Riverside El Sch

School Level Plan

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

Demographics

*Riverside El Sch*
1400 Centre Avenue
Reading, PA 19601
(610)371-5896

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Julianne Kline
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Black</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Melissa Eggert</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Eric Garcia</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Rebecca Gonzalez</td>
<td>Parent Outreach Coordinator</td>
</tr>
<tr>
<td>Barbara Hall</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Donna Kase</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>JuliAnne Kline</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Patti Loughery</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Sherry Milchick</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Ian Moore</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Amanda Natale</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Kristin Ringler</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Yasmin Rodriguez</td>
<td>Parent</td>
</tr>
<tr>
<td>Lourdes Santoyo</td>
<td>Parent</td>
</tr>
<tr>
<td>Tina Schoenly</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jessica Shadel</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Lori Sherman</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Ashley Weiss</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Julie Weitzel</td>
<td>Administrator</td>
</tr>
<tr>
<td>Amanda Yeakel</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Michelle Yoder</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
</tbody>
</table>
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:

- 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.
- Monthly PTO meetings
- 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:
According to PVASS, 5th grade students are making above a year’s growth in the area of reading and a year's growth in math.

Accomplishment #2:
According to DIBELS data, in kindergarten and 1st grade, Riverside Elementary is above the district average.

Accomplishment #3:
According to PVAAS, special education and ESL students are showing at least a year’s growth or above.

Accomplishment #4:
Below basic met or exceeded standard for PA Academic growth in grades 4 & 5.

Accomplishment #5:
In science, all but below basic did not meet a year’s growth.

Accomplishment #6:
In 5th grade (males and females) are showing growth in below basic, basic and proficient in the area of math.

School Concerns

Concern #1:
On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

Concern #2:
On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.

Concern #3:
On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.
Concern #4:
There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

Concern #5:
In the past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."

Concern #6:
89% of special education students are below basic in reading and 60% are below basic in math (biggest percentage for below basic in both).

Concern #7:
5th grade is not showing growth at all in writing.

Concern #8:
There is significant higher amount of discipline referrals in the morning between 8:00 - 11:30 am. Also, the male population has 90% more referrals than females.

Concern #9:
According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Concern #10:
Riverside Elementary is below the district in percentage of proficient and advanced students in reading.

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:
On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.
On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

89% of special education students are below basic in reading and 60% are below basic in math (biggest percentage for below basic in both).

5th grade is not showing growth at all in writing.

According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Riverside Elementary is below the district in percentage of proficient and advanced students in reading.

**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:**

On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.
There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

In the past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."

89% of special education students are below basic in reading and 60% are below basic in math (biggest percentage for below basic in both).

5th grade is not showing growth at all in writing.

According to PVAAS, proficient and advanced students are not making the standard for academic growth.

Riverside Elementary is below the district in percentage of proficient and advanced students in reading.

**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:**

On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.
In the past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."

89% of special education students are below basic in reading and 60% are below basic in math (biggest percentage for below basic in both).

There is significant higher amount of discipline referrals in the morning between 8:00 - 11:30 am. Also, the male population has 90% more referrals than females.

**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 past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."

**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:**

On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.
There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

In the past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."

89% of special education students are below basic in reading and 60% are below basic in math (biggest percentage for below basic in both).

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:

On the PSSA assessment, the Hispanic subgroup is the lowest performing in both math and reading.

On the PSSA, 5th grade is lowest performing grade level. There is a significant drop on the percentage of proficient and advanced from 3rd grade cohort group.

On the DIBELS assessment, there is an increase of intensive students in the cohort from Kindergarten through 3rd grade.

There is a large gap in achievement between the historically low achieving students and all students especially in the areas of special education and ESL students.

In the past year, there has been a 10% increase in discipline referrals. The main offense is "Disrespectful Actions, Gestures and Words."
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: Interim
Data Source: Benchmark Reading and Math Assessment
Specific Targets: There will be a 10% decrease of students not achieving core from the beginning to the end of the year.

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: Annual
Data Source: PVAAS
Specific Targets: PVAAS data in math and reading will indicate that all students in 4th & 5th are making one year's growth or above.

Type: Interim
Data Source: Benchmark Testing
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/dddpg_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/literacy/numeracy/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 PLCs 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 at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction and practice that provide 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 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 and 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:** 6/9/2017

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

  **Supported Strategies:**

  - Professional Learning Communities

Monthly meeting schedules 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 on the second Monday of every month from 3:30 PM - 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:** 6/9/2017

  **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 & Minutes

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

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 grade 1 - 5.

Start Date: 8/17/2015    End Date: 6/9/2017

Program Area(s):

Supported Strategies:
• Consistent Writing plan

Analyze student writing
**Description:**

Teachers in grade level PLC’s will use analysis protocols to examine student writing. This will provide consistency in implementation of the writing plan.

**Evidence of Implementation:**

- Protocols
- PLC Meeting notes

**Start Date:** 8/17/2015  **End Date:** 6/9/2017

**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 Elementary Mathematics Curriculum*

**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:** 8/17/2015   **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:** 6/30/2015

**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 each year, there will be a 10% increase of students achieving core.

**Type:** Annual

**Data Source:** PSSA ELA & 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 Math & ELA

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

**Type:** Interim

**Data Source:** Benchmark Testing

**Specific Targets:** Students will show an increase of 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 PLCs will consist of grade levels 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.

**Start Date:** 8/1/2014  **End Date:** 6/9/2017
**Program Area(s):** Professional Education, Teacher Induction, Special 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.

**Start Date:** 8/1/2014   **End Date:** 6/9/2017

**Program Area(s):**

**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.

**Start Date:** 8/1/2014   **End Date:** 6/9/2017

**Program Area(s):**

**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.

**Start Date:** 10/1/2014  **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.

**Start Date:** 10/13/2014  **End Date:** 5/8/2017

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

**Supported Strategies:**

- Consistent literacy tasks

**Structure Vertical Teams**

**Description:**

Vertical teams will be established at the beginning of the 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 and 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:** 6/9/2017

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

  **Supported Strategies:**

  - Professional Learning Communities
  - Differentiated Instruction utilizing Data Analysis

*Monthly meeting schedules 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 on the second Monday of every month from 3:30 PM - 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:** 6/9/2017

  **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 Implementation:
• Data Team Meeting Protocol document
• Meeting agendas & Minutes

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

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

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. This also includes on-going coaching on scientifically-research based programs.

Evidence of Implementation: PD agendas and materials

Start Date: 6/2/2014   End Date: 6/12/2015

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

Start Date: 8/18/2014   End Date: 7/10/2015

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

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: 10/1/2014

Program Area(s): Professional Education
Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Implementation of direct instruction from data analysis**

**Description:**

Utilizing the data from benchmark testing, paying particular attention to student with special needs, will be placed in small groups for instruction with a scientifically-research 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:** Interim
Data Source: Conference Attendance

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

Type: Interim

Data Source: Parent events sign-in sheets

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

Type: Annual

Data Source: Attendance Data

Specific Targets: Student and teacher attendance will remain between 90% - 100%.

Type: Annual

Data Source: Perceptual survey of parents, teachers and students

Specific Targets: Positive results of the surveys 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.

**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

**Mentoring**

**Description**: 

Students will be matched with an adult to develop positive relationships that will help develop self-esteem. Students will be selected based upon discipline data. Mentors will help develop character education and allow the child to feel their are in a safe, supportive environment.

**SAS Alignment**: Safe and Supportive Schools

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

**Description**: 

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

**SAS Alignment**: Safe and Supportive Schools

**Incentives**

**Description**: 
Students will have the opportunity to earn incentives through a variety of activities. Student of the Month, Character Trait Student of the Month, Monthly Perfect Attendance, Good Behaviors, Honor/Merit Roll, etc.

**SAS Alignment:** None selected

**Implementation Steps:**

**Professional Development on Character Education**

**Description:**

- Professional development 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 or triad groups to discuss different activities being done in classrooms so ideas can be shared

**Evidence of Implementation:**

- Professional development agendas
- Materials

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

**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 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

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

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 10 - 20 minutes
• There will be 9 specific character traits to be taught over a 9 month time frame (1 trait per month)

Evidence of Implementation:
• Walk throughs
• Lesson plans stating dates and times

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

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

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 Traits**

**Description:**

• Teachers will observe these traits in their own classroom

**Evidence of Implementation:**

• Look at referral data

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

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

**Supported Strategies:**

• Character Education

**Family Activities**

**Description:**

Establish family activities that will allow the parents feel welcomed into the school. The events could include Fall Festival, Classroom visitations. Classroom teacher will promote the events along with an incentive for the class with the highest percentage participating in each event. Also, establishing activities for parents and students to work on collaboratively in the home and be displayed at school.

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

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

- Parental Involvement

**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 quarter and feature a different piece of writing. Light refreshments will be provided.

**Evidence of Implementation:** Program from Author's Tea

**Start Date:** 10/1/2015  **End Date:** 6/10/2016

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

**Supported Strategies:**

- Parental Involvement

**Community Visibility**

**Description:**

As a building, we ask parents to come in, but don't go to them. In order to building a "working relationship," teachers will be to be seen in the community. Teachers and administrators will be involved in the community clean up, reminder walk throughout the community for parent nights and open house.

**Evidence of Implementation:** Sign-in sheets

**Start Date:** 8/4/2014  **End Date:** 6/12/2015
**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.

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

---

**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:** 8/4/2014  **End Date:** 6/12/2015
- Mentoring

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

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

**Supported Strategies:**

- Mentoring

**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:** 9/1/2014    **End Date:** 6/12/2015

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

**Supported Strategies:**

- Mentoring
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: 1/16/2015   End Date: 6/12/2015

Program Area(s): Student Services

Supported Strategies:

- Mentoring

Identify At-risk for beyond the school day program

Description:

Using various data points from district assessments, teachers will identify eligible students.

Start Date: 12/1/2014   End Date: 6/1/2017

Program Area(s):

Supported Strategies:

- Remedial Math and Reading for at-risk students outside 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.
**Start Date:** 9/7/2015  
**End Date:** 6/9/2017

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

**Supported Strategies:**

- Incentives

---

**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:**

- Incentives

---

**Purchase Communication Folders**

**Description:**

Every student from K - 5 will have a communication folder that goes home every Tuesday. Any communication from the school will be sent home in the folder. All communications will be translated. This way parents know to look for the folder on Tuesdays.

**Start Date:** 8/25/2015  
**End Date:** 6/6/2017

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

**Supported Strategies:**

- Parental Involvement
Appendix: Professional Development Implementation
Step Details

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

We, the undersigned, hereby certify that the school level plan for Riverside 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 Riverside 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 first year of plan, Riverside Elementary School, implemented the scientifically research-based reading program that provided direct instruction to our students with special needs. Students with the assistance of the BCIU were placed into two programs. Though the students on the DIBELS assessment, did not reach benchmark, data is showing there is a significant improvement on the mastery percentage as well as words read correct. They are making more growth than they have made in previous years. In fact, when assessed mid-way, many students moved to a group at a higher level.

Describe the continuing areas of concerns from the first year plan
Parent Involvement continues to be a struggle. During various events in the beginning of the year, many parents attend; however, as the year progresses attendance drops significantly especially at evening events. We also were unable to implement student-led conferences. With the implementation of new math program, we had difficulty finding the time to provide professional development to the teachers.

Describe the initiatives that have been revised
The parent involvement will have some items added. The team is considering of having less evening events and inviting parents into the school for visitations. We are also going to adopt communication folders that are sent home every Tuesday. This allows for the parents to look for items on a consistent basis.

We are also looking at the scope and sequence of the writing initiative. Our original goal of having two completed writing pieces a quarter was lofty. This was changed to one a month. Teachers are going to create binders for students with visuals that they can keep their rough draft and finished copies.