Twelfth & Marion El Sch

School Level Plan

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

Demographics

Twelfth & Marion El Sch
1200 N 12th St
Reading, PA 19604
(610)371-5788

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Amy Berkley
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Amy Berkley</td>
<td>Building Principal</td>
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<tr>
<td>Jami Fry</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Cynthia Hiryak</td>
<td>Elementary School Teacher - Regular Education</td>
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<td>Barbara Hoffman</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Amanda Hunter</td>
<td>Community Representative</td>
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<tr>
<td>Billie Jo Long</td>
<td>Elementary School Teacher - Regular Education</td>
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<tr>
<td>Bernadette Roberts</td>
<td>Parent</td>
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<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member</td>
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<tr>
<td>Cynthia Theodore</td>
<td>Elementary School Teacher - Special Education</td>
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<tr>
<td>Elisa Wounderly</td>
<td>Elementary School Teacher - Regular Education</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
- District web page
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- 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:
There was significant evidence that the 4th grade exceeded the standard for PA Academic Growth on the 2013/2014 Math PSSAs.

Accomplishment #2:
There is moderate evidence that the School exceeded the standard for Academic Growth on the 4th grade Reading PSSAs for 2013/2014.

Accomplishment #3:
There is evidence that the school met the standard for Academic Growth for Math and Writing on the 5th Grade 2013/2014 PSSAs.

Accomplishment #4:
ELLs achieved Basic or above on the 5th grade Writing PSSAs for the 2013/2014.

Accomplishment #5:
In comparing the 3rd grade 2012-2013 Math PSSA performance to their 4th grade 2013-2014 Math PSSA performance, there was a 9% gain in the number of Proficient and Advanced students.

School Concerns

Concern #1:
A student cohort of 50 students (3rd grade to 5th grade) between 2011-2012, 2012-2013, and 2013-2014 demonstrated a decrease of 16% proficiency in Reading and a decrease of 22% in Math PSSA.

Concern #2:
Based on the 2013-2014 PSSA scores all students did not meet the AMO for closing the achievement gap in Math and Reading.

Concern #3:
There was significant evidence that the school did not meet the standard for PA academic growth on the Science PSSA.

Concern #4:
There is moderate evidence that 5th grade students did not meet the standard for PA Academic Growth on the 2013 PSSA.

**Concern #5:**
Student performance levels of 3rd to 4th and 4th to 5th grade students between 2011-2012, 2012-2013 and 2013-2014 demonstrated an increase in Below Basic on the Math PSSA.

**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:**
- Based on the 2013-2014 PSSA scores all students did not meet the AMO for closing the achievement gap in Math and Reading.

There was significant evidence that the school did not meet the standard for PA academic growth on the Science PSSA.

There is moderate evidence that 5th grade students did not meet the standard for PA Academic Growth on the 2013 PSSA.

A student cohort of 50 students (3rd grade to 5th grade) between 2011-2012, 2012-2013, and 2013-2014 demonstrated a decrease of 16% proficiency in Reading and a decrease of 22% in Math PSSA.

Student performance levels of 3rd to 4th and 4th to 5th grade students between 2011-2012, 2012-2013 and 2013-2014 demonstrated an increase in Below Basic on the Math PSSA.

**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:**

Based on the 2013-2014 PSSA scores all students did not meet the AMO for closing the achievement gap in Math and Reading.

There was significant evidence that the school did not meet the standard for PA academic growth on the Science PSSA.

There is moderate evidence that 5th grade students did not meet the standard for PA Academic Growth on the 2013 PSSA.

A student cohort of 50 students (3rd grade to 5th grade) between 2011-2012, 2012-2013, and 2013-2014 demonstrated a decrease of 16% proficiency in Reading and a decrease of 22% in Math PSSA.

Student performance levels of 3rd to 4th and 4th to 5th grade students between 2011-2012, 2012-2013, and 2013-2014 demonstrated an increase in Below Basic on the Math PSSA.

**Systemic Challenge #3 (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:**

Based on the 2013-2014 PSSA scores all students did not meet the AMO for closing the achievement gap in Math and Reading.

There was significant evidence that the school did not meet the standard for PA academic growth on the Science PSSA.

There is moderate evidence that 5th grade students did not meet the standard for PA Academic Growth on the 2013 PSSA.
A student cohort of 50 students (3rd grade to 5th grade) between 2011-2012, 2012-2013, and 2013-2014 demonstrated a decrease of 16% proficiency in Reading and a decrease of 22% in Math PSSA.

Student performance levels of 3rd to 4th and 4th to 5th grade students between 2011-2012, 2012-2013 and 2013-2014 demonstrated an increase in Below Basic on the Math PSSA.
School Level Plan

Action Plans

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

**Indicators of Effectiveness:**
- **Type:** Annual
- **Data Source:** District Wide Assessments, Teacher Effectiveness Evaluations
- **Specific Targets:** Student performance on both state and local assessments will improve as teachers create and implement lesson plans which are in alignment with the standards aligned curriculum.

- **Type:** Annual
  - **Data Source:** PSSA
  - **Specific Targets:** There will be a 6% increase for students achieving proficiency in both math and reading

- **Type:** Interim
  - **Data Source:** Benchmark Assessments
  - **Specific Targets:** The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

**Strategies:**

**Common Assessment within Grade/Subject**

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

**SAS Alignment:** Assessment, Instruction

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

**SAS Alignment:** Instruction

**Curriculum Goal**

**Description:**

**Strategies:**

Curriculum Mapping is a procedure for reviewing the operational curriculum of a school or district. It is a method to align instruction with desired goals and program outcomes. The schools of the Reading School District will develop K-12 curriculum maps that will document what is taught and when; will align instruction with PA standards; and will help connect assessments to curriculum and instruction. The purpose of this strategy is to provide program coherence in grades K-12; to connect curriculum, instruction, and assessment; to improve communications about district curriculum for parents, students, and staff; and to encourage continuous reflection on student learning.

**SAS Alignment:** Curriculum Framework

**Implementation Steps:**

**Implement Technology Upgrades**

**Description:**

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

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Goal
**Professional Development for English Language Arts Curriculum**

**Description:**

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

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

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

**Supported Strategies:**

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

**Implementation of Math Curriculum**

**Description:**

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

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

**Program Area(s):**

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Goal

**Professional Development for Math Curriculum**

**Description:**

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

Use Common Benchmark Assessments

Description:

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

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**: Annual
- **Data Source**: PSSA
- **Specific Targets**: Student performance on both reading and math test will increase by 10%

- **Type**: Interim
- **Data Source**: Benchmark Assessments
- **Specific Targets**: Students will show a minimum of one year’s growth annually

**Strategies:**

**Professional development and training.**

**Description:**

Twelfth & Marion staff will receive training which will focus on writing effective and engaging lesson plans. That will include training on the following: utilization of the Standards Aligned System while planning lessons based on the Common Core Standards, writing aligned and measurable objectives, and providing a variety of modalities in which the teachers can instruct and students can express their knowledge. This training will be led by the building level administrators, and peer support.

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

**PA Teacher Effectiveness System**
Description:

Twelfth & Marion will utilize the PA Teacher Effectiveness System in order to improve professional practices as delineated in the Framework For Teaching (Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities).

SAS Alignment: Instruction

Data Analysis, Data Informed Instruction, Data Teams

Description:

Twelfth & Marion will use student achievement data to support instructional decision making.

SAS Alignment: Standards, Assessment, Curriculum Framework

Implementation Steps:

Focused Professional Development Trainings

Description:

Description: Once a month there will be one 1:10 dismissal which will be devoted entirely to professional development. The professional development will be devoted to specific student needs as identified by the SIP team - student needs will be addressed through case studies, common planning, and individual learning plans - the primary focus of the case studies will be on the Common Core Standards.

Indicator of Implementation: Once a month there will be one 1:10 dismissal which will be devoted entirely to professional development.

Start Date: 6/29/2015   End Date: 6/9/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional development and training.
- Data Analysis, Data Informed Instruction, Data Teams
Professional development for the understanding and application of the Common Core Standards.

Description:

Description: Teachers will take part in professional development that will build their capacity for writing lesson plans that reflect symmetry between the Common Core Standards and RSD curriculum.

Indicator of Implementation: Building administrators will conduct monthly walk throughs to observe that teachers are writing lesson plans that reflect symmetry between the Common Core Standards and the RSD curriculum.

Start Date: 8/19/2013    End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional development and training.
- PA Teacher Effectiveness System
- Data Analysis, Data Informed Instruction, Data Teams

Monitoring Student Achievement

Description:

Description: Educational staff will utilize the OnHand program to assist them in the monitoring of student achievement and development of targeted interventions.

Indicators of Implementation: Faculty will be able to produce reports via OnHand and explain the data during parent / teacher meetings, Child Study Team meetings, and grade level meetings.

Start Date: 6/29/2015    End Date: 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional development and training.
- Data Analysis, Data Informed Instruction, Data Teams
Implementation of Common Core State Standards

Description:

Teachers will write lesson plans which reflect utilization of the Common Core Standards, aligned RSD curriculum, RSD pacing guide, and Math Program.

Indicators of Implementation: Building Administration will conduct monthly walk throughs to observe that teachers are writing lesson plans that reflect the utilization of the Common Core State Standards, aligned RSD curriculum, RSD Pacing Guide, and Math Program.

Start Date: 6/29/2015    End Date: 6/19/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional development and training.
- PA Teacher Effectiveness System
- Data Analysis, Data Informed Instruction, Data Teams

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: Administrative Evaluations (Informal Walk Throughs and Formal Observations); Teacher Effectiveness Evaluations

Specific Targets: Teachers will participate in differentiated professional development for technology and will implement its use in daily instruction to increase student engagement.

Strategies:

Professional development and training.
Description:

Twelfth & Marion staff will receive training which will focus on writing effective and engaging lesson plans. That will include training on the following: utilization of the Standards Aligned System while planning lessons based on the Common Core Standards, writing aligned and measurable objectives, and providing a variety of modalities in which the teachers can instruct and students can express their knowledge. This training will be led by the building level administrators, and peer support.

SAS Alignment: Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources

**PA Teacher Effectiveness System**

Description:

Twelfth & Marion will utilize the PA Teacher Effectiveness System in order to improve professional practices as delineated in the Framework For Teaching (Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities).

SAS Alignment: Instruction

**Technology Infrastructure and Utilization**

Description:

Based on the International Society for Technology in Education's research that indicates an increase in access to technology has a positive effect on student achievement, 12th & Marion will require the faculty to utilize various forms of technology for instructional delivery and research on a daily basis. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf))

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

**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 for the understanding and application of the Common Core Standards.*

**Description:**

*Description:* Teachers will take part in professional development that will build their capacity for writing lesson plans that reflect symmetry between the Common Core Standards and RSD curriculum.

*Indicator of Implementation:* Building administrators will conduct monthly walk throughs to observe that teachers are writing lesson plans that reflect symmetry between the Common Core Standards and the RSD curriculum.

**Start Date:** 8/19/2013    **End Date:** 6/9/2017

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

**Supported Strategies:**

- Professional development and training.
- Technology Infrastructure and Utilization
- PA Teacher Effectiveness System

*Use of technology to support instruction*

**Description:**

*Description:* Teachers will daily utilize technology with students and for their own use such as lesson plan.

*Indicator of Implementation:* Building administration will conduct monthly walk throughs to observe that the teachers are making daily use of the technological resources to promote student learning.

**Start Date:** 8/19/2013    **End Date:** 6/9/2017

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

**Supported Strategies:**
• Professional development and training.
• Technology Infrastructure and Utilization
• PA Teacher Effectiveness System

**Assessment of Instructional Practices and Student Learning**

**Description:**

*Description:* Teachers will utilize formative and summative assessments of student learning to guide instructional practices.

*Indicator of Implementation:* Building administration will conduct monthly walk throughs to observe that teachers are implementing formative and summative assessments of student learning.

**Start Date:** 8/19/2013  **End Date:** 6/9/2017

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

**Supported Strategies:**

• Professional development and training.
• Technology Infrastructure and Utilization
• PA Teacher Effectiveness System

**Focused Professional Development Trainings**

**Description:**

*Description:* Once a month there will be one 1:10 dismissal which will be devoted entirely to professional development. The professional development will be devoted to specific student needs as identified by the SIP team - student needs will be addressed through case studies, common planning, and individual learning plans - the primary focus of the case studies will be on the Common Core Standards.

*Indicator of Implementation:* Once a month there will be one 1:10 dismissal which will be devoted entirely to professional development.

**Start Date:** 6/29/2015  **End Date:** 6/9/2017

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

**Supported Strategies:**
• Professional development and training.
• Technology Infrastructure and Utilization

**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
Appendix: Professional Development Implementation
Step Details

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

We, the undersigned, hereby certify that the school level plan for Twelfth & Marion 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 Twelfth & Marion 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
Grade level teams met consistently during Monday early dismissals; new math program was implemented in grades K-5 in order to meet the more vigorous demands of the PA Common Core State Standards; out dated technology hardware has been updated to provide better access in the classroom for all students; we have been designated No Place for Hate for the second year, and primary grades received I-pad training to be able to empower the teachers to utilize them in their instruction.

Describe the continuing areas of concerns from the first year plan
Additional professional development is needed to fully implement the Go Math Program and meet the PA CCSS; differentiated professional development on technology is needed for the up and coming school year; child study team needs to be implemented in order to provide appropriate RTii; and administrative walk throughs will be conducted on a regular basis in order to ensure that teacher practices are respectful and affective.

Describe the initiatives that have been revised
Professional Development will be differentiated to meet the needs of all teachers in contrast to a generic program overview; templates are being created to track administrative walk throughs and professional growth and student engagement, grade level teams will be clustered in order to provide additional opportunities for targeted intervention and specialists support; the implementation for a more progressive child study team will assist the teachers in meeting the need of RTii.