Tyson-Schoener El Sch

School Level Plan

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

Demographics

Tyson-Schoener El Sch
315 S 5th St
Reading, PA 19602
(610)371-5951

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Salvador Sepulveda
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Firing</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Samantha Frees</td>
<td>Administrator</td>
</tr>
<tr>
<td>Michelle Petrizzo</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Dan Richards</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Lauren Salvatore</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>Yanira Sanchez</td>
<td>Parent</td>
</tr>
<tr>
<td>Robin Scarpaci</td>
<td>Reading Specialist</td>
</tr>
<tr>
<td>Salvador Sepulveda</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Tiffany Shomo</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Jennifer Swavely</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>David Vanfossen</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jonathan VanWyngarden</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Grace Weber</td>
<td>Ed Specialist - Other</td>
</tr>
</tbody>
</table>
Assurances

Title I Schools

*Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

**Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
Curriculum, Instruction and Assessment Aligned with Standards

– Frequent Monitoring of Teaching and Learning

– Focused Professional Development

– Supportive Learning Environment

– High Levels of Community and Parent Involvement

**Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

– Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

– Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

– Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

– Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

– Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

– Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional and health needs.

– Provide ongoing mechanisms for family and community engagement

**Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

**Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
• **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

• **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school’s plan to improve student achievement.

**Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District web page
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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:
Attendance for the 13-14 school year ended at 93.94%.

Accomplishment #2:
On the January 2015 EdInsight Math test, students answered 85.44% of the questions in Numbers and Operations in Base Ten correctly.

Accomplishment #3:
5th grade writing scores increased from 19.35% to 37.33% on the PSSA in the 2014 school year.

Accomplishment #4:
PVAAS growth measure over grades relative to standards for PA academic growth in Reading/Literature was 71.00 (green) in 2014.

Accomplishment #5:
PVAAS growth measure in 4th grade Reading in 2014 shows that we made our annual academic growth expectations (green).

Accomplishment #6:
PVAAS growth measure in 5th grade Reading shows that we made our annual academic growth expectations (green) in 2014.

Accomplishment #7:
The PVAAS Writing indicator of academic growth went from -135.9 (red) in 2013 to -37.6 (yellow) in 2014.

School Concerns

Concern #1:
PVAAS 2013 growth measure in Science was in the red at -30.7. PVAAS 2014 growth measure in Science was in the red at -59.9.

Concern #2:
The 2014 PVAAS growth measure for Math was in the red at -2.6.
Concern #3:
2013-2014 PSSA advanced and proficient scores were less than 50% (Math: 40.74%, Reading: 31.02%, Writing: 37.33%, Science: 45.71%).

Concern #4:
In the 2014-2015 school year (as of April 1, 2015), there were 203 discipline referrals. 38% of all referrals are IEP students and 65.5% of all referrals are male.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #3) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

PVAAS 2013 growth measure in Science was in the red at -30.7. PVAAS 2014 growth measure in Science was in the red at -59.9.

The 2014 PVAAS growth measure for Math was in the red at -2.6.

2013-2014 PSSA advanced and proficient scores were less than 50% (Math: 40.74%, Reading: 31.02%, Writing: 37.33%, Science: 45.71%).

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

Systemic Challenge #3 (Guiding Question #2) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

PVAAS 2013 growth measure in Science was in the red at -30.7. PVAAS 2014 growth measure in Science was in the red at -59.9.

The 2014 PVAAS growth measure for Math was in the red at -2.6.
2013-2014 PSSA advanced and proficient scores were less than 50% (Math: 40.74%, Reading: 31.02%, Writing: 37.33%, Science: 45.71%).

**Systemic Challenge #4** *(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.

**Systemic Challenge #5** *(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 #6** *(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:**

In the 2014-2015 school year (as of April 1, 2015), there were 203 discipline referrals. 38% of all referrals are IEP students and 65.5% of all referrals are male.
**School Level Plan**

**Action Plans**

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

**Indicators of Effectiveness:**

- **Type:** Annual
- **Data Source:** PSSA
- **Specific Targets:** There will be a 6% increase of students from the historically-low achieving group meeting proficiency in both math and reading on a yearly basis.

- **Type:** Interim
- **Data Source:** Benchmark Testing
- **Specific Targets:** Students will show a growth of at least one year's growth annually.

**Strategies:**

**Common Assessment within Grade/Subject**

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/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

*Math Research-based instruction*

**Description:**

Professional development on revising the Math instruction and assessments to include multi-step problems.

Professional development to revise and align curriculum.

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

*Technology*

**Description:**

1. Professional Development on utilizing the technological resources.

2. Will use technology to enhance instruction within the classroom.

**SAS Alignment:** Materials & Resources

*Literacy Tasks*

**Description:**

A literacy structure that allows for differentiation in the classroom and provides consistency.
SAS Alignment: Instruction

**Implementation Steps:**

*Teacher Training on Math Curriculum*

**Description:**

Teacher training on implementation of research-based math program regarding assessments and the use of additional materials and resources as well as a better use of program including online resources.

**Start Date:** 1/30/2015  **End Date:** 8/31/2016

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

**Supported Strategies:**

- Math Research-based instruction

*Technology Resources and Programs for Math, Reading, and Science*

**Description:**

The use of research-based programs by teachers and students. Looking into the possibility of new technological, research-based programs for Math, Reading, and Science. Updating our computer lab equipment.

**Start Date:** 6/30/2015  **End Date:** 8/30/2016

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

**Supported Strategies:**

- Technology

*Implement Literacy Tasks*

**Description:**
Grade levels will meet to discuss literacy implementation strategies. Staff will observe their peers through classroom observation. The addition of a leveled reader "book room" for teacher-led groups and various literacy tasks.

**Start Date:** 10/6/2014  **End Date:** 6/30/2016

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

**Supported Strategies:**

- Literacy Tasks

---

**Classroom walk throughs**

**Description:**

Members of the leadership team (Principal and Assistant Principal) will conduct classroom walk-throughs weekly.

Immediate positive feedback will be provided to the classroom teacher.

Walk-through data will be collected and analyzed.

**Start Date:** 8/26/2013  **End Date:** 6/5/2016

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

**Supported Strategies:**

- Math Research-based instruction
- Technology
- Literacy Tasks

---

**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

**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

**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:** Annual

**Data Source:** PVAAS

**Specific Targets:** Students will show a minimum of one year's growth annually

**Type:** Interim

**Data Source:** Benchmark Assessments
Specific Targets: The percentage of students scoring Basic or Below Basic will decrease by 10%

**Strategies:**

*Data Analysis meetings*

**Description:**

Data analysis meetings after assessment results are available. This includes PSSA and benchmark assessments. There will be a Data analysis protocol that will be followed along with plans by all grade level teams on how they will alter instruction.

**SAS Alignment:** Assessment

*School Climate Surveys*

**Description:**

Analyzing data from district and school survey results. Areas of concern may be parental involvement, school climate, discipline, and teacher effectiveness.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

**Implementation Steps:**

*Data Meetings/Summits*

**Description:**

A data summit will occur after every assessment. Grade level teams will analyze and prepare a presentation of their data along with a plan on how instruction will be altered in their classrooms.

**Start Date:** 8/26/2014    **End Date:** 6/12/2016

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

**Supported Strategies:**

- Data Analysis meetings
**School Climate Surveys**

**Description:**

Use previous school climate surveys and conduct additional school climate surveys to determine areas of concern.

**Start Date:** 6/30/2015  **End Date:** 6/30/2016

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

**Supported Strategies:**

- School Climate Surveys

**Child Study Team Collaboration**

**Description:**

*Description:* Continued student growth via data reflecting increased progress and dismissal from child study within 3 month time period utilizing the gradual release model with an ongoing success plan as continuing from last year.

*Indicators of implementation:* Dismissal of 80% of referred students from child study after a 3 month period.

**Start Date:** 8/26/2013  **End Date:** 6/5/2017

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

**Supported Strategies:**

- Data Analysis meetings

**Classroom walk throughs**

**Description:**
Members of the leadership team (Principal and Assistant Principal) will conduct classroom walk-throughs weekly.

Immediate positive feedback will be provided to the classroom teacher.

Walk-through data will be collected and analyzed.

**Start Date:** 8/26/2013  **End Date:** 6/5/2016

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

**Supported Strategies:**

- School Climate Surveys

**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: School Climate survey

Specific Targets: Monthly classroom PBIS tracking sheets

**Strategies:**

**PBIS positive behavior program**

**Description:**

School wide positive behavior program which includes the students receiving yellow paws for individual achievements and red paws for classroom achievements.

**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:

Paws

Description:

Students given red and yellow paws for positive achievements throughout the school day.

Start Date: 8/26/2014   End Date: 6/5/2016

Program Area(s): Student Services

Supported Strategies:

- PBIS positive behavior program

PBIS Activity (Weekly)

Description:

Teachers will collect all yellow paws. All yellow paws will be collected on day 4 and three students will be selected from each classroom. These three students will select 1 out of 4 activities to attend as follows: Art, Games, Phys Ed, Library games

Start Date: 8/26/2014   End Date: 6/12/2016

Program Area(s): Student Services

Supported Strategies:

- PBIS positive behavior program
**PBIS Activity (Monthly)**

**Description:**

Teachers will collect all red paws and come up with a goal with their students of how many they want to collect. Once the class meets their goal they will select a class activity to participate in along with an announcement by the counselor that they have earned it. The PBIS committee will develop age appropriate activities or prizes.

**Start Date:** 8/26/2014    **End Date:** 6/12/2016

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

**Supported Strategies:**

- PBIS positive behavior program

---

**Brag Tags**

**Description:**

The implementation of "Brag Tags" as a positive reward in recognition of various accomplishments, such as behavior, academics, attendance, etc... for staff and students.

**Start Date:** 6/30/2015    **End Date:** 6/30/2016

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

**Supported Strategies:**

- PBIS positive behavior program

---

**Community Building**

**Description:**

Description: Weekly leadership meetings, monthly grade facilitator meetings, school climate and P.B.I.S committees, and introduction of Tyson Times (weekly teacher bulletin).
Indicators of implementation: Quarterly school climate survey that pertains to community building will be filled out by the staff and submitted. Results will be gathered and a results report will be given to the staff. Concerns will be addressed by administration. Families will be invited for an activity at the school on a monthly basis. School calendars will be sent home to parents along with a school newsletter.

Start Date: 8/26/2013       End Date: 6/5/2016

Program Area(s): Professional Education

Supported Strategies:

• PBIS positive behavior program

Staff Community Building

Description:

Description: School climate committee will plan and implement school-wide staff team building, morale motivated activities, and events.

Monthly recognition of teachers in celebrating their extension of our school vision. Incorporating one team building activity quarterly for staff participation.

Provide quarterly surveys to be completed by staff that administration will analyze, discuss, and address any school climate concerns that may arise.

Indicators of implementation: Analysis of quarterly staff community building surveys that will be completed by the staff. Administration will analyze results and will address school climate concerns.

Start Date: 8/26/2013       End Date: 6/5/2016

Program Area(s):

Supported Strategies:

• PBIS positive behavior program

Classroom walk throughs
Description:

Members of the leadership team (Principal and Assistant Principal) will conduct classroom walk-throughs weekly.

Immediate positive feedback will be provided to the classroom teacher.

Walk-through data will be collected and analyzed.

Start Date: 8/26/2013    End Date: 6/5/2016

Program Area(s): Professional Education

Supported Strategies:

- PBIS positive behavior program

Positive Behavior Intervention System-Students and Staff

Description:

Description: Provide daily, weekly, monthly positive behavior incentives and recognition opportunities for ALL students.

Quarterly recognition of students that epitomize the schoolwide positive behavior vision.

Indicator of implementation: Announcement on Day #4 of students that will be participating in the Day #5 positive rewards activity. Attendance of students every Day #5 at the positive reward activity. There will be weekly and quarterly rewards activities scheduled. We will be introducing "Brag Tags" for the 2015-2016 school year.

Start Date: 8/26/2013    End Date: 6/5/2016

Program Area(s): Student Services

Supported Strategies:

- PBIS positive behavior program
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**

<table>
<thead>
<tr>
<th>LEA Goals Addressed: #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.</th>
<th>Strategy #1: Math Research-based instruction</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30/2015</td>
<td>8/31/2016</td>
<td>Teacher Training on Math Curriculum</td>
<td>Teacher training on implementation of research-based math program regarding assessments and the use of additional materials and resources as well as a better use of program including online resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>SH</th>
<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Principals and Teachers</td>
<td>1.0</td>
<td>6</td>
<td>45</td>
<td>Tyson-Schoener Staff</td>
<td>School</td>
<td>No</td>
</tr>
</tbody>
</table>

**Knowledge**

District and building personel will provide professional development on Go Math best practices. Teachers will also incorporate data into math lessons.

**Supportive Research**

Data summit will be used to analyse student data. Student data will be used to plan classroom instruction. Teachers will be given time to lesson plan with current data analysis results.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with
attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

**Training Format**

- LEA Whole Group Presentation
- School Whole Group Presentation

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- New Staff
- Other educational specialists

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
LEA Goals Addressed:

#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.

Strategy #1: Technology

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/30/2015</td>
<td>8/30/2016</td>
<td>Technology Resources and Programs for Math, Reading, and Science</td>
<td>The use of research-based programs by teachers and students. Looking into the possibility of new technological, research-based programs for Math, Reading, and Science. Updating our computer lab equipment.</td>
</tr>
</tbody>
</table>

Person Responsible: Building Principals, Leadership Team, Grade Level Facilitators

Provider: RSD MIS Support

Type: School Entity

App.: No

Knowledge

Understand effective strategies for proper use of technology.

Supportive Research

21st Century Teaching

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Instructs the leader in managing resources for effective results.

**Training Format**

- Series of Workshops
- School Whole Group Presentation

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- Related Service Personnel

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

**Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Lesson modeling with mentoring

**Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Standardized student assessment data other than the PSSA.
- Classroom student assessment data

**LEA Goals Addressed:**

#1 Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement

**Strategy #1: Data Analysis meetings**
and the academic growth of all students

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/2014</td>
<td>6/12/2016</td>
<td>Data Meetings/Summits</td>
<td>A data summit will occur after every assessment. Grade level teams will analyze and prepare a presentation of their data along with a plan on how instruction will be altered in their classrooms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and teachers</td>
<td>Principal, Assistant Principal, and Leadership team</td>
<td>School Entity</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Supportive Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about students' strengths and weaknesses on standarized assessments.</td>
<td>Learning to incorporate data knowledge into classroom lessons and activities.</td>
</tr>
</tbody>
</table>

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
### Training Format

- LEA Whole Group Presentation
- School Whole Group Presentation

### Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- New Staff
- Other educational specialists

### Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

### Follow-up Activities

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles

### Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Tyson-Schoener 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 Tyson-Schoener 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
Our school was successful with implementing The Daily 5 program in all classrooms. Our Reading and Writing scores also improved. Every classroom is now equipped with a Promethean Board and are used daily for nearly all subjects across grade levels.

Describe the continuing areas of concerns from the first year plan
We still need to improve our Positive Behavior Incentive System (PBIS), our data analysis protocol needs to be rewritten, and the Math and Science curriculum and test scores are a concern.

Describe the initiatives that have been revised
The following initiatives have been revised:
1. The addition of GOMath professional development
2. Additional resources for Science curriculum