type: Annual

Data Source: Safe Schools Report

Specific Targets: At year's end there will be a reduction in the number of In School Suspensions by 10%.

Type: Interim

Data Source: Parent Activity Sign In Sheets

Specific Targets: The number of parents who attend the monthly Family Engagement Activities will increase by 25%.

Strategies:

Monthly Activities as Incentive for Students With Good Behavior

Description:

Students will have the opportunity to earn and attend monthly activities. They will know in advance what they are working toward.

SAS Alignment: Safe and Supportive Schools

Creation of a School-Wide Positive Incentive Program

Description:

Teachers will develop a positive reward system to use with the students at 12th & Marion.

SAS Alignment: Safe and Supportive Schools

Monthly Family Engagement Activities

Description:

Activities will be held at least once a month to educate and engage parents and families.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

No Place for Hate assemblies

Description:

Students will participate in the three No Place for Hate assemblies each year.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s):

Supported Strategies: None selected

Planning for monthly activities

Description:

Teachers will use Act 80 days and Monday Meeting days to plan the activities for the year.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s):**Supported Strategies:**

- Monthly Activities as Incentive for Students With Good Behavior

*Advertise the monthly activities***Description:**

Monthly activities will be published in the student agendas. They will be posted on the school sign. Students in after school clubs will make posters to advertise each month's event.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s):**Supported Strategies:**

- Monthly Activities as Incentive for Students With Good Behavior

*Schedule time to create School-Wide Positive Behavior Incentive Program***Description:**

Teachers will use time over the summer to work on creating a School-Wide Positive Behavior Incentive Program.

Start Date: 6/12/2017 **End Date:** 8/28/2017

Program Area(s):**Supported Strategies:**

- Creation of a School-Wide Positive Incentive Program

*Schedule time for planning of monthly Family Engagement Activities***Description:**

Teachers will use time on Act 80 days to plan the monthly activity. Each grade will take responsibility for a different month.

Start Date: 8/28/2017 **End Date:** 6/7/2018

Program Area(s):

Supported Strategies:

- Monthly Family Engagement Activities

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Twelfth & Marion El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Twelfth & Marion 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 Twelfth & Marion 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.

The percentage of students scoring Below Basic in Math has decreased as well as the percentage of students scoring Basic in Reading.

12th & Marion continues to hold the designation of a "No Place For Hate".

The Yocum Institute has hosted a program for Fourth Grade called Neighborhood Bridges which incorporates Reading, Writing, Storytelling and Acting.

The American Reading Company 100 book Challenge continues to be a success in Fourth and Fifth grade.

Describe the continuing areas of concern from the past year.

There continues to be concern of the PSSA scores not increasing in Advanced and Proficient in all subjects.

Concern is growing over the number of students that are reading below grade level based on the IRLA test given in Fourth and Fifth grade.

Describe the initiatives that have been revised.

Books and teaching materials have been purchased so that the teachers will be able to intervene in the area of grade level reading. The American Reading Company 100 Book Challenge is being incorporated into First through Fifth grade rather than just Fourth and Fifth.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The Child Study Team meetings continue to have a positive impact on student learning and behaviors. Standardized technology has been implemented in every classroom further enhancing the educational environment. Classroom visits have been implemented to document the evidence of the Seven Principles of Culturally Responsive Classrooms. Walk throughs continue to monitor that teacher practices are respectful and effective.

Academic growth in 5th grade continues to be increasing.

12th & Marion is still designated as "No Place for Hate" for the third year. The Council on Chemical Abuse has been implementing an anti bullying program called "Too Good for Violence."

Describe the continuing areas of concern from the past year.

There continues to be a weakness in the area of an aligned curriculum. Academic growth in 4th grade has not improved.

Describe the initiatives that have been revised.

The district is moving away from the RTii model toward an MTSS model of intervention and support.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Grade level teams met consistently during Monday early dismissals; new math program was implemented in grades K-5 in order to meet the more vigorous demands of the PA Common Core State Standards; out dated technology hardware has been updated to provide better access in the classroom for all students; we have been designated No Place for Hate for the second year, and primary grades received I-pad training to be able to empower the teachers to utilize them in their instruction.

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

Additional professional development is needed to fully implement the Go Math Program and meet the PA CCSS; differentiated professional development on technology is needed for the up and coming school year; child study team needs to be implemented in order to provide appropriate RTii; and administrative walk throughs will be conducted on a regular basis in order to ensure that teacher practices are respectful and affective.

Describe the initiatives that have been revised.

Professional Development will be differentiated to meet the needs of all teachers in contrast to a generic program overview, templates are being created to track administrative walk throughs and professional growth and student engagement, grade level teams will be clustered in order to provide additional opportunities for targeted intervention and specialists support; the implementation for a more progressive child study team will assist the teachers in meeting the need of RTii.