Amanda E Stout El Sch

School Level Plan

07/01/2014 - 06/30/2017
School Profile

Demographics

*Amanda E Stout El Sch*

321 S 10th St
Reading, PA 19602
(610)371-5815

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

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Carmen Abreu-Grullon</td>
<td>Ed Specialist - Other</td>
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<tr>
<td>Jennifer Bertolet</td>
<td>Administrator</td>
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<tr>
<td>Jessica Chambers</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Tania Heckman</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Susan Higginson</td>
<td>Building Principal</td>
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<td>Miriam Lugo</td>
<td>Parent</td>
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<tr>
<td>Joseph McDevitt</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Sherry Milchick</td>
<td>Intermediate Unit Staff Member</td>
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<td>Melissa Moyer</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Beverly Packard</td>
<td>Community Representative</td>
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<td>Kathleen Pawlewicz</td>
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<td>Shannon Sauppee</td>
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<td>Jennifer Sell</td>
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<td>Christine Sirak</td>
<td>Ed Specialist - School Counselor</td>
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<td>Lisa Zampelli</td>
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Assurances

Title I Schools

Title I Priority or Focus Schools

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
• **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
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences
- School Improvement Brochure

**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

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes
A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOCX file uploaded.
Needs Assessment

School Accomplishments

Accomplishment #1:
PVAAS Data - Math - Evidence that 4th grade made growth and significant evidence that 5th grade made growth.

ELA - Significant evidence that both 4th and 5th made growth.

Accomplishment #2:
Attendance at Amanda Stout has always exceeded the state requirement of 90%.

School Concerns

Concern #1:
High number of incident reports are still a concern however the number of incident reports have decreased in 2013/2014

- 74 Incident Reports in 2013/2014 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)
- 156 Incident Reports in 2012/2013 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)
- 78 Incident Reports in 2011/2012 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)

Concern #2:
2014 PSSA scores showed that the IEP and LEP subgroups performed significantly lower than the ALL Students groups.
Reading | Math
---|---
All Students | 46% | 57%
IEP | 30% | 37%
LEP | 23% | 39%

**Concern #3:**
The PSSA proficiency levels for the IEP and LEP subgroups have decreased significantly over the past three years with a slight increase in 2014.

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**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:**

2014 PSSA scores showed that the IEP and LEP subgroups performed significantly lower than the ALL Students groups.
The PSSA proficiency levels for the IEP and LEP subgroups have decreased significantly over the past three years with a slight increase in 2014.

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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:

2014 PSSA scores showed that the IEP and LEP subgroups performed significantly lower than the ALL Students groups.

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### Systemic Challenge #3 (Guiding Question #6)

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

High number of incident reports are still a concern however the number of incident reports have decreased in 2013/2014

- 74 Incident Reports in 2013/2014 - (Including Disrespect/Defiance in Language or Actions, Unacceptable Actions/Inappropriate Language/Gestures/Minor Altercations and Fighting)
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**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:**

High number of incident reports are still a concern however the number of incident reports have decreased in 2013/2014

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**Systemic Challenge #5 (Guiding Question #2)** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

2014 PSSA scores showed that the IEP and LEP subgroups performed significantly lower than the ALL Students groups.

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

**Aligned Concerns:**

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**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:** Benchmark Reading and Math Assessments

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

- **Type:** Annual  
  **Data Source:** PSSA

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

- **Type:** Interim  
  **Data Source:** Benchmark Assessments

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

**Strategies:**

**Common Assessment within Grade/Subject**

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How
We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

**Reading Across the Curriculum**

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf))

SAS Alignment: Instruction

**Professional Learning Communities**

**Description:**

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

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

**Consistent Writing Plan**

**Description:**

Students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently. Students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing and instruction and practice that provides adequate time for students to write.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

**On going Professional Development for Common Core Math**

**Description:**

The district and building will provide on-going professional development to support teachers in common core math curriculum. Professional development could include technology, assessments, pedagogy, and rigor.
**SAS Alignment:** Standards, Curriculum Framework, Assessment, Instruction, Materials & Resources

**Implementation Steps:**

**Structure vertical teams**

**Description:**

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

Evidence of Implementation: Vertical team roster

**Start Date:** 8/18/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Professional Learning Communities

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

**Description:**

Meeting schedule will be developed and communicated to teachers on the August professional development days. Vertical teams will meet the second Monday of every month from 3:30 PM to 4:00 PM. Grade level teams will meet the third Monday of every month from 3:30 PM to 4:00 PM. This schedule will be included on the monthly teacher calendar.

**Start Date:** 8/18/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Professional Learning Communities
- On going Professional Development for Common Core Math
Establish protocols to structure meeting discussions

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

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

Start Date: 8/18/2014   End Date: 6/1/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities

Create a structured writing plan

Description:
Quarterly writing assignments aligned to common core expectations will be published by students in grades 1 to 5.

Start Date: 8/18/2014   End Date: 6/1/2017

Program Area(s): 

Supported Strategies:

- Consistent Writing Plan

Analyze student writing

Description:
Teachers In grade level PLCs will use analysis protocols to examine student writing. This will provide consistency in implementation of the writing plan.
Indicators of Evidence: Protocols, PLC meeting notes

**Start Date:** 8/18/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Professional Learning Communities
- Consistent Writing Plan

**Implement Integrated Literacy Block**

**Description:**

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Informational reading and writing will be the focus of the sciences, argumentative reading and writing will be the focus of social studies, and literacy development will be the focus of English language arts.

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

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

**Supported Strategies:**

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

**Use Common Benchmark Assessments**

**Description:**

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

**Start Date:** 6/1/2015  **End Date:** 8/21/2017

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

**Supported Strategies:**
• Common Assessment within Grade/Subject

Bi-monthly professional development of revised Mathematics Curriculum

Description:

Description: Teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms.

Evidence of Implementation: Professional Development Schedule and Agendas; Lesson plans

Start Date: 8/17/2015   End Date: 6/10/2016

Program Area(s): Professional Education

Supported Strategies:

• Professional Learning Communities
• On going Professional Development for Common Core Math

Technology Implementation

Description:

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

Start Date: 3/1/2014   End Date: 6/30/2016

Program Area(s): Educational Technology

Supported Strategies:

• On going Professional Development for Common Core Math

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: Interim

Data Source: Benchmark Reading and Math Assessments

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

Type: Annual

Data Source: PSSA ELA and Math

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

Type: Annual

Data Source: PVAAS

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

Type: Interim

Data Source: Benchmark Testing

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

Strategies:

Professional Learning Communities

Description:

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC’s will consist of grade level and vertical teams.
**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

**Consistent Literacy Tasks**

**Description:**

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

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

**Differentiated Instruction utilizing Data Analysis**

**Description:**

Ongoing analysis of data to inform and guide instruction.

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

**Professional Development on consistent literacy tasks**

**Description:**

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

**Evidence of Implementation:** Professional development agendas and materials

**Start Date:** 8/25/2014  **End Date:** 6/9/2017

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

**Supported Strategies:**

- Consistent Literacy Tasks
Structuring Literacy Tasks

Description:

Teachers will determine literacy tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as Benchmark Assessments, and research-based program assessments. Independent work will focus on reading and writing guided by RSD curriculum. Teachers will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work.

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

Start Date: 8/25/2014     End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Consistent Literacy Tasks

Time Frame for Literacy Tasks

Description:

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

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

Start Date: 8/25/2014     End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:
• Consistent Literacy Tasks

**Monitoring Literacy Tasks**

**Description:**

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

**Evidence of Implementation:** observations

**Start Date:** 8/25/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

• Consistent Literacy Tasks

**Evaluating Literacy Tasks**

**Description:**

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring. The discussions of effectiveness will occur in both grade level and vertical teams. There will also be a focus on analyzing examples of student work in addition to data.

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

**Start Date:** 8/25/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

• Consistent Literacy Tasks
Structure vertical teams

Description:

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

Evidence of Implementation: Vertical team roster

Start Date: 8/18/2014   End Date: 6/1/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Monthly meeting schedule of vertical of grade level teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Vertical teams will meet the second Monday of every month from 3:30 PM to 4:00 PM. Grade level teams will meet the third Monday of every month from 3:30 PM to 4:00 PM. This schedule will be included on the monthly teacher calendar.

Start Date: 8/18/2014   End Date: 6/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

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

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

Start Date: 8/18/2014   End Date: 6/1/2017

Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Kindergarten Entry Inventory Assessment

Description:
Kindergarten teachers will administer the PDE Kindergarten Entry Inventory at the beginning of the school year. The assessment will be utilized to adjust instruction to meet the needs of the student.

Start Date: 8/25/2014   End Date: 10/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Professional Development on Data Analysis and Differentiated Instruction

Description:
Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with triad and grade level teams will be incorporated throughout the school year.
Evidence of Implementation: PD agendas and materials

Start Date: 6/2/2014   End Date: 6/12/2016

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Structuring of Data Analysis**

Description:

Monthly PLC meetings to analyze data, adjust grouping, brainstorm strategies to address gap skills using data sources such as Benchmark Assessments and research-based program assessments.

Evidence of Implementation: small group recording forms, lesson plans, walk-throughs, observations, pd agendas

Start Date: 8/18/2014   End Date: 6/10/2016

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

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Monitoring of Data Analysis**

Description:

Formal observations as well as informal walk-throughs will monitor the implementation of the differentiated instruction. The expectations include a differentiated small group instruction based on data.
Evidence of Implementation: Observations, lesson plans, small group recording form

Start Date: 8/18/2014   End Date: 6/12/2015

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

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Implementation of direct instruction from data analysis**

Description:

Utilizing the data from benchmark testing, students, paying particular attention to students with special needs, will be placed in small groups for instruction with a scientifically-researched based program. The students will be placed based upon needs.

Start Date: 9/21/2015   End Date: 6/3/2016

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Goal #3:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Discipline Data

Specific Targets: There will be a 10% decrease in the amount of discipline referrals on a yearly basis.
Type: Annual

Data Source: Teacher and student Attendance Data

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

Type: Interim

Data Source: Teacher, Student, and Parent Perceptonal Survey

Specific Targets: Positive results of the surveys will increase from the the beginning of the year to the end of the year.

Type: Interim

Data Source: Conference Attendance

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

Type: Interim

Data Source: Parent Event Sign-in Sheets

Specific Targets: Parent attendance at events will increase 10% yearly.

**Strategies:**
**Character Education**

**Description:**

Through focusing on the social, ethical, or character development of our students, educators can model and play a vital role not only in developing better students, but in developing better people. Character Education will cultivate respect, responsibility, and caring in our school and classrooms.

**SAS Alignment:** Safe and Supportive Schools

**Parental Involvement**

**Description:**

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

**SAS Alignment:** None selected

**Remedial Math and Reading for at-risk students outside of the school day**

**Description:**

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

**SAS Alignment:** Safe and Supportive Schools

**Student Recognition**

**Description:**

Students will have the opportunity to be recognized for a variety of efforts. Incentives will be given to recognize Character Trait student of the month, monthly perfect attendance, good behaviors, honor/merit roll, etc.

**SAS Alignment:** Safe and Supportive Schools
**Implementation Steps:**

**Professional development of Character Education**

**Description:**

- PD will be provided on how to implement character trait lessons into weekly plans
- Books with lessons will be provided to teachers on how to implement character education into their classrooms
- Meet with grade-level groups to discuss different activities being done in a classroom so ideas can be shared among faculty

**Evidence of Implementation:**

- Professional development agendas
- Materials

**Start Date:** 8/18/2014    **End Date:** 6/1/2017

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

**Supported Strategies:**

- Character Education

**Structuring Character Traits**

**Description:**

- Specific monthly character traits will be determined by the staff.
- Teachers will be provided with materials to create classroom lessons on character traits
- Teachers will use materials provided and develop 2-3 lessons a week that meets the needs of students in their classrooms to teach the specific monthly trait

**Evidence of Implementation:**

- Lesson plans with character trait lessons
- Informal walk throughs
- Student demonstration of traits on a regular basis both in and out of the classroom.

**Start Date:** 8/18/2014    **End Date:** 6/1/2017

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

- Character Education

**Time frame for teaching Character Traits**

**Description:**

- Character education lessons should occur 2 - 3 times a week for about 10-20 minutes a lesson
- There will be 9 specific character traits to be taught over a 9 month time frame (1 trait per month)

**Evidence of Implementation:**

- Informal walk throughs
- Lesson plans stating dates and times lessons are being taught

**Start Date:** 8/18/2014    **End Date:** 6/26/2017

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

Supported Strategies:

- Character Education

**Monitoring Character Traits**

**Description:**

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

**Evidence of Implementation:**

- Students will be recognized on the character counts bulletin board
- School staff will recognize students on a daily basis who demonstrate the character traits they have learned by sending the student to the office to receive a "High Five" award.
• Students receiving the "High Five" award will be recorded by the teacher on a character traits recognition sheet.

  **Start Date:** 8/18/2014    **End Date:** 6/1/2017

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

**Supported Strategies:**

• Character Education

*Evaluation of Character Education Program*

**Description:**

• Teachers will observe these traits demonstrated by students in their own classrooms

Evidence of Implementation:

• Discipline Referral Data

  **Start Date:** 8/18/2014    **End Date:** 6/1/2017

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

**Supported Strategies:**

• Character Education

*Family Involvement Activities*

**Description:**

Establishing a monthly family night will allow the parents feel welcomed into the school. The events could include Book Bingo, Science Night, Movie Night, etc. Each grade level team will be responsible for a month. Classroom teachers will promote the events along with an incentive for the class with the highest percentage participating in each event. Also grade levels will create acitivites for parents and students to work on collaboratively in the home and be displayed at school.

Evidence of Implementation: Parent sign in sheets, family activity displays

  **Start Date:** 9/1/2014    **End Date:** 6/9/2017
Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

**Student-led Conferences**

Description:

For the second semester conferences, students in grades 3 - 5 will lead the parent conferences. The students will have a protocol to follow. This will also allow time for students to show their work and select items for their portfolios.

Evidence of Implementation: Conference protocol

**Start Date:** 1/5/2015  **End Date:** 6/12/2015

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

**Identify at-risk students for a beyond the school day program**

Description:

Using various data points, teachers will identify eligible students.

Evidence of Implementation: Student rosters for after school program

**Start Date:** 11/2/2015  **End Date:** 5/20/2016

Program Area(s): Special Education, Student Services

Supported Strategies:

- Remedial Math and Reading for at-risk students outside of the school day
Develop monthly incentive schedule

Description:

Teachers will develop monthly incentives based upon behaviors. These could include board game day, movie day, craft day, etc. These days will occur to the Friday closest to the last day of the month.

Evidence of Implementation: Calendar of grade level incentive programs

Start Date: 9/9/2015      End Date: 6/9/2017

Program Area(s): Student Services

Supported Strategies:

• Character Education
• Student Recognition

Purchase Incentives

Description:

As part of the incentive program, students will earn "brag tags". The brag tags will be awarded for perfect attendance, honor/merit roll, character trait of the month, etc. Incentives will be purchased for quarterly academic awards assemblies for grades K-5.

Evidence of Implementation: List of students who have earned brag tags

Start Date: 9/8/2014      End Date: 6/5/2015

Program Area(s): Student Services

Supported Strategies:

• Character Education
• Student Recognition
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Amanda E Stout El Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Amanda E Stout 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 Amanda E Stout El Sch in the Reading SD for the 2014-2017 school-year.

*No signature has been provided*

Superintendent/Chief Executive Officer

*No signature has been provided*

Board President

*No signature has been provided*

IU Executive Director
Evaluation of School Improvement Plan

Describe the success from the first year plan
The number of incident reports in 2013/2014 have decreased by more than 50%. The focus on school climate including character education would appear to have had an impact on improving student behavior. PVAAS data shows significant growth for both 4th and 5th grades in ELA. The school improvement plan has included literacy and writing strategies that are being used in grade K to 5. These initiatives will continue to be used and expanded upon on the 2015/2016 school year.

Describe the continuing areas of concerns from the first year plan
The IEP and LEP subgroups are still performing below the All Student group. Although the PSSA results indicates a growth in the 2013/2014 school year for these two subgroups, the needs of these subgroups will continue to be a focus in the classroom and in small group interventions. Although there is a decrease in the number of school incident reports the school will still continue to address school climate in order to continue this decrease.

Describe the initiatives that have been revised
Since all initiatives have shown a level of success, the school will continue with the initiatives as stated in the plan.