Tyson-Schoener El Sch

# School Improvement Plan

07/01/2014 - 06/30/2018

*Improvement Revision 2016-2017 : Submitted On 06/27/2016*

# School Profile

## Demographics

### Tyson-Schoener El Sch

315 S 5th St
Reading, PA 19602
(610)371-5951

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Salvador Sepulveda
Superintendent: Khalid Mumin

## Stakeholder Involvement

| Name | Role |
|---|---|
| Samantha Frees | Administrator : School Improvement Plan |
| Salvador Sepulveda | Building Principal : School Improvement Plan |
| Shannae VanWyngarden | Community Representative : School Improvement Plan |
| Jodi Charnigo | Ed Specialist - Other : School Improvement Plan |
| Billie Jo Long-Grohol | Ed Specialist - Other : School Improvement Plan |
| Lauren Salvatore | Ed Specialist - Other : School Improvement Plan |
| Tiffany Zimoulis | Ed Specialist - School Counselor : School Improvement Plan |
| Justin Storch | Elementary School Teacher - Regular Education : School Improvement Plan |
| Tracey Therrien | Elementary School Teacher - Regular Education : School Improvement Plan |
| Stephanie Firing | Elementary School Teacher - Special Education : School Improvement Plan |
| Kathleen Hannon | Elementary School Teacher - Special Education : School Improvement Plan |
| Michelle Petrizzo | Elementary School Teacher - Special Education : School Improvement Plan |
| Connie Skipper | Intermediate Unit Staff Member |
| Brunhilda Cardona | Parent : School Improvement Plan |

# 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:

    o Clear and Shared Focus

    o High Standards and Expectations

    o Effective Leadership

    o High Levels of Collaboration and Communication

    o 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 web page
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- 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
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences

**Assurance for Priority Schools (Annually Updated SIP)**

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

No

# Coordination of Programs

**Technical Assistance**

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

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

All schools are offered assistance with the creation of their Schoolwide Plans. Central Administration staff attend planning meetings as requested, read plans and offer input as they are being drafted, and read the final copies for completeness and accuracy to ensure that the school's individual needs are being addressed, while following the required consistent strategies that are used district-wide. The Teaching and Learning Leadership Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.
* Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.
* Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and LEarning.
* The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title I plans.

| Provider | Meeting Date | Type of Assistance |
|----------|--------------|--------------------|
|          |              |                    |

**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.

Study Island assessments are given throughout the year in 3rd 4th and 5th grade. Dibels testing is done in all grades. The teachers are part of administering the tests. After testing results are gathered, there is a data summit with teachers. At this time, grade level teams plan how to address student deficits in the classroom using best instructional practices. The data results are also used to group students for interventions according to individual needs.

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, Science, Title I, Title II, Title III | $463545.00 |

| State/Local Grant Program | Amount of Grant |
|---|---|
| General Funds/Building Allocation | $49950.00 |

# Needs Assessment

## School Accomplishments

### Accomplishment #1:

Attendance for the 15-16 school year ended at 94.37%. As of March 29, 2017 attendance is at 94.31%.

### Accomplishment #2:

PVAAS growth measure over grades relative to standards for PA academic growth in ELA was green in 2016.

### Accomplishment #3:

PVAAS growth measure in 5th grade ELA in 2016 showed significant evidence that the school exceeded Pennsylvania academic growth average.

### Accomplishment #4:

PVAAS 3 year average growth measure in 5th grade ELA shows moderate evidence that the school exceeded our annual academic growth expectations (blue) between the years of 2013-2016.

### Accomplishment #5:

PVAAS growth measure for Math across grade levels shows evidence that the school met the annual academic growth expectations in 2016.

### Accomplishment #6:

PVAAS growth measures for Science increased from significant evidence that the school did not meet standards, to moderate evidence that the school did not meet standards for 2016 (From -35% to -21.8%).

### Accomplishment #7:

Overall number of discipline referrals has decreased from 672 referrals for the 2015-2016 school year to a total of 398 referrals for the 2016-2017 school year as of March 29, 2017. These numbers include truancy referrals.

### Accomplishment #8:

There is a 2.5% decrease in the number of discipline referrals for IEP students.

# School Concerns

### Concern #1:
PVAAS 2014 growth measure in Science was in the red at -57.9.  PVAAS 2015 growth measure in Science was in the red at -35.  PVAAS 2016 growth measure in Science was in the yellow -21.8%.  PVAAS 3 year average is -38.2%.

### Concern #2:
The 2016 PVAAS 3 year growth average for Math was in the red at -1.5%.

### Concern #3:
2015-2016 PSSA advanced and proficient scores were less than 50% (Math: 7.78%, Reading: 18.42%, Science: 35.11%).

### Concern #4:
In the 2016-2017 school year (as of March 29, 2017), there were 83 suspensions out of 147 referrals (56.5%).  Of the 83 total suspensions, 45 were out - of - school suspensions and 38 were in-school suspensions.

### Concern #5:
According to SchoolPace data, in 4th and 5th grade 5.1% are on target for reading on grade level.

### Concern #6:
PA School Performance school profile achievement: building level academic score from 54.9% in 2014-2015 to 48.4% in 2015-2016.

### Concern #7:
According to DIBEL data, in September 2016 to January 2017, First grade went from 30.4% intensive to 49.4% intensives and 51.9% core to 40.5% core.

# 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:**

PVAAS 2014 growth measure in Science was in the red at -57.9.  PVAAS 2015 growth measure in Science was in the red at -35.  PVAAS 2016 growth measure in Science was in the yellow -21.8%.   PVAAS 3 year average is -38.2%.

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The 2016 PVAAS 3 year growth average for Math was in the red at -1.5%.

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2015-2016 PSSA advanced and proficient scores were less than 50% (Math: 7.78%, Reading: 18.42%, Science: 35.11%).

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According to SchoolPace data, in 4th and 5th grade 5.1% are on target for reading on grade level.

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PA School Performance school profile achievement: building level academic score from 54.9% in 2014-2015 to 48.4% in 2015-2016.

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According to DIBEL data, in September 2016 to January 2017, First grade went from 30.4% intensive to 49.4% intensives and 51.9% core to 40.5% core.

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

PVAAS 2014 growth measure in Science was in the red at -57.9.  PVAAS 2015 growth measure in Science was in the red at -35.  PVAAS 2016 growth measure in Science was in the yellow -21.8%.   PVAAS 3 year average is -38.2%.
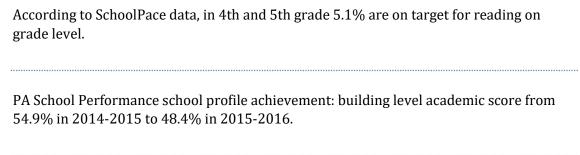
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PA School Performance school profile achievement: building level academic score from 54.9% in 2014-2015 to 48.4% in 2015-2016.

According to DIBEL data, in September 2016 to January 2017, First grade went from 30.4% intensive to 49.4% intensives and 51.9% core to 40.5% core.

**Systemic Challenge #3** *(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:

According to SchoolPace data, in 4th and 5th grade 5.1% are on target for reading on grade level.

PA School Performance school profile achievement: building level academic score from 54.9% in 2014-2015 to 48.4% in 2015-2016.

According to DIBEL data, in September 2016 to January 2017, First grade went from 30.4% intensive to 49.4% intensives and 51.9% core to 40.5% core.

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

### Aligned Concerns:

In the 2016-2017 school year (as of March 29, 2017), there were 83 suspensions out of 147 referrals (56.5%). Of the 83 total suspensions, 45 were out - of - school suspensions and 38 were in-school suspensions.

**Systemic Challenge #5** *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

In the 2016-2017 school year (as of March 29, 2017), there were 83 suspensions out of 147 referrals (56.5%).  Of the 83 total suspensions, 45 were out - of - school suspensions and 38 were in-school suspensions.

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

# 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: PSSA

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

Type: Interim

Data Source: Study Island (3,4,5), DIBELS (K-5), and ARC (4,5)

Specific Targets: Students will show a half year's growth each semester.

### *Strategies:*

### *Vertical PLCs*

**Description:**

Professional Learning Communities across grade levels to show each other what is being utilized throughout each grade level.

Professional Learning Communities across grade levels to show each other what is being taught and assessed in each grade level.

These vertical PLCs will incorporate all grade levels/classrooms, including our self-contained classrooms.

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

## *Integrating Technology*

**Description:**

Integrating technology continues to be an area of need. Teachers feel that they are lacking technological skills.

**SAS Alignment:** Materials & Resources

## *Walk Throughs/Observations*

**Description:**

Building principals will complete walk throughs/observations to ensure that teachers are using research-based strategies and best practices that are consistent across the building.

**SAS Alignment:** Assessment, Instruction

# **Implementation Steps:**

## *Design a schedule for vertical PLCs to meet*

**Description:**

Teachers will be given time to work as vertical PLCs to align teaching practices across grade levels.

**Start Date:** 8/22/2016     **End Date:** 6/30/2017

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

**Supported Strategies:**

- Vertical PLCs

## *Implement vertical PLCs*

**Description:**

During vertical PLCs, teachers will share ideas/strategies/activities that are working within the classroom.

**Start Date:** 9/5/2016  **End Date:** 6/30/2018

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

**Supported Strategies:**

- Vertical PLCs

## *Create resource binders/anchor charts to be used by all grade levels*

**Description:**

Teachers will create data/resource binders with scope and sequence for each grade level to be used within their vertical PLCs.

**Start Date:** 11/7/2016  **End Date:** 6/30/2018

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

**Supported Strategies:**

- Vertical PLCs

## *Issue needs-based assessment for technology*

**Description:**

The building SYSOP will issue the needs-based assessment for technology use and implementation to teachers and staff within the building.

**Start Date:** 10/3/2016  **End Date:** 6/30/2017

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

**Supported Strategies:**

- Integrating Technology

## *Analyze needs-based assessment for technology*

**Description:**

The building SYSOP and administrators will analyze the needs-based assessment for technology use and implementation to determine what skills are needed within the building.

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

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

**Supported Strategies:**

- Integrating Technology

## *Provide professional development based on the needs-based assessment for technology*

**Description:**

Our SYSOP will provide professional development based on the needs-based assessment for technology use and implementation.

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

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

**Supported Strategies:**

- Integrating Technology

## *Create a Walkthrough/Observation Schedule*

**Description:**

Building principals will create walkthrough/observation schedules.

**Start Date:** 8/29/2016      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Walk Throughs/Observations

## *Complete Walkthroughs/Observations*

**Description:**

Building principals will complete walkthroughs/observations through PA-ETEP. Building principals will get into classrooms monthly and/or bimonthly depending on need.

**Start Date:** 9/5/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Walk Throughs/Observations

## *Provide feedback based on Walkthroughs/Observations*

**Description:**

Building principals will provide feedback based on Walkthroughs/Observations through PA-ETEP.

**Start Date:** 9/5/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Walk Throughs/Observations

## *Provide PD on building needs based on Walkthroughs/Observation data*

**Description:**

Building principals will provide Professional Development based on building needs.

**Start Date:** 10/3/2016     **End Date:** 6/30/2018

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

**Supported Strategies:**

- Walk Throughs/Observations

**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: Annual

Data Source: PVAAS

Specific Targets: Students will show a minimum of one year's growth annually

Type: Interim

Data Source: Study Island (3,4,5), DIBELS (K-5), ARC (4,5)

Specific Targets: The percentage of students scoring Basic or Below Basic will decrease by 10% each benchmark period.

## *Strategies:*

### *Data Analysis meetings*

**Description:**

Data analysis meetings to assess data and help create plans on how to alter instruction.

**SAS Alignment:** Assessment

*Analyzing Behavior/Discipline*

**Description:**

Building principals will track behavior/discipline throughout the year to identify problem areas.

**SAS Alignment:** Safe and Supportive Schools

## Implementation Steps:

*Administer the assessment*

**Description:**

Once an assessment has been approved by the district, teachers within the building will administer the assessment.

**Start Date:** 8/29/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Data Analysis meetings

*Analyze data*

**Description:**

Teachers will be a part of data summits.  Data summits will be planned with goals and outcomes for analyzing the data.

**Start Date:** 10/3/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Data Analysis meetings

## *Use data to guide instruction*

**Description:**

Teachers will use the information gathered at data summits to guide and/or change instruction and instructional practices/strategies.

**Start Date:** 10/3/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Data Analysis meetings

## *Create a tracking sheet for behavior and discipline referrals*

**Description:**

Building principals will create a tracking sheet for behavior and discipline referrals that can be used to analyze problem areas within the building.

**Start Date:** 8/22/2016    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Analyzing Behavior/Discipline

## *Continue Tracking Behavior/Discipline*

**Description:**

Building principals will maintain the tracking sheet to track behaviors and discipline referrals.

**Start Date:** 8/29/2016    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Analyzing Behavior/Discipline

## *Analyze behavior and discipline tracking*

**Description:**

Building principals will analyze behaviors and discipline tracking in order to identify problem areas.

**Start Date:** 10/3/2016     **End Date:** 6/30/2018

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

**Supported Strategies:**

- Analyzing Behavior/Discipline

## *Choose appropriate interventions*

**Description:**

Students who are not making adequate progress through Tier 1 instruction will be referred for additional interventions utilizing Tier 2 and Tier 3 instruction and materials.

**Start Date:** 7/1/2017     **End Date:** 6/30/2018

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

**Supported Strategies:** None selected

**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: Yearly PBIS Tracking Sheet

Specific Targets: There will be a 10% increase of students achieving the monthly incentive from the previous year.

Type: Interim

Data Source: Monthly PBIS tracking sheet

Specific Targets: There will be a 1% increase of students achieving the monthly incentive from the previous month.

## *Strategies:*

### *PBIS positive behavior program*

**Description:**

The school will implement a school wide positive behavior program.

**SAS Alignment:** Safe and Supportive Schools

### *Parental Involvement*

**Description:**

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

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

### *Analyze our current PBIS Methods*

**Description:**

Currently we have red and yellow paws, brag tags, weekly PBIS activities, monthly PBIS activities, clip charts, tickets systems, etc.  Principals and the school PBIS committee will analyze these procedures, streamline, and make changes

**Start Date:** 8/22/2016      **End Date:** 6/30/2017

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

**Supported Strategies:**

- PBIS positive behavior program

## Streamline and create a plan for PBIS

**Description:**

After analyzing our current methods, building administrators and teachers will streamline our PBIS and make a plan for the 2016-2017 school year and beyond.

**Start Date:** 8/29/2016      **End Date:** 6/30/2017

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

**Supported Strategies:**

- PBIS positive behavior program

## Introduce/Educate the staff and students on the PBIS system

**Description:**

The PBIS committee will meet periodically to review the current plan and will continue to introduce/educate students and staff on new procedures.

**Start Date:** 8/29/2016      **End Date:** 6/30/2018

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

**Supported Strategies:**

- PBIS positive behavior program

## *Plan Family Activities*

**Description:**

Establish family activities that will allow the parents to feel welcomed into the school. The events could include classroom visitations, chorus/band concerts, conferences, science family nights, and other educationally-centered family activities.

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

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

**Supported Strategies:**

- Parental Involvement

## *Promote Parent Activities*

**Description:**

Classroom teachers will promote the events. An incentive for the teacher with the highest percentage participating in each event will be awarded. Promoting events includes handing out flyers, writing events in the agenda, and discussing these events with parents and students.

**Start Date:** 8/29/2016    **End Date:** 6/30/2018

**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 a standards aligned curriculum framework across all classrooms for all students. | Strategy #1: Vertical PLCs |
| --- | --- | --- |

| Start | End | Title | Description |
| --- | --- | --- | --- |
| 9/5/2016 | 6/30/2018 | Implement vertical PLCs | During vertical PLCs, teachers will share ideas/strategies/activities that are working within the classroom. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
| --- | --- | --- | --- | --- | --- | --- |
| Building Principals and Teachers | 1.0 | 6 | 40 | Building Administration | School Entity | No |

**Knowledge**

Teachers will have the opportunity to work in vertical PLCS to discuss ideas/strategies to be used across grade levels. These meetings will also help to align the curriculum vertically.

**Supportive Research**

Teachers will have the opportunity to work in vertical PLCS to discuss ideas/strategies to be used across grade levels. These meetings will also help to align the curriculum vertically.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

| | | | |
|---|---|---|---|
| For school and district administrators, and other educators seeking leadership roles: | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. | | |
| **Training Format** | Series of Workshops<br>School  Whole Group Presentation<br>Professional Learning Communities | | |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Other educational specialists | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>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<br>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.<br>Participant survey |

| LEA Goals Addressed: | Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. | Strategy #1: Integrating Technology |
|---|---|---|

| Start | End | Title | Description |
|---|---|---|---|
| 9/12/2016 | 6/30/2018 | Provide professional development based on the needs-based assessment for technology | Our SYSOP will provide professional development based on the needs-based assessment for technology use and implementation. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| SYSOP | 1.0 | 4 | 45 | SYSOP | School Entity | No |

| **Knowledge** | Based on the replies from teachers on the technology needs-based assessment, the SYSOP will plan professional development.  These meetings will revolve around educational technology and the skills teachers need in order to use it appropriately. |
|---|---|
| **Supportive Research** | Teachers will have the opportunity to be trained on the technology that is accessible in the building in order to use it appropriately and with fidelity. |

**Designed to Accomplish**

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

administrators, and other educators seeking leadership roles:

learning.

Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops
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**

Peer-to-peer lesson discussion
Lesson modeling with mentoring

**Evaluation Methods**

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

| LEA Goals Addressed: | Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students. | Strategy #1: Walk Throughs/Observations |

| Start | End | Title | Description |
|---|---|---|---|
| 10/3/2016 | 6/30/2018 | Provide PD on building needs based on Walkthroughs/Observation data | Building principals will provide Professional Development based on building needs. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Building Principals and Leadership Team | 1.0 | 6 | 45 | Building Principals, Leadership Team, Classroom Teachers, outside agencies | School Entity | No |

**Knowledge**

Based on the needs of the school and teacher, professional development will be given at the building level to ensure consistent, research-based strategies and instruction.

**Supportive Research**

Based on the needs of the school and teacher, professional development will be given at the building level to ensure consistent, research-based strategies and instruction.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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.

| | | | |
|---|---|---|---|
| **Training Format** | Series of Workshops<br>School Whole Group Presentation<br>Professional Learning Communities | | |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional<br>Other educational specialists | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>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<br>Creating lessons to meet varied student learning styles<br>Journaling and reflecting | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Student PSSA data |

# Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Tyson-Schoener 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 Tyson-Schoener 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.**

1. Positive feedback classroom walkthrough were conducted in all classrooms.
2. Monthly PBIS program was revised and the changed show positive results.
3. Two sometimes three parent involvement activities occur every month. Attendance is good.
4. Brag tag reward system si working well and is still being used with steps in the ARC program as well as quarterly awards assemblies.
5. As of 4/6/17 suspensions have diminished from the previous year.
6. As of 4/6/17 special ed student suspensions have diminished from last year.
7. PVAAS growth has increased in some areas.
8. New discipline system is working well.
9. School climate commitee has implemented many activities to increase teacher morale.

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

1, Bullying is still a concern in 3rd, 4th, and 5th grades.
2. PSSA scores in Reading, Math, and Science have decreased in the past three years.
3. Classroom walkthroughs show a dependance on worksheets.

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

1. School wide discipline system is working well.
2. School climate committee and activities have increased teacher morale.
3. 5th grade student spend time reading to lower grade students.

## 2015-2016 Improvement Evaluation

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

1. Classroom walkthroughs were conducted in all classrooms.
2. Monthly PBIS program is a success.
3. Two parent involvement activities were conducted every month (a family activity and a student of the month lunch).
4. Successfully implementes the American Reading Company program in 4th and 5th grade.
5. Brag tag reward system.

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

1. Discipline referrals and suspensions increased this year.
2. Bullying incidents are still a school wide concern in intermediate grades.
3. PSSA scores have decreased in the past three years in Reading, Math, and Science.
4. Vertical alignment of curriculum.
5. Classroom walkthroughs are showing a decrease in instructional best practices.

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

1. Multi TierSystem of Student Assessment
2. PBIS
3. Brag tag program now includes American Readign Company.

## 2014-2015 Improvement Evaluation

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

Our school was successful with implementing The Daily 5 program in all classrooms. Our Reading and Writing scores also improved. Every classroom is now equipped with a Promethean Board and are used daily for nearly all subjects across grade levels.

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

We still need to improve our Positive Behavior Incentive System (PBIS), our data analysis protocol needs to be rewritten, and the Math and Science curriculum and test scores are a concern.

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

The following initiatives have been revised:
1.The addition of GOMath professional development
2. Additional resources for Science curriculum