Thirteenth & Green El Sch

School Level Plan

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

Demographics

_Thirteenth & Green El Sch_
501 N 13th St
Reading, PA 19604
(610)371-5766

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Kevin Collins
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Collins</td>
<td>Building Principal</td>
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<tr>
<td>Coretta Davis</td>
<td>Parent</td>
</tr>
<tr>
<td>Emma Garcia</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Christine Reichardt</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Jasmin Sanchez-Lopez</td>
<td>Administrator</td>
</tr>
<tr>
<td>Teresa Schutt</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Coretta Scott</td>
<td>Community Representative</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's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

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

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

No

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

Yes

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

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# Needs Assessment

## School Accomplishments

**Accomplishment #1:**
We had a 99% participation rate on the 2014-2015 PSSA.

**Accomplishment #2:**
Students in all grade levels have shown at least one year's worth of growth across proficiency levels in Math.

**Accomplishment #3:**
Daily attendance rate is between 92% and 96%.

## School Concerns

**Concern #1:**
Inconsistent proficiency levels in reading and math among all grade levels.

**Concern #2:**
Increased academic gap between the "all student" group and ELL subgroup in reading and math.

**Concern #3:**
Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

**Concern #4:**
Writing is a huge concern across all grade levels.

## 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:**
Inconsistent proficiency levels in reading and math among all grade levels.

Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Writing is a huge concern across all grade levels.

**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:**

- Inconsistent proficiency levels in reading and math among all grade levels.

- Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Writing is a huge concern across all grade levels.

**Systemic Challenge #3 (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.

**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:**

- Inconsistent proficiency levels in reading and math among all grade levels.
Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

**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:**

Inconsistent proficiency levels in reading and math among all grade levels.

Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.
School Level Plan

Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

**Type:** Annual
**Data Source:** Pennsylvania State Student Assessment (PSSA)
**Specific Targets:** The percentage of students that increase from below basic to basic, basic to proficient, and proficient to advanced. Also, the Overall percentage increase of proficient and advanced students from the previous year.

**Type:** Interim
**Data Source:** Benchmark testing and Progress Monitoring
**Specific Targets:** An increase in the number of students moving from intensive to strategic, and strategic to benchmark after each data collection. Also, individual growth of students from the baseline score through each data collection point.

**Type:** Interim
**Data Source:** Benchmark testing Assessment
**Specific Targets:** The number of students that increase from below basic to basic, basic to proficient, and proficient to advance as it correlates to PSSA scoring. Also, the individual percentage increase in individual students scores.

**Type:** Annual
**Data Source:** Kindergarten Entry Inventory (KEI) Assessment
**Specific Targets:** Given to all entering kindergarten students within the first 45 days of entry to use for a baseline and to drive instruction in the kindergarten classroom.

**Strategies:**

**Common Assessment within Grade/Subject**

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) ) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Mod](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Mod)}
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

**Targeted differentiated instruction to meet their needs through best practices**

**Description:**

Identify focus standards and/or learning goals not attained by each individual student and provide targeted differentiated instruction to meet their needs through best practices. Purchased professional publications specifically focused on classroom instruction and student engagement will be utilized during professional developments in the building, individual professional development in response to informal/formal observations and books studies. In addition, we will modify the schedule to make our Special Education and ELA teachers’ time more effective and in essence create larger blocks of time for them to meet with students.

SAS Alignment: Standards, Instruction, Materials & Resources

**Decreasing the Learning Gap**

**Description:**

Data driven student placement is a strategy that will ensure that the students will receive the most consistent instruction in the least restrictive environment while working towards decreasing the learning gap. 13th and Green Elementary school will use several data sources and teacher, Guidance, and administration collaboration to create and manage class list while maintaining equity of access and resources for all students. The purpose of this strategy is to enable teachers more quality student/teacher time to expand on more stringent differentiated instruction and to expand on teacher resources through grade-level sharing.

SAS Alignment: Instruction
**Implementation Steps:**

**Data Summit**

**Description:**

During professional development, introduce the plan to teachers and staff and present resources and data to ensure understanding and foster buy-in. Evidence of Implementation: Professional development agenda and resources on data analysis.

**Start Date:** 5/15/2015  **End Date:** 8/31/2017

**Program Area(s):**

**Supported Strategies:**

- Decreasing the Learning Gap

**Data Team Meetings**

**Description:**

Collaborate with grade-level teams, reading Specialist, ELA, and Special education teachers to determine valuable data points that would enable us to create data driven class lists, which would allow us to begin decreasing the learning gap within each classroom. Evidence of Implementation: A data collection Document that allows teachers to gather the data from the chosen data points to be analyzed.

**Start Date:** 5/15/2015  **End Date:** 6/1/2017

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

**Supported Strategies:**

- Decreasing the Learning Gap

**Scheduling and class assignments**

**Description:**
Review the collected data points including the PSSA data from the current year to formulate 2015-2016 class lists. Evidence of Implementation: Updated class list for the 2015-2016 school year.

**Start Date:** 5/15/2015    **End Date:** 8/1/2017

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

**Supported Strategies:**

- Decreasing the Learning Gap

**Professional Development on Data Analysis**

**Description:**

Teacher training on data analyzes and effective differentiated strategies for 2015-2016 class lists and the implementation in all building classrooms. Evident of Implementation: Progress monitoring, continued data point documentation, and lesson plans.

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

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

**Supported Strategies:**

- Decreasing the Learning Gap

**Professional Development focusing on differentiated instruction**

**Description:**

**Description:** Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulative will be purchased to continue differentiating learning stations in reading and math,

**Indicator of Implementation:** Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports
Start Date: 8/27/2015  End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

**Conduct walk-through's with a focus on differentiated instruction**

Description:

Description: Building administration/teachers will conduct informal walk through’s focusing on differentiated instruction and take part in debriefing sessions discussing the observational template; imparting professional reflections to development differentiation further.

Indicator of Implementation: Informal/formal observations, walk-through’s, walk-through template, post observation feedback session, scaffolding supports

Start Date: 5/15/2015  End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

**Gather and Analyze Benchmark Data**

Description:

Description: Data reports will be analyzed by classroom teachers and grade level teams to guide best practices, specifically for small group and differentiation.

Indicator of Implementation: data reports, individual and grade level data meetings with teachers, walk-through template, observations and vertical alignment of data to identify curriculum gaps

Start Date: 5/15/2015  End Date: 6/9/2017

Program Area(s): Professional Education
Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

**Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.**

Description:

Core instruction will be provided by utilizing research-based programs and all its components.

**Indicator of Implementation:** Increases in individual student achievement based on local assessments, students goal setting and accountability. Effective teacher practice with ELL’s including ELA certified teachers providing strategies and instruction, targeting concerns with ELA performance on both state and local assessments.

**Start Date:** 5/15/2015  **End Date:** 8/1/2017

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

Supported Strategies:

- Targeted differentiated instruction to meet their needs through best practices

**Evaluate the academic and/or behavior modifications by student name**

Description:

At Risk students will be identified and names will be submitted to Elementary School Assistance Program team. In addition, teachers will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

**Indicator of Implementation:** Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals

**Start Date:** 5/15/2015  **End Date:** 8/1/2017

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

- Targeted differentiated instruction to meet their needs through best practices

*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 school-wide use of data that is focused on school improvement and the academic growth of all students
**Indicators of Effectiveness:**

**Type:** Interim

**Data Source:** Benchmark assessments, Teacher observations - Student achievement

**Specific Targets:** Students' achievement on benchmark tests.

**Type:** Annual

**Data Source:** PVAAS Data

**Specific Targets:** PVAAS data will indicate that the students in grades 4 & 5 are making one or more year's growth annually.

**Strategies:**

*Implementing differentiated instruction through data analysis.*

**Description:**

Monitor the implementation of differentiated instruction through data analysis. As we move to computer based benchmark testing, we will be better able to get more timely and accurate data to drive instruction. In addition, we will implement differentiated groups using data from our benchmark testing. We will use appropriate resources to intervene and give students the individualized instruction that best suits their needs.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

*Gather and analyze data to monitor student progress and adjust instructional practices*

**Description:**

Gather and analyze data to monitor student progress and adjust instructional practices. Data sources include benchmark testing, progress monitoring, weekly and unit reading assessments. We will also implement data meetings to meet with each teacher and look at their student data and current instructional practices within their classroom.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Materials & Resources
ESAP procedures

Description:

Teachers will follow the schoolwide Elementary Student Assistance Program procedures. The ESAP Program will be implemented through the school Child Study Process. We will meet weekly to discuss students that are not finding success in the classroom and look at appropriate intervention to bridge deficit skills.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Professional Development focusing on differentiated instruction

Description:

Description: Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulative will be purchased to continue differentiating learning stations in reading and math,

Indicator of Implementation: Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports

Start Date: 8/27/2015   End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- Gather and analyze data to monitor student progress and adjust instructional practices

Conduct walk-through's with a focus on differentiated instruction

Description:

Description: Building administration/teachers will conduct informal walk through’s focusing on differentiated instruction and take part in debriefing sessions
discussing the observational template; imparting professional reflections to development differentiation further.

**Indicator of Implementation:** Informal/formal observations, walk-through’s, walk-through template, post observation feedback session, scaffolding supports

**Start Date:** 5/15/2015    **End Date:** 6/9/2017

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

**Supported Strategies:**

- Gather and analyze data to monitor student progress and adjust instructional practices

*Analyze data collected from walk-through's*

**Description:**

**Description:** School personnel will be afforded the opportunities to complete walk throughs as heterogeneous teams among various grade levels. A walk through template will be provided with the focus on differentiation, student engagement, data driven instruction and classroom environment.

**Indicator of Implementation:** Data meeting agenda and minutes, assessment data, individual teacher meetings with administrative team and grade level meeting documents will be logged.

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

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

**Supported Strategies:**

- Gather and analyze data to monitor student progress and adjust instructional practices

*Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.*

**Description:**
Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: Increases in individual student achievement based on local assessments, students goal setting and accountability. Effective teacher practice with ELL's including ELA certified teachers providing strategies and instruction, targeting concerns with ELA performance on both state and local assessments.

Start Date: 5/15/2015    End Date: 8/1/2017

Program Area(s): Professional Education

Supported Strategies:

- Gather and analyze data to monitor student progress and adjust instructional practices
- ESAP procedures

Evaluate the academic and/or behavior modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to Elementary School Assistance Program team. In addition, teachers will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals

Start Date: 5/15/2015    End Date: 8/1/2017

Program Area(s): Student Services

Supported Strategies:

- Implementing differentiated instruction through data analysis.
- ESAP procedures
Goal #3: 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.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher data binders, achievement on benchmark tests

Specific Targets: Teachers will own their own data. Teacher data binders will be a direct reflection of students' referrals to child study. Instructional practices will also be based on student data.

Strategies:

Targeted differentiated instruction to meet their needs through best practices

Description:

Identify focus standards and/or learning goals not attained by each individual student and provide targeted differentiated instruction to meet their needs through best practices. Purchased professional publications specifically focused on classroom instruction and student engagement will be utilized during professional developments in the building, individual professional development in response to informal/formal observations and books studies. In addition, we will modify the schedule to make our Special Education and ELA teachers' time more effective and in essence create larger blocks of time for them to meet with students.

SAS Alignment: Standards, Instruction, Materials & Resources

Implementing differentiated instruction through data analysis.

Description:

Monitor the implementation of differentiated instruction through data analysis. As we move to computer based benchmark testing, we will be better able to get more timely and accurate data to drive instruction. In addition, we will implement differentiated groups using data from our benchmark testing. We will use appropriate resources to intervene and give students the individualized instruction that best suits their needs.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction
**ESAP procedures**

**Description:**

Teachers will follow the schoolwide Elementary Student Assistance Program procedures. The ESAP Program will be implemented through the school Child Student Process. We will meet weekly to discuss students that are not finding success in the classroom and look at appropriate intervention to bridge deficit skills.

**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

**Implementation Steps:**

**Professional Development focusing on differentiated instruction**

**Description:**

**Description:** Professional development will be provided on informal walk throughs that will be focused on differentiated instruction (using the walk through template) and the discussion of the debriefing sessions. We will utilize a professional publication focusing on the differentiated classroom. This will be used during professional development in the building, as well as book studies. Various manipulative will be purchased to continue differentiating learning stations in reading and math,

**Indicator of Implementation:** Agenda, sign-in, evaluations, hand-outs, walk-through template, walk-through feedback/next steps and identify supports

**Start Date:** 8/27/2015  **End Date:** 6/9/2017

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

**Supported Strategies:**
• Targeted differentiated instruction to meet their needs through best practices

**Conduct walk-through's with a focus on differentiated instruction**

**Description:**

Building administration/teachers will conduct informal walk through’s focusing on differentiated instruction and take part in debriefing sessions discussing the observational template; imparting professional reflections to development differentiation further.

**Indicator of Implementation:** Informal/formal observations, walk-through’s, walk-through template, post observation feedback session, scaffolding supports

**Start Date:** 5/15/2015  **End Date:** 6/9/2017

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

**Supported Strategies:**

• Targeted differentiated instruction to meet their needs through best practices

**Teachers will identify focus standards and/or learning goals not attained by each individual student and provide targeted instruction to meet their needs.**

**Description:**

Core instruction will be provided by utilizing research-based programs and all its components.

**Indicator of Implementation:** local assessments, observations, and walk-through's. After each round of district assessments, teachers will gather and analyze data to drive instruction on an individual, small or whole group basis.

**Start Date:** 9/3/2013  **End Date:** 6/9/2015

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

**Supported Strategies:**

• Implementing differentiated instruction through data analysis.
Identify effective core instructional and/or intervention strategies to promote student learning, based on student need.

**Description:**

- Core instruction will be provided by utilizing research-based programs and all its components.

- **Indicator of Implementation:** Increases in individual student achievement based on local assessments, students goal setting and accountability. Effective teacher practice with ELL’s including ELA certified teachers providing strategies and instruction, targeting concerns with ELA performance on both state and local assessments.

**Start Date:** 5/15/2015  **End Date:** 8/1/2017

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

**Supported Strategies:**

- Targeted differentiated instruction to meet their needs through best practices
- ESAP procedures

Implement specific academic and/or behavioral modifications by student name

**Description:**

- At Risk students will be identified and names will be submitted to Elementary Student Assistance Program team. In addition, teachers will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

- **Indicator of Implementation:** Increase in student learning outcomes and reaching the academic/behavioral goals

**Start Date:** 5/15/2015  **End Date:** 8/1/2017

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

**Supported Strategies:**
• Implementing differentiated instruction through data analysis.
• ESAP procedures

Evaluate the academic and/or behavior modifications by student name

Description:

Description: At Risk students will be identified and names will be submitted to Elementary School Assistance Program team. In addition, teachers will develop an academic and/or behavioral plan for said students. Plans will be discussed with parents, student and school personnel and reviewed/modified on an as needed basis. Based on outcome, student may be referred for further testing and services.

Indicator of Implementation: Academic and behavioral data points- District Data system, behavioral logs, district and statewide assessments, Elementary School Assistance Program referrals

Start Date: 5/15/2015       End Date: 8/1/2017

Program Area(s): Student Services

Supported Strategies:

• Implementing differentiated instruction through data analysis.

Family Activities

Description:

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
Appendix: Professional Development Implementation
Step Details

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

We, the undersigned, hereby certify that the school level plan for Thirteenth & 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 Thirteenth & 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
I can’t effectively assess the success of the prior plan. I am a new principal to this building as of this year. I am unaware if all of the strategies were implemented or even monitored with fidelity. From a pure data standpoint, I can say that some of strategies need to be updated or changed. I don’t have any answers, however, to why particular strategies may not have been effective.

Describe the continuing areas of concerns from the first year plan
There is still inconsistent instructional practice within the building. In addition, the ESAP process still needs to remain a focus as this is crucial to the success of our students. The way that teachers gather, monitor, and use student data still is an area of improvement as well.

Describe the initiatives that have been revised
The ESAP Process will occur on a consistent basis and include a diverse team of educators. Teachers will use data to inform instructional decisions and be held accountable.