

TENTH & GREEN EL SCH

400 N 10th St

TSI Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

We lead to achieve for you, me, and the community.

STEERING COMMITTEE

Name	Position	Building/Group
Susan Lozada	Principal	Reading School District
Erin Brown	Assistant Principal	Reading School District
Colleen Sagwitz	Reading Specialist	Reading School District
Nina Murphy	Special Education Team Leader	Reading School District
Karen Osika	Primary Classroom Teacher	Reading School District
Lynette Navedo	Intermediate Classroom Teacher	Reading School District
Kathryn Glaze	Intermediate Classroom Teacher	Reading School District
Yvette Morales	Parent Outreach Assistant	Reading School District
Kimberly Clarke	ESL Resource Teacher	Reading School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Teachers will schedule small group time with students to ensure they are meeting their individualized plan's stated goals. All students with disabilities will be progress monitored in Math.	Mathematics Mathematics
All students will be instructed with small groups so that they're progress can be monitored on a daily basis.	Mathematics English Language Arts English Language Arts
The school wide goals will be monitored and students work will be assessed. Students' needs will be met through small group instruction.	Parent and family engagement English Language Arts English Language Growth and Attainment
Science academic language will be incorporated in all grades. It will be displayed on word walls and through online activities.	STEM Mathematics

ACTION PLAN AND STEPS

Evidence-based Strategy	
Math Intervention	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Special Education	By June 30, 2021, 18.7% of students with disabilities will attain

Goal Nickname**Measurable Goal Statement (Smart Goal)**

their interim Math growth target.

Math Special Ed WIG

By June 30, 2021, 18.7% of students with disabilities will attain their interim Math growth target on their school wide WIG (Widely Important Goal) assessed bi-weekly as a grade level appropriate story problem based on past learning incorporating a speaking component to explain the student's thinking (problem-solving).

Math All Students Goal

By June 30, 2021; 29.4% of students will score Proficient or Advanced on the Math PSSA.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

A Math Intervention block will be part of the small group instruction time set aside each day during the Math block for each grade. Students progress will be tracked.

2020-09-21 -
2021-06-09

Principal

Acadience Math, SMI

Anticipated Outcome

By June 30, 2021 29.4% of all students will score Proficient or Advanced on the Math PSSA or score a year's growth on the SMI.

Monitoring/Evaluation

Quarterly assessments on the Math Acadience or the SMI.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 18.7% of students with disabilities will attain their interim Math growth target. (Math Special Education)	Math Intervention	A Math Intervention block will be part of the small group instruction time set aside each day during the Math block for each grade. Students progress will be tracked.	09/21/2020 - 06/09/2021
By June 30, 2021, 18.7% of students with disabilities will attain their interim Math growth target on their school wide WIG (Widely Important Goal) assessed bi-weekly as a grade level appropriate story problem based on past learning incorporating a speaking component to explain the student's thinking (problem-solving). (Math Special Ed WIG)			
By June 30, 2021; 29.4% of students will score Proficient or Advanced on the Math PSSA. (Math All Students Goal)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, 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 that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

School Board Minutes or Affirmation Statement _____ ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

Dr. Khalid Mumin

2020-08-31

School Improvement
Facilitator Signature

Building Principal Signature

Susan Lozada

2020-08-31

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

College and Career: All 4th Grade students exceeded their performance measures.

Attendance: All 3rd and 4th Grade students met the goal.

English Language: All 3rd and 4th Grade students met the growth goal.

In 2019-2020 10th & Green staff implemented a 3 week schedule for Intervention. All students were assessed at the end of their 3 week rotation and re-assigned based on their progress or lack thereof.

All teachers were provided professional development on the Science of Reading.

Small group instruction was implemented across all grades during the Reading block to include continuation of targeted gap skills.

10th & Green staff started the Intervention block immediately after the assessment period was completed at the start of the school year.

All teachers incorporated small group instruction into the Math block.

The special education department was complete in terms of hiring for the 2020-2021 school year.

All teachers are using the district issued curriculum - Go Math.

All teachers incorporated the fact fluency

Challenges

Math - Students with Disabilities (subgroup) - achieved 0% for their growth goal.

Math - Only 7.2% met the performance measure.

English Language - Students did not meet their goals and data is trending down.

Science - 4th Grade students did not meet goal targets and data is trending down.

Not all teachers understand or buy in to an intervention block where students are homogeneously grouped for small periods of time to teach or re-teach their gap skills.

Not all teachers check for comprehension as often as possible.

Not all teachers track their small group instruction routinely.

Parents will need to be trained on the Chromebooks to ensure they can help students with remote learning.

There was not a benchmark assessment across the grades for Math. That will be rectified with either Acadience Math or SMI.

There will be a Math goal for problem solving in all grades to be done bi-monthly and displayed in a classroom and grade level Math wall display.

10th & Green will be at full staff for Special Education teachers for the first time in 2

Strengths

check into their monthly Math progress monitoring.

All teachers are utilizing the district Science curriculum with special attention to their on hands labs.

The Reading School District Science Coordinator has provided great support to classroom teachers.

From 2017-2018 school year to 2018-2019 school year we moved from 66.3% to 99.1% of all students meeting the Career and College measures.

All staff have been hired in the appropriate positions - ESOL and Special Education.

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically.

Partner with local businesses, community organizations, and other agencies to meet the needs of the school.

Challenges

years.

Special Education teachers will be pulling small groups to ensure students with disabilities fully understand their daily Math lessons and objectives.

Students will need to be trained with the online science materials.

Parents will need to be trained with the online science materials.

Ensuring that parents and students are trained with online Naviance even if we are scheduled to start remotely.

All students must be trained for online instruction for all subjects.

All parents must be trained to provide support for online instruction.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Implement evidence-based strategies to engage families to support learning.

Provide frequent, timely, and systematic feedback and support on instructional practices .

Most Notable Observations/Patterns

If we are to do Remote Learning during any part of the 2020-2021 school year the parent component to our programming is key. They must be trained.

Challenges	Discussion Point	Priority for Planning
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Math - Students with Disabilities (subgroup) - achieved 0% for their growth goal.	Staff must incorporate small group work to meet interim goals for students with disabilities.	✓
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Math - Only 7.2% met the performance measure.	Staff must incorporate an intervention group during small group time to monitor students' progress.	✓
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English Language - Students did not meet their goals and data is trending down.	School wide goals will be implemented for English language speaking and writing which will be monitored and displayed monthly.	✓
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Science - 4th Grade students did not meet goal targets and data is trending down.	Students and staff will be incorporating science academic language at each grade level.	✓
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Not all teachers check for comprehension as often as possible.

Not all teachers track their small group instruction routinely.

Parents will need to be trained on the Chromebooks to ensure they can help students with remote learning.

Ensuring that parents and students are trained with online Naviance even if we are scheduled to start remotely.

Challenges**Discussion Point****Priority for Planning**

All students must be trained for online instruction for all subjects.

All parents must be trained to provide support for online instruction.

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Monitor and evaluate the impact of professional learning on staff practices and student learning.

Implement evidence-based strategies to engage families to support learning.

Provide frequent, timely, and systematic feedback and support on instructional practices .

ADDENDUM B: ACTION PLAN

Action Plan: Math Intervention

Action Steps	Anticipated Start/Completion Date
A Math Intervention block will be part of the small group instruction time set aside each day during the Math block for each grade. Students progress will be tracked.	09/21/2020 - 06/09/2021

Monitoring/Evaluation	Anticipated Output
Quarterly assessments on the Math Acadience or the SMI.	By June 30, 2021 29.4% of all students will score Proficient or Advanced on the Math PSSA or score a year's growth on the SMI.

Material/Resources/Supports Needed	PD Step
Acadience Math, SMI	yes

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By June 30, 2021, 18.7% of students with disabilities will attain their interim Math growth target. (Math Special Education)	Math Intervention	A Math Intervention block will be part of the small group instruction time set aside each day during the Math block for each grade. Students progress will be tracked.	09/21/2020 - 06/09/2021
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Math Intervention Block Process	Classroom Teachers, Paraprofessionals, Special Education Teachers, ESL Resource Teachers, Intervention Specialist	Diagnostic Assessments, Tracking Models, Online Resources, School 3 week Intervention Calendar

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student movement along continuum of identified standards.	09/14/2020 - 06/09/2021	Assistant Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Teaching Diverse Learners in an Inclusive Setting



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Presentation	School Improvement Plan	website	stakeholders	upon approval
