Millmont El Sch

School Level Plan

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

Demographics

**Millmont El Sch**
400 Summit Avenue
Reading, PA 19611
(610)371-5853

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Jennifer Murray
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Olga Colon</td>
<td>Parent Outreach Asst.</td>
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<tr>
<td>Amy Duff</td>
<td>Elementary School Teacher - Special Education</td>
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<td>Miriam Felicano</td>
<td>Parent</td>
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<td>Helen Hendricks</td>
<td>Elementary School Teacher - Special Education</td>
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<tr>
<td>Val Hower</td>
<td>ESL Resource Teacher</td>
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<td>Colleen Lenett</td>
<td>Intermediate Unit Staff Member</td>
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<td>Jennifer Murray</td>
<td>Building Principal</td>
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<td>April Rostek</td>
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<td>Margaret Schlauch</td>
<td>Reading Specialist</td>
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<tr>
<td>Gary Smith</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Tara Van Orden</td>
<td>Ed Specialist - School Counselor</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:
  - 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
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- 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.
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

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

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

No

**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:
Attendance was at 94.12% for the 13-14 school year

Accomplishment #2:
Based on parent surveys, in the beginning and end of year, 99% of parents are satisfied with the school and have positive perceptions of the school and staff at Millmont

Accomplishment #3:
Millmont SPP score increased from a 47.2 in 12-13 to 54.8 in 13-14.

Accomplishment #4:
Reading scores increased from 39.08% to 45.49% from 12-13 to 13-14 school year.

School Concerns

Concern #1:
PVAAS shows little growth from 3rd to 5th grade

Concern #2:
Continued growth of IEP students

Concern #3:
Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

Concern #4:
39.08% of students scored proficient in Reading in 2013

Concern #5:
Only 24% of students scored proficient in Writing in 2013

Concern #6:
Only 51.15% of students scored proficient in Math in 2013
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 shows little growth from 3rd to 5th grade

Continued growth of IEP students

Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

39.08% of students scored proficient in Reading in 2013

Only 24% of students scored proficient in Writing in 2013

Only 51.15% of students scored proficient in Math in 2013

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:

PVAAS shows little growth from 3rd to 5th grade

Continued growth of IEP students
Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

39.08% of students scored proficient in Reading in 2013

Only 24% of students scored proficient in Writing in 2013

Only 51.15% of students scored proficient in Math in 2013

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:

PVAAS shows little growth from 3rd to 5th grade

Continued growth of IEP students

Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

39.08% of students scored proficient in Reading in 2013

Only 24% of students scored proficient in Writing in 2013

Only 51.15% of students scored proficient in Math in 2013

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:**

- PVAAS shows little growth from 3rd to 5th grade

- Continued growth of IEP students

- Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

- 39.08% of students scored proficient in Reading in 2013

- Only 24% of students scored proficient in Writing in 2013

- Only 51.15% of students scored proficient in Math in 2013

**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:**

- PVAAS shows little growth from 3rd to 5th grade

- Continued growth of IEP students

- Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.
39.08% of students scored proficient in Reading in 2013

Only 24% of students scored proficient in Writing in 2013

Only 51.15% of students scored proficient in Math in 2013

**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:**

- PVAAS shows little growth from 3rd to 5th grade
- Continued growth of IEP students
- Math scores decreased from 51.15% to 46.67% proficiency from 12-13 to 13-14 school year.

39.08% of students scored proficient in Reading in 2013

Only 24% of students scored proficient in Writing in 2013

Only 51.15% of students scored proficient in Math in 2013
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 ELA/Math
  - **Specific Targets:** There will be a 6% increase for students from the historically-low achieving group meeting proficiency in both math and reading on a yearly basis.

- **Type:** Interim
  - **Data Source:** Reading and Math Benchmark Assessments
  - **Specific Targets:** There will be a 10% decrease of students not achieving core from the beginning to the end of the school year.

- **Type:** Annual
  - **Data Source:** PVAAS - Math and ELA
  - **Specific Targets:** PVAAS data in Math and Reading will indicate all students in fourth and fifth grades are making one year's growth or above.

- **Type:** Interim
  - **Data Source:** Benchmark Assessments
  - **Specific Targets:** Students will show a 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 will consist of grade levels 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 acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing 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, Assessment, Curriculum Framework, 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 teacher 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:** 8/25/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

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

**Monthly meeting schedule of vertical and 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:** 8/25/2014  **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 Implementation: Data team meeting protocol document, meeting agendas and minutes.

Start Date: 8/25/2014    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:

Writing assignments aligned to the common core will be published by students in grades 1 to 5.

Evidence of Effectiveness - Calendar of writing assignments, writing binder for students

Start Date: 8/25/2014    End Date: 6/1/2017

Program Area(s):

Supported Strategies:

- Consistent Writing Plan

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

Evidence: Daily observations, Data reports from technology use

Start Date: 3/1/2014   End Date: 6/30/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:
- Professional Learning Communities
- On-going Professional Development for Common Core Math

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

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**Professional Development - Math**

**Description:**

Teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms. Evidence of Implementation: Professional development schedule/Lesson Plans

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

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

**Supported Strategies:**

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

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**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:** PSSA Math/ ELA

- **Specific Targets:** PSSA data will indicate a 6% increase of the number of students of historically-low achieving at proficiency.
Type: Interim
Data Source: Reading and Math Benchmark (K-5)
Specific Targets: At the end each year, there will be a 10% increase of students achieving core.

Type: Annual
Data Source: PVAAS Math and ELA
Specific Targets: PVAAS data will indicate students will achieve a year or more growth in the 4th and 5th grade.

Type: Interim
Data Source: Benchmark Assessments
Specific Targets: Students will show an increase of 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 will consist of grade levels and vertical teams.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Consistent structure of 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.
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:

On-going 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: Professional development agendas and materials

Start Date: 8/25/2014   End Date: 6/1/2017

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

Supported Strategies:

- Consistent structure of literacy tasks.

Structuring Literacy Tasks

Description:

Teachers will determine literacy tasks by using multiple sources of students 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. Teacher will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work.
Evidence: Teacher lesson plans, Observations, and Informal Walk Throughs conducted by principal and assistant principal

**Start Date:** 8/25/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Consistent structure of 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. The master schedule will be created to support this.

Evidence: Literacy tasks in lesson plans, teacher schedules

**Start Date:** 8/25/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Consistent structure of 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: Observations

**Start Date:** 8/25/2014  **End Date:** 6/1/2017

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

- Consistent structure of literacy tasks.

**Evaluating Literacy Tasks**

**Description:**

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring tools (Benchmark Assessments and components of Research-based program assessments). The discussions of effectiveness will occur in both grade level and vertical teams. There will also be a focus on analyzing examples of student work in addition to data.

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

**Start Date:** 8/25/2014  
**End Date:** 6/1/2017

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

**Supported Strategies:**

- Consistent structure of 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 teacher 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:** 8/25/2014  
**End Date:** 6/1/2017

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

**Supported Strategies:**

- Professional Learning Communities
**Monthly meeting schedule of vertical and 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:** 8/25/2014  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Professional Learning Communities

**Data Analysis**

**Description:**

Using a structured protocol, teachers will analyze data from various assessments to make decisions about instruction and interventions. Scientifically based interventions will be used to support students who are not making progress or not on grade level.

**Start Date:** 9/1/2015  **End Date:** 6/2/2017

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

**Supported Strategies:**

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

**Data Wall**
Description:

A data wall will be used to show student mastery and growth throughout the year. This will be used as a visual and a conversation piece as teams meet to discuss student progress.

Start Date: 10/1/2015   End Date: 6/1/2017

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

Supported Strategies:

- Professional Learning Communities
- 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: Interim

Data Source: Conference Attendance Data

Specific Targets: Conference attendance will remain between 90%-100% for all teachers
Type: Interim

Data Source: Parent Event- Sign-in sheets

Specific Targets: Parent attendance at events will increase 10% each year

Type: Annual

Data Source: Student and Teacher Attendance Data

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

Type: Interim

Data Source: Parent, Teacher, and Student Perception Survey

Specific Targets: Positive results of the survey will increase from the beginning of the year to the end each year the survey is given.

**Strategies:**

**Character Education**

**Description:**

Through focusing on 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. Students will work for tokens and incentives and have a tangible object for their work.

**SAS Alignment:** Safe and Supportive Schools

**Parental Involvement**

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

**SAS Alignment:** Safe and Supportive Schools

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

**Description:**

Provide remedial math, reading, writing, and science instruction to support at-risk students who are identified through data analysis. Scientically based programs will be utilized.

**SAS Alignment:** Instruction

**Implementation Steps:**

**Structuring Character Traits**

**Description:**

- Specific monthly character traits will be determined by a committee
- Implementation of character ed will be supported by committee
- Teachers will use materials provided and develop 2 - 3 lessons a week that meet the needs of the students in their classrooms to teach the specific monthly trait.

Evidence of implementation:

- Lesson plans
- Informal walk-throughs
- Student demonstration of traits on a regular basis both in and out of the classroom
- Monthly incentive attendance at assembly

**Start Date:** 8/18/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

- Character Education
**Purchase Incentives**

**Description:**

As part of the incentive program, students will earn "brag tags" for various areas. These include, perfect attendance, honor/merit roll, author’s tea, student of the month, character trait of the month, Quarterly Cafeteria Dojo, Science Club, Craft Club, etc.

**Start Date:** 9/8/2014    **End Date:** 6/5/2017

**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 use character traits learned on daily basis inside and outside of the classroom
- Students who exhibit the character trait of the month will be awarded a "brag tag" for recognition

**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 learned

**Start Date:** 8/18/2014    **End Date:** 6/9/2017

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

**Supported Strategies:**

- Character Education

**Evaluating Character Education**
Description:

- Teachers will observe these traits in their classrooms

Evidence of Implementation:

- Look at 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 family nights will allow the parents feel welcomed into the school. The events could include Book Bingo night and parent visitation days. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event.

Evidence of Effectiveness:

- Attendance sheets from activities
- Parent survey at end of year

Start Date: 9/1/2014   End Date: 6/9/2017

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement

Structuring the Mentoring Program

Description:

Students with high rate of referrals will:
- be paired based on previous interactions, talents or shared interests
- develop social skills and character traits
- facilitate cooperation and teamwork through group activities among all mentor/mentees

Evidence of Implementation: Mentor/mentee list, calendar of events

**Start Date:** 8/4/2015    **End Date:** 6/12/2017

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

**Supported Strategies:**

- Character Education

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**Professional Development for Mentors**

**Description:**

Teachers that volunteer for mentoring will have professional development on “what is” mentoring, mentoring techniques, culture of poverty and continued character education

Evidence of Implementation: PD agendas

**Start Date:** 8/18/2015    **End Date:** 6/12/2017

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

**Supported Strategies:**

- Character Education

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**Timeline of Mentoring**

**Description:**

Mentors and mentees will meet one-on-one bi-weekly. There will be a monthly activity for mentors/mentees.
Evidence of Implementation: Calendar of events

**Start Date:** 9/1/2015  **End Date:** 6/12/2017

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

**Supported Strategies:**

- Character Education

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**Evaluation of Mentoring Program**

**Description:**

The program will be evaluated once a semester. Evaluations will be based upon discipline data as well as tracking behavior charts.

Evidence of Implementation: Discipline data

**Start Date:** 1/1/2016  **End Date:** 6/12/2017

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

**Supported Strategies:**

- Character Education

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**Author's Tea**

**Description:**

During the school day, each classroom will host an "author's tea." Students from each classroom will have the opportunity to read their writing pieces with parents. An author's tea will occur once a semester and feature a different piece of writing. Light refreshments will be provided.

Evidence of Implementation: Program from Author's Tea
Start Date: 10/6/2014    End Date: 6/12/2015

Program Area(s): Student Services

Supported Strategies:

- Parental Involvement
Appendix: Professional Development Implementation Step Details

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

We, the undersigned, hereby certify that the school level plan for Millmont 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 Millmont 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
In the past year Millmont Elementary implemented a scientifically-based program that provided explicit instruction with a target group of students who were reading below grade level. The BCIU facilitated placement and provided coaching of two teachers who implemented the program throughout the year. Students who participated in the program showed significant progress in their reading ability. Two of the students have grown significantly that they are almost on grade level. This program will not only continue next year with the targeted students, it will also expand to other grade levels to get other students reading on grade level. Data from discipline and suspension shows that referrals and suspensions decreased due to the character incentives and behavior support plan put into place. Feedback from the new parent involvement activities put into place for the 14-15 school year were positive.

Describe the continuing areas of concerns from the first year plan
An area of focus for the 15-16 school year is implementing a consistent writing plan and quality teaching and learning in student writing performance.

Describe the initiatives that have been revised
Peer observations were implemented on a small scale. This will continue with an area of focus for peer observations in engagement of students, technology implementation, and higher order thinking in daily instruction. Time for collaboration will be a part of the process with the peer visitations. All other strategies have shown some level of success so we will continue the path of the plan.