Tenth & Green El Sch

School Level Plan

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

Demographics

*Tenth & Green El Sch*
400 N 10th St
Reading, PA 19604
(610)371-5756

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Wanda Gonzalez-Crespo
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tr>
<td>Erin Brown</td>
<td>Administrator</td>
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<tr>
<td>Jackie Buzeski</td>
<td>Parent : School Improvement Plan</td>
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<tr>
<td>Kimberly Clarke</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Adrienne Derrer</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Brynn Hollywood</td>
<td>Elementary School Teacher - Special Education</td>
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<td>Susan Lozada</td>
<td>Building Principal : School Improvement Plan</td>
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<td>Daniel Mark</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Andrea Mollura</td>
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<td>Jaclyn Pentecharsky</td>
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<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member</td>
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<tr>
<td>Kirsten Stankiewicz</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</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
- Yearly letter to parents
- Invitations to planning (etc.) meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences

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

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

No

**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 the 2013 PSSA results, Tenth and Green Elementary School has an attendance rate of 94.88%.

Accomplishment #2:
The 2013-2014 DIBELS data in grades 3, 4, and 5 indicates that the average overall word count in ORF increases from September to January as follows: 3rd grade increased from 52.9 to 68.8; 4th increased from 68.4 to 83.3; 5th increased from 88.3 to 106.6.

Accomplishment #3:
The 2013-2014 DIBELS in grades 3, 4, and 5 indicates that the overall average accuracy on ORF increased from the Beginning to Middle benchmarks as follows: grade 3 increased from 81.9% to 88.2%; grade 4 increased from 87.9% to 90.6%; grade 5 increased from 92.6% to 95.9%.

School Concerns

Concern #1:
On the 2013 PSSA's, 58.05% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

Concern #2:
On the 2013 PSSA's, 68.8% of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

Concern #3:
On the 2013 PSSA's, 44.21% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

Concern #4:
On the 2013 PSSA's, 80% of the students in grade 5 at Tenth and Green Elementary School were not Proficient in Writing.

Concern #5:
The 2013-2014 DIBELS indicates that in grades 3, 4 and 5 the benchmark goals are not being met for words correct per minute and accuracy:

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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:**

On the 2013 PSSA’s, 58.05% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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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:**

On the 2013 PSSA’s, 58.05% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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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:**

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**Systemic Challenge #4 (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 2013 PSSA's, 58.05% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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**Systemic Challenge #5 (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 2013 PSSA’s, 58.05% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

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**Systemic Challenge #6 (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.
Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:
- Type: Annual
  - Data Source: PSSA
  - Specific Targets: Increase proficiency scores for students in historically low achieving group by 6% in Reading and Math on a yearly basis

- Type: Interim
  - Data Source: DIBELS Next (K to 3)
  - CBM Math
  - Specific Targets: 10% decrease of students not achieving core in Reading and Math at the end of the year.

- Type: Annual
  - Data Source: PVAAS Data
  - Specific Targets: PVAAS Data will indicate that the students in grades 4 and 5 are making one year's growth or more annually.

- Type: Interim
  - Data Source: SRI
  - Specific Targets: Students will show growth of at least 50 lexile points annually.

Strategies:

Common Assessment within Grade/Subject

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

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)

SAS Alignment: Instruction

Professional Learning Communities

Description:

A protocol for teachers and administrators to work collaboratively 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: Curriculum Framework, Instruction, Standards, Assessment

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, 5 teachers.
Evidence:

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 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 p.m. to 4:00 p.m. Grade level teams will meet the third Monday of every month from 3:30 p.m. to 4:00 p.m. This schedule will be included on the monthly teacher calendar.

**Start Date:** 8/18/2014  **End Date:** 6/13/2017

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

**Supported Strategies:**

- Professional Learning Communities

*Curriculum Mapping: Elementary English Language Arts*

**Description:**

Curriculum Mapping Elementary English Language Arts - Shared agreement will be formed regarding assessments. Scope and Sequence Documents will be prepared; Pacing Guides written and vetted by Buildings. Evidence of Implementation: Elementary English/Language Arts curriculum.

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

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

- Common Assessment within Grade/Subject
- Reading Across the Curriculum
- Professional Learning Communities

Teacher Professional Development of Revised Elementary English Language Arts

Description:

Teacher training on implementation of revised Elementary Language Arts curriculum and implementation in elementary classrooms. Evidence of Implementation: Progressional Development schedule/Teacher Lesson Plans

Start Date: 8/18/2014   End Date: 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Reading Across the Curriculum
- Professional Learning Communities

Curriculum Mapping: Elementary Mathematics

Description:

Curriculum Mapping Elementary Mathematics - Shared agreement will be formed regarding assessments; Scope and Sequence Documents will be prepared; Pacing Guides Written and vetted by Buildings. Evidence of Implementation: Elementary Mathematics Curriculum.

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

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Reading Across the Curriculum
- Professional Learning Communities
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:
- Technology Infrastructure Enhancement/Technology Access and Training Increase

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

**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:** Administrative Walk-throughs

  **Specific Targets:** All classroom teachers will have consistent literacy tasks in place during the 90 minute uninterrupted reading block.

- **Type:** Annual
  
  **Data Source:** PSSA Reading and Math

  **Specific Targets:** PSSA data will indicate a 6% increase of the number of students scoring proficient in the historically low achieving group in both Reading and Math.

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

  **Specific Targets:** At the end of each year, there will be a 10% increase of students achieving core in Math and Reading.

- **Type:** Annual
  
  **Data Source:** PVAAS
Specific Targets: PVAAS scores will reflect a year or more growth in grades 4 and 5 in both Reading and Math.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Students in grades 4 and 5 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 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:** Curriculum Framework, Instruction, Standards, Assessment

**Differentiating Instruction**


**SAS Alignment:** Instruction

**Data Team and Data Analysis Procedures**
**Description:**

Each grade level will devote one of their common planning periods each week to look at weekly assessment data to determine student strengths and weaknesses. Data will be used to plan lessons designed to meet student needs.

**SAS Alignment:** Assessment, Instruction

*Consistent use of tasks that foster literacy independence*

**Description:**

Consistent implementation 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:** Instruction

**Implementation Steps:**

**Professional Development on Literacy Tasks**

**Description:**

Professional development will be provided on effective literacy tasks based upon reading independently, reading with a 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:** 6/16/2017

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

**Supported Strategies:**

- Differentiating Instruction
- Consistent use of tasks that foster literacy independence

*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 research-based program assessments, Benchmark Assessments, and classroom 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: 6/29/2015   End Date: 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

Establishment of a time frame for literacy tasks

Description:

Teachers will schedule 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: 9/26/2014

Program Area(s):

Supported Strategies:

- Differentiating Instruction
- Consistent use of tasks that foster literacy independence

Monitoring for consistent implementation of literacy tasks school-wide
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: 9/29/2014    End Date: 6/16/2017

Program Area(s):

Supported Strategies:

- Differentiating Instruction
- Consistent use of tasks that foster literacy independence

Development of professional learning teams

Description:

Teachers will be given the opportunity to collaborate and plan with their colleagues as we implement consistent literacy tasks. They will participate in both vertical teams and grade level teams. Vertical teams will be established at the beginning of 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, and 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: 10/31/2014

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities
**Schedule monthly meetings for professional learning teams**

**Description:**

Meeting schedule will be developed by leadership team and communicated to teachers on the August inservice 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.

**Evidence of Implementation:** Meeting schedules and calendars

**Start Date:** 8/25/2014  **End Date:** 6/16/2017

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

**Supported Strategies:**

- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy independence
- Professional Learning Communities

**Establish protocols to structure discussions at professional learning team meetings**

**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:** 10/24/2014

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

**Supported Strategies:**

- Data Team and Data Analysis Procedures
• Professional Learning Communities

Evaluating the effectiveness of the literacy tasks

Description:

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring (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. Adjustments will be made to the tasks if they are shown not to be effective.

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

Start Date: 8/25/2014   End Date: 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

• Differentiating Instruction
• Data Team and Data Analysis Procedures
• Consistent use of tasks that foster literacy independence
• Professional Learning Communities

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, 5 teachers.

Evidence:

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 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 p.m. to 4:00 p.m. Grade level teams will meet the third Monday of every month from 3:30 p.m. to 4:00 p.m. This schedule will be included on the monthly teacher calendar.

**Start Date:** 8/18/2014   **End Date:** 6/13/2017

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

**Supported Strategies:**

- Professional Learning Communities

**Schedules reflect that each grade level has a common time to meet as a PLC**

**Description:**

During the scheduling process, grade levels will have common specials (art, music, phys ed and library) at least two times a week to allow for time for grade levels to meet. Also, the third Monday of each month will be for grade level meetings to discuss data.

Evidence of Implementation: PLC meeting notes will indicate that grade levels have met to discuss instruction

**Start Date:** 7/1/2014   **End Date:** 8/18/2014

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

**Supported Strategies:**
- Professional Learning Communities

**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:** 7/10/2015

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

**Supported Strategies:**

- Professional Learning Communities

**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:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures
**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 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% yearly

**Type: Annual**

Data Source: Student and Teachers Attendance Data

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

**Type: Interim**

Data Source: Perception Surveys (student, parent, teacher)
Specific Targets: Results of the survey will increase positively from the beginning of the year to the end.

**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

*Positive School-Wide Behavior Plan*

**Description:**

Tenth and Green Elementary School will implement a Positive School-wide Behavior Plan that will include consistent rules and expectations for students in various school contexts (ex. classroom, hallways, cafeteria, playground, etc.). These expectations will be consistently reinforced with positive rewards and/or incentives both at the classroom and school-wide levels.

**SAS Alignment:** None selected

*Response to Intervention and Instruction (RTII)*

**Description:**

The RTII model provides a structure to identify and address the needs of our most at-risk students. Screening, diagnostic and progress monitoring assessments will be used to identify students and their individual academic needs as well as to monitor the effectiveness of the interventions used. The goal of the RTII model is to prevent academic referral for evaluation to Special Ed programs. The child study protocol will be part of the RTII system.

**SAS Alignment:** Instruction, Safe and Supportive Schools

*Assigning Mentors to Students*
Description:

Research confirms what we know anecdotally or intuitively — that mentoring works.

The 2013 study “The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles,” examined mentoring program relationships, experiences and benefits for higher-risk youth, and among the findings determined:

- The strongest program benefit, and most consistent across risk groups, was a reduction in depressive symptoms — a particularly noteworthy finding given that almost one in four youth reported worrisome levels of these symptoms at baseline.
- Findings also suggested gains in social acceptance, academic attitudes and grades.
- In addition to benefits in specific domains, mentored youth also experienced gains in a greater number of outcomes than youth in the comparison group.

Overall, the study’s results suggest that mentoring programs can be beneficial for youth with a broad range of backgrounds and characteristics.

SAS Alignment: Safe and Supportive Schools

Crisis Response Planning

Description:

Schools are well-organized systems that function with great efficiency under normal conditions. During a crisis, however, schools face unusual demands. While maintaining day-to-day operations, they must adapt to unexpected and unpredictable influences. Both school staff members and students will be personally affected by the crisis. Therefore, at the time of a crisis it is very difficult for a school to organize an effective crisis intervention response and still maintain the required long-range perspective. For schools to effectively address the many issues that typically arise during a crisis, a preplanned, systematic organizational model to direct decisions is essential. To be effective, a school’s crisis response model must anticipate the results of a crisis and identify the ways it will affect individuals and the community. This includes identifying and preparing for the typical reactions of young people of all ages. In addition, the model must identify and plan how to use the broad range of skills and knowledge represented by those on the school crisis response team, including those of collaborating professions, such as mental health and law enforcement. Finally, the crisis response model must anticipate the future needs of the school population and develop plans to meet those needs.

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

Implementation Steps:

Professional Development in Character Education

Description:

- Continue our relationship with Glad Tidings Church for monthly character education programs and incentives.
- 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 among faculty.

Evidence:

- Professional development agendas
- Notes taken at grade-level meetings

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education

Structuring Character Traits

Description:

- Principal and AP will maintain open communication with Glad Tidings to determine order of the monthly character traits.
• Teachers will be provided with materials to create classroom lessons on character traits.
• Teachers will use materials provided and come up with 2 lessons a week that meet the needs of the students in their classrooms to teach the specific monthly trait.

Evidence:

• Character trait lesson plans
• Informal walk-throughs could be done during lessons
• Students will begin to demonstrate traits on a regular basis both in and out of the classrooms

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

• Character Education

Establish a time frame within the schedule for character education lessons

Description:

• Character education assemblies will be held once a month school-wide
• Classroom-based character education lessons should occur 2 times a week for about 20 minutes.
• There will be 9 specific monthly character traits taught throughout the year.

Evidence:

• Walk-throughs to make sure staff is teaching the monthly traits
• Lesson plans stating dates and times lessons are being taught

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

Program Area(s): Student Services

Supported Strategies:

• Character Education

Monitoring character education
Description:

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

Evidence

- Students will be recognized on a character counts bulletin board or through character posters
- School staff will recognize students on a daily basis who exemplifies the character traits that have been taught

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

Program Area(s): Student Services

Supported Strategies:

- Character Education

Evaluating effectiveness of character education

Description:

- Teachers will observe these traits in their own classrooms.

Evidence:

- Examine referral data

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

Program Area(s): Student Services

Supported Strategies:

- Character Education

Professional Development in Positive School-Wide Behavior Plans
Description:

Training will provide research and evidence supporting the use of school-wide positive behavior models such as the Leader in Me. It will also provide teachers with examples of programs that have been used successfully in other schools. Teachers will understand the importance of consistent responses to positive behaviors as well as how to respond to negative student behaviors in a respectful manner. Emphasis will be placed on the need for modeling and instruction in appropriate school behaviors. Evidence of Implementation: Agenda and session handouts, evaluations

Start Date: 5/5/2014    End Date: 10/31/2015

Program Area(s): Professional Education

Supported Strategies:

- Positive School-Wide Behavior Plan

Establish a Positive School-wide Behavior Committee

Description:

The committee will work together to: 1. establish the school-wide rules and expectations for student behavior, 2. develop a system for monitoring and tracking student behavior, 3. develop a system to positively reinforce student behaviors including a balance of extrinsic and intrinsic motivators and school-wide assemblies, 4. establish a method of communication to inform parents of how their children behave in school. The team will also collect data to monitor effectiveness of the plan and make adjustments to the plan as needed.

Evidence of Implementation: Committee meeting notes, rules and expectations, tracking system, calendar of school-wide events, communication notes to parents.

Start Date: 4/21/2014    End Date: 9/30/2015

Program Area(s): Student Services

Supported Strategies:

- Positive School-Wide Behavior Plan
Communicate the School-Wide Positive Behavior Plan to Students and Parents

Description:

Students will learn about the School-Wide Positive Behavior Plan during the first few weeks of school through direct instruction in the classroom as well as during a beginning of the year assembly with the school principal. Parents will be informed of the plan through grade level newsletters, a One Call phone call and at Open House.

Evidence of Implementation: Handouts/ppts from the presentations with students and parents, grade level newsletter

Start Date: 8/18/2014   End Date: 10/31/2015

Program Area(s): Student Services

Supported Strategies:

- Positive School-Wide Behavior Plan

Monitor Effectiveness of the School-Wide Positive Behavior Plan

Description:

The School-Wide Positive Behavior committee will collect data (ex. # of students participating in incentive programs, discipline referrals, suspensions, etc.) to determine the effectiveness of the plan and make adjustments as needed. The team will meet on a monthly basis.

Evidence of Implementation: Data collection worksheets, data statistics, agendas/notes from team meetings

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

Program Area(s):

Supported Strategies:

- Positive School-Wide Behavior Plan

Establish a schedule for RTII Implementation
Description:

The master schedule will have time built in for daily intervention instruction. The teacher calendar will include assessment windows, data digs, and intervention schedules. The teacher calendar will be distributed at the beginning of the school year.

Start Date: 8/1/2014    End Date: 9/1/2014

Program Area(s):

Supported Strategies:

- Response to Intervention and Instruction (RTII)

**Consistent Implementation of Evidence-Based Reading Interventions**

Description:

Teachers will use evidence-based programs to provide consistent gap-skill instruction to students who have been identified as needing Reading Intervention. The Reading Specialist, ESL teachers, special teachers, the classroom teachers and para-professionals will instruct the at-risk students during scheduled intervention times. Teachers will be responsible for monitoring the progress of students to determine the effectiveness of the programs.

Evidence of Implementation: Lesson plans, intervention schedules, and student assessment results

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Response to Intervention and Instruction (RTII)

**Establish and Implement a Child Study Protocol**

Description:

Those students who are not making progress in RTII will be referred to the Child Study Team. The Child Study Core Team will consist of the Principal, AP, guidance
counselor, a SpEd teacher, an ESL teacher, a primary and intermediate classroom teacher and the Reading Specialist. The Core Team will develop the Child Study Protocols including referral, schedule, meeting protocols and monitoring systems. The Core Team will then meet with the student, parent and classroom teacher to develop an academic or behavioral plan for the student.

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

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

**Supported Strategies:**

- Response to Intervention and Instruction (RTII)

**Establish and Implement a Mentoring Program**

**Description:**

A student mentoring program will be established using teachers, older students (ex. RHS Key Club), and community members (ex. Berks Community Action Program) as mentors for at-risk students. Mentors will meet with students over their lunch breaks, recess, and/or before/after school on school grounds to talk about school performance, student interests, behaviors, etc. Every effort will be made to recruit diverse mentors who can connect with students on a cultural and socio-economic level.

**Start Date:** 4/14/2014  **End Date:** 6/9/2017

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

**Supported Strategies:**

- Assigning Mentors to Students

**Establish a Crisis Response Planning Committee**

**Description:**

A team including teachers and school staff members will be established to re-write and continually update the crisis response plan for the building. The crisis response plan will be developed using information provided from FEMA, PDE and other agencies specializing in school crisis management.
Communicate and Practice the Crisis Response Plan

Description:

Once the plan has been developed, it will be shared with all teachers, faculty, students and parents in a variety of ways (ex. in writing, presentations, direct instruction, etc.) Regular drills will be scheduled and implemented to give faculty and students the opportunity to practice safe crisis response strategies.

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.
Appendix: Professional Development Implementation

Step Details

*No Professional Development Implementation Steps have been identified for Tenth & Green El Sch.*
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Tenth & Green 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 Tenth & Green 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 the plan the principal and staff were able to create partnerships with at least 30 organizations in support of the students and families. The principal and staff were able to create an emergency operations manual for the building. They were able to create vertical as well as horizontal teams. They began the child study process. They initiated discussions with FranklinCovey on the Leader in Me.

Describe the continuing areas of concerns from the first year plan
In terms of continuing areas of concern the lack of a district wide curricula is daunting. Also, the constant change in material resources is a concern as well. Just when staff have figured out the program, textbook series, or equipment; it's changed. The staff attempt to align the courses to the PA Standards and the Common Core but without an established fully articulated pre-k to 12th grade program of studies with materials listing that is difficult. Reliable materials and resources are a concern. There needs to be an established calendar for review and renewal of all curricular materials.

Describe the initiatives that have been revised
The child study process has been revised to include biweekly meetings that include the administration, counselor, and teachers to discuss progress monitoring of students. Information is routinely reviewed and acted upon in a timely manner. The School wide Positive Behavior Support system is being revised with the adoption of the Leader in Me. This is a transformative model that will enable all aspects of socio-emotional learning to impact academic growth as well as to enable career planning for our students.