Amanda E Stout El Sch
School Improvement Plan
07/01/2014 - 06/30/2019
School Profile

Demographics

*Amanda E Stout El Sch*
321 S 10th St
Reading, PA 19602
(610)371-5815

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Susan Higginson
Superintendent: Khalid Mumin

**Stakeholder Involvement**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle Crater</td>
<td>Administrator</td>
</tr>
<tr>
<td>Jennifer O'Brien</td>
<td>Administrator</td>
</tr>
<tr>
<td>Susan Higginson</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Beverly Packard</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Carmen Abreu-Grullon</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Christine Sirak</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Lynn Bucher</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jessica Chambers</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Tania Heckman</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Nicki Hettinger</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Joseph McDevitt</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Melissa Moyer</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Idalmy Naylor</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Shannon Sauppee</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jennifer Sell</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Kara Zubaty</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Jennifer Fitzgerald</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Kathleen Haas</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Victoria Troutman</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Teresa Schutt</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Iris Saez</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Federal Programs

School Improvement

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

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

The school has completed an evaluation of previous school plan and updated the current plan based on the evaluation.

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

All schools are offered assistance with the creation of their Schoolwide Plans. Central Administration staff attend planning meetings as requested, read plans and offer input as they are being drafted, and read the final copies for completeness and accuracy to ensure that the school’s individual needs are being addressed, while following the required consistent strategies that are used district-wide. The Teaching and Learning Leadership Team of the Reading School District monitor all areas of planning, implementation and evaluation for schoolwide plans. All assistance is individualized by the LEA for each particular building.
- Schools receive help with their professional development needs through the Director of Instructional Services and Professional Development.

- Curriculum is created/implemented/monitored through the assistance of the Director of Curriculum and Assistant to the Superintendent for Teaching and Learning.

- The Director of Federal Programs ensures that purchases made with federal funds are in alignment with Schoolwide Title I plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie Skipper and Teresa Schutt - Berks County Intermediate representatives</td>
<td>4/27/2018</td>
<td>Review of SIP</td>
</tr>
</tbody>
</table>

**Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Professional staff identify those students that would benefit from additional support by analyzing data of both district assigned assessments (benchmark tests) in addition to common assessments across the grade level.

Data summits are scheduled throughout the year on district Act 80 days for teachers to identify trends and/or gaps in student achievement and/or teacher effectiveness. In addition, the 1st, 2nd, and 3rd Monday of each month, teachers are afforded time to discuss interventions utilized during their acceleration block and within small group instruction.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended School Day/Tutoring Programs</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>Before School</td>
<td>No</td>
</tr>
<tr>
<td>After School</td>
<td>Yes</td>
</tr>
<tr>
<td>Lunch/Study Periods</td>
<td>No</td>
</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
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<tr>
<td><strong>In-class Instructional Support</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Pull Out Instructional Support</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

Yes, the school intends to consolidate the funds.

<table>
<thead>
<tr>
<th>Federal Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$802724.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular School Allocation</td>
<td>$65725.00</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:

PVAAS Data -

Math - School Value Added -

- 5th grade exceeded the standard for PA Academic Growth in both reading in 2017
- 5th grade exceeded the standard for PA Academic Growth (3 year average)
- 4th grade met the standard for PA Academic Growth in math in 2017

Math - School Quintile Diagnostic -

- Evidence that the 1st, 2nd and 3rd quintile groups in 5th grade exceeded the standard and the 4th quintile group met the standard for PA Academic Growth.
- Evidence that the 1st quintile (approx. 48%) exceeded the standard for PA Academic Growth in math in 4th grade.

ELA - School Value Added -

- 5th grade exceeded the standard for PA Academic Growth in 2017
- 5th grade exceeded the standard for PA Academic Growth (3 year average)
- 4th grade met the standard for PA Academic Growth in 2017.

ELA - School Quintile Diagnostic -

- Evidence that the 1st, 2nd, & 3rd groups in 5th grade exceeded the standard for PA Academic Growth and the 4th group met the standard for PA Academic Growth
- Evidence that the 2nd quintile group exceeded the standard for PA Academic Growth and the 1st, 3rd and 4th quintiles met the PA Academic Growth Standard.

Accomplishment #2:

DIBELS Assessment - 2017-2018

Kindergarten -
• **Composite Score:** Moved 30 more students into "Above Benchmark" and "At Benchmark" (54 students in Sept. vs. 84 student in January); and moved 21 students our of "Below Benchmark" and "Well Below Benchmark".

• **First Sound Fluency:** 61% of our K students were "Well Below Benchmark" in September - only 21% were "Well Below Benchmark" in January. In other words we went from 119 students in WBB in September to only 42 student in January (a difference of 77 students).

First Grade -

• **Whole Words Read (WWR):** 43% of our first graders were "Above Benchmark" or "At Benchmark" in September compared to 57% in January - this is a 14% increase. This means that 48 students were At/Above in September, but now 64 are At/Above Benchmark.

Second Grade-

• **Words Correct (WC):** Moved 4% of students from "At Benchmark" to "Above Benchmark"; and moved 13% of students from "Well Below Benchmark" to "Below Benchmark".

• **Accuracy:** In September, 34% of student scored "At or Above Benchmark", and in January, 44% scored "At or Above Benchmark" (10% increase)

Accomplishment #3:

Overall Office Discipline Referrals have decreased by 22% between 2015-2016 school year to 2016-2017 school year.

• 2015-2016 School Year - 223 Office Discipline Referrals

• 2016-2017 School Year - 175 Office Discipline Referrals

Overall Out Of School/In School Suspensions have significantly decreased from the 2014-2015 school year with the 2015-2016 being the lowest.


• 2015-2016 School Year - 30 Out of School/In School Suspensions.

• 2016-2017 School Year - 42 Out of School/In School Suspensions.

Accomplishment #4:

PSSA Growth
There has been growth of percentage shown between 2014-2015 School Year to 2016-2017 School year, of students on both Math and ELA on the PSSA exam.

- 2014-2015 Math - 22.11% ELA - 27.46%
- 2015-2016 Math - 25.44% ELA - 29.1%
- 2016-2017 Math - 26.64% ELA - 36.39%

**Accomplishment #5:**

**Attendance** at Amanda Stout has always exceeded the state requirement of 90%.

**School Concerns**

**Concern #1:**

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014 Math - 54.42% ELA - 43.88%
- 2014-2015 Math - 22.11% ELA - 27.46%
- 2015-2016 Math - 25.44% ELA - 29.1%
- 2016-2017 Math - 26.64% ELA - 36.39%

**Concern #2:**

**DIBELS Data:**

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".
- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."

**Concern #3:**

PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.
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:**

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014 Math - 54.42% ELA - 43.88%
- 2014-2015 Math - 22.11% ELA - 27.46%
- 2015-2016 Math - 25.44% ELA - 29.1%
- 2016-2017 Math - 26.64% ELA - 36.39%

PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.

DIBELS Data:

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".
- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."

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:**

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014 Math - 54.42% ELA - 43.88%
- 2014-2015 Math - 22.11% ELA - 27.46%
- 2015-2016 Math - 25.44% ELA - 29.1%
- 2016-2017 Math - 26.64% ELA - 36.39%
PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.

DIBELS Data:

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".
- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."

Systemic Challenge #3 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014 Math - 54.42%  ELA - 43.88%
- 2014-2015 Math - 22.11%  ELA - 27.46%
- 2015-2016 Math - 25.44%  ELA - 29.1%
- 2016-2017 Math - 26.64%  ELA - 36.39%

PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.

DIBELS Data:

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".
- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."

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:
The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014  Math - 54.42%  ELA - 43.88%
- 2014-2015  Math - 22.11%  ELA - 27.46%
- 2015-2016  Math - 25.44%  ELA - 29.1%
- 2016-2017  Math - 26.64%  ELA - 36.39%

PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.

DIBELS Data:

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".
- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."

**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.

**Aligned Concerns:**

The PSSA proficiency levels have decreased from 2013-2014 however the levels have increased from 2014-2016 to 2016-2017.

- 2013-2014  Math - 54.42%  ELA - 43.88%
- 2014-2015  Math - 22.11%  ELA - 27.46%
- 2015-2016  Math - 25.44%  ELA - 29.1%
- 2016-2017  Math - 26.64%  ELA - 36.39%

PVAAS data is showing that 4th grade did not meet the standard for 3 Year PA academic growth in either ELA or Math.
DIBELS Data:

- **Words Correct (WC):** In September, 44% of students were "At or Above Benchmark", and in January, only 38% were "At or Above Benchmark".

- **Retell:** In September 41% of students were "At or Above Benchmark", and in January only 32% were "At or Above Benchmark."
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:** Benchmark Reading and Math Assessments

  Specific Targets: There will be a 10% decrease of students not achieving core from the beginning to end of the year.

- **Type:** Annual  
  **Data Source:** PSSA

  Specific Targets: There will be a 6% increase for the students from the historically-low achieving group meeting proficiency in both reading and math on a yearly basis.

- **Type:** Interim  
  **Data Source:** Benchmark Assessments (such as Study Island and DIBELS)  
  **Specific Targets:** Analyze mid year benchmark data to determine progress towards target of one year’s annual growth.

**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

**SAS Alignment:** Assessment, Instruction

**Professional Learning Communities**

**Description:**

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC’s will consist of grade level teachers and support staff.

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

**Consistent Writing Plan**

**Description:**

Students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently. Students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing and instruction and practice that provides adequate time for students to write.

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

**On going Professional Development for Common Core Math**

**Description:**

The building will provide on-going professional development to support teachers in common core math curriculum. Professional development could include technology, assessements, pedagogy, and rigor.

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

**Implementation Steps:**

**Structure grade level teams**

**Description:**
Grade level teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teachers when creating the teams.

Evidence of Implementation: Grade team roster

**Start Date:** 8/18/2014  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Professional Learning Communities

*Meeting schedule of grade level teams*

**Description:**

Meeting schedule will be developed and communicated to teachers on the August professional development days. Grade level teams will meet on a first, second, and third Monday of the month from 3:00 PM to 3:30 PM.

Evidence of Implementation: Calendar

**Start Date:** 8/18/2014  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Professional Learning Communities
- On going Professional Development for Common Core Math

*Review and update protocols to structure meeting discussions*

**Description:**

Grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.
**Start Date:** 8/18/2014   **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Professional Learning Communities

**Create a structured writing plan**

**Description:**

Quarterly writing assignments aligned to common core expectations will be published by students in grades 1 to 5.

Evidence of implementation: Published writing assignments

**Start Date:** 8/18/2014   **End Date:** 6/30/2019

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

**Supported Strategies:**

- Consistent Writing Plan

**Analyze student writing**

**Description:**

Teachers in grade levels will use analysis protocols to examine student writing. This will provide consistency in implementation of the writing plan.

Indicators of Evidence: Protocols, PLC meeting notes

**Start Date:** 8/18/2014   **End Date:** 6/30/2019

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

**Supported Strategies:**
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.

Evidence of Implementation: Lesson plans, walk throughs, observations

Start Date: 6/29/2015    End Date: 6/30/2019

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

Supported Strategies:

• Common Assessment within Grade/Subject

Use Common Benchmark Assessments

Description:

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

Evidence of Implementation: Assessment data

Start Date: 6/1/2015    End Date: 6/30/2019

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

• Common Assessment within Grade/Subject

Deep Equity Process
Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthroughs, observations, grade level meeting agendas

Start Date: 8/22/2016   End Date: 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities

Professional development of Mathematics Curriculum

Description:

Description: Ongoing teacher training on implementation of Elementary Mathematics curriculum and implementation in all elementary classrooms.

Evidence of Implementation: Professional Development Schedule and Agendas; Lesson plans

Start Date: 8/17/2015   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- On going Professional Development for Common Core Math

Technology Implementation

Description:

Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments, and instructional interventions.
Evidence of Implementation: Lesson plans, walkthroughs, observations, data

Start Date: 3/1/2014    End Date: 6/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- On going Professional Development for Common Core Math

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark Reading and Math Assessments

Specific Targets: Analyzing mid year benchmark data to determine progress towards target of one year's annual growth.

Type: Annual

Data Source: PSSA ELA and Math

Specific Targets: PSSA data will indicate a 6% increase of the number of students of historically-low achieving at proficiency.

Type: Annual

Data Source: PVAAS

Specific Targets: PVAAS data will indicate students will achieve more than a year or more growth in 4th and/or 5th.
Type: Annual

Data Source: Benchmark Testing

Specific Targets: Students will show an increase at least one year's growth annually.

Type: Annual

Data Source: DIBELSNext

Specific Targets: At the end of the year, the cohort groups will maintain or increase the number of students at core from one instructional year to the next.

**Strategies:**

*Professional Learning Communities*

**Description:**

A protocol for teachers and administrators to work collaboratively together to focus on student learning and take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC’s will consist of grade level teachers and support staff.

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

*Differentiated Instruction utilizing Data Analysis*

**Description:**

Ongoing analysis of data to inform and guide instruction.

**SAS Alignment:** Assessment, Instruction

*Using Student Achievement Data to Support Instructional Decision Making*

**Description:**

If class sizes continue to increase as the school year progresses and analysis of data show that the students' academic needs require further assistance, additional
teaching staff and/or interventionalists will be hired to provide smaller group instruction.

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

**Consistent literacy tasks and math tasks**

**Description:**

Professional development will be continued on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks to be considered for differentiation will be Math with someone, Math by myself, Math with writing, spiral review and technology. The discussions will continue in grade levels to include the implementation, management and sustainment of the literacy and math tasks.

**Evidence of Implementation:** Professional development agendas and materials

**Start Date:** 8/25/2014  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

**Structuring Literacy and Math Tasks**

**Description:**

*Teachers will determine literacy and math tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as Benchmark Assessments, and research-based program assessments. Independent work will focus on reading and writing guided by RSD curriculum. Teachers will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work. Teachers will implement math tasks such as math facts, math with someone and problem solving.*
Evidence of Implementation: Teacher lesson plans, Observations, and Informal Walk Throughs conducted by principal and assistant principal

Start Date: 8/25/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Time Frame for Literacy and Math Tasks

Description:

Teachers will provide a time frame during the uninterrupted Language Arts Block to implement the literacy tasks. Teachers will provide a time frame during the Math block to implement the math tasks.

Evidence of Implementation: Literacy and math tasks in the lesson plans; teacher schedules

Start Date: 8/25/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Monitoring Literacy and Math Tasks

Description:

Administrator walk-throughs and formal observations will monitor the implementation of literacy and math tasks. Expectations include management chart, on-task behaviors and implementation of the tasks.
Evidence of Implementation: observations

Start Date: 8/25/2014   End Date: 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Evaluating Literacy and Math Tasks

Description:

Effectiveness of literacy and math tasks to be evaluated in data summits using progress monitoring. The discussions of effectiveness will occur in grade level considering the effectiveness of the centers and the engagement level. There will also be a focus on analyzing examples of student work mid-year and end of year.

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

Start Date: 8/25/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Structure grade level teams

Description:

Grade level teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teachers when creating the teams.
Evidence of Implementation: Grade team roster

Start Date: 8/18/2014   End Date: 6/30/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Meeting schedule of grade level teams

Description:

Meeting schedule will be developed and communicated to teachers on the August professional development days. Grade level teams will meet on a first, second, and third Monday of the month from 3:00 PM to 3:30 PM.

Evidence of Implementation: Calendar

Start Date: 8/18/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Review and update protocols to structure meeting discussions

Description:

Grade level team meeting protocols will be established to structure and focus discussions.

Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

Start Date: 8/18/2014   End Date: 6/30/2019
Program Area(s): Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

**Kindergarten Entry Inventory Assessment**

Description:

Kindergarten teachers will administer the PDE Kindergarten Entry Inventory at the beginning of the school year. The assessment will be utilized to adjust instruction to meet the needs of the student.

Start Date: 8/25/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

**Ongoing Data Analysis and Differentiated Instruction**

Description:

Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level teams will be incorporated throughout the school year.

Evidence of Implementation: PD agendas and materials

Start Date: 6/2/2014   End Date: 6/30/2019

Program Area(s): Professional Education

Supported Strategies:
Differentiated Instruction utilizing Data Analysis

**Structuring of Data Analysis**

**Description:**

PLC meetings on district assigned PD days will analyze data, adjust grouping, brainstorm strategies to address gap skills using data sources such as Benchmark Assessments and research-based program assessments.

Evidence of Implementation: small group recording forms, lesson plans, walk-throughs, observations, pd agendas

**Start Date:** 8/18/2014  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis

**Monitoring of Data Analysis**

**Description:**

Formal observations as well as informal walk-throughs will monitor the implementation of the differentiated instruction. The expectations include a differentiated small group instruction based on data.

Evidence of Implementation: Observations, lesson plans, small group recording form

**Start Date:** 8/18/2014  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Differentiated Instruction utilizing Data Analysis
Implementation of direct instruction from data analysis

Description:

Utilizing the data from benchmark testing, students, paying particular attention to students with special needs, will be placed in small groups for instruction with a scientifically-researched based program. The students will be placed based upon needs.

Evidence of Implementation: Grade Level Meeting Agendas and Notes, Lesson Plans

Start Date: 9/21/2015   End Date: 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction utilizing Data Analysis

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthroughs, observations, grade level meeting agendas

Start Date: 8/22/2016   End Date: 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Analyzing of class size data and/or academic need data
Description:

Analyze class size data and/or academic data to determine if additional staffing/interventionalists are needed to support student academic needs. Funding sources would be researched with the support of Central Administration.

Start Date: 6/30/2018   End Date: 6/30/2019

Program Area(s): Special Education

Supported Strategies:

- Using Student Achievement Data to Support Instructional Decision Making

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Discipline Data

Specific Targets: There will be a 10% decrease in the amount of discipline referrals on a yearly basis.

Type: Annual

Data Source: Teacher and student attendance Data

Specific Targets: Student and teacher attendance data will remain between 90%-100%
Data Source: Teacher, Student, and Parent Perceptual Survey

Specific Targets: Positive results of the surveys will increase from the beginning of the year to the end of the year.

Type: Annual

Data Source: Conference Attendance

Specific Targets: Conference attendance will remain between 90% to 100% for all teachers.

Type: Annual

Data Source: Parent Event Sign-in Sheets

Specific Targets: Parent attendance at events will increase 10% yearly.

Type: Interim

Data Source: Discipline data

Specific Targets: Discipline data will be reviewed at mid year to determine the effectiveness of the school wide character education program by seeing a decrease in discipline referrals

**Strategies:**

*Character Education*

**Description:**
Through focusing on the social, ethical, or character development of our students, educators can model and play a vital role not only in developing better students, but in developing better people. Character Education will cultivate respect, responsibility, and caring in our school and classrooms.

**SAS Alignment:** Safe and Supportive Schools

**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 Parent Advisory Council.

**SAS Alignment:** Safe and Supportive Schools

**Remedial Math and Reading for at-risk students outside of the school day**

**Description:**

Provide remedial math, reading, and writing instruction for at-risk students. At-risk students are identified through data analysis. Scientifically-based programs will be utilized.

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

**Student Recognition**

**Description:**

Students will have the opportunity to be recognized for a variety of efforts. Incentives will be given to recognize Character Trait student of the month, monthly perfect attendance, good behaviors, honor/merit roll, etc.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Development of Character Education Program**
**Description:**

- Planning for continued implementation of character trait lessons into monthly plan
- Books with lessons will be provided to teachers on how to implement character education into their classrooms
- Meet with grade-level groups to discuss different activities being done in a classroom so ideas can be shared among faculty

**Evidence of Implementation:**

- Professional development agendas
- Materials

**Start Date:** 8/18/2014   **End Date:** 6/30/2019

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

**Supported Strategies:**

- Character Education
- Student Recognition

---

**Structuring Character Traits**

**Description:**

- Specific monthly character traits will be determined by the staff.
- Teachers will be provided with materials to create classroom lessons on character traits
- Teachers will use materials provided and develop one or more lessons per month that meets the needs of students in their classrooms to teach the specific monthly trait
- Ongoing reinforcement of the monthly character trait throughout the year.

**Evidence of Implementation:**

- Lesson plans with character trait lessons
- Informal walk throughs
- Student demonstration of traits on a regular basis both in and out of the classroom.

**Start Date:** 8/18/2014   **End Date:** 6/30/2019

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

**Supported Strategies:**
• Character Education

Time frame for teaching Character Traits

Description:

• Character education lessons should occur one or more times monthly for about 10-20 minutes a lesson
• There will be 7 specific character traits to be taught over a 9 month time frame on a rotational basis as reinforcement of the traits are needed.

Evidence of Implementation:

• Informal walk throughs
• Lesson plans stating dates and times lessons are being taught

Start Date: 8/18/2014    End Date: 6/30/2019

Program Area(s): Student Services

Supported Strategies:

• Character Education

Monitoring Character Traits

Description:

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

Evidence of Implementation:

• Students will be recognized on the character counts bulletin board
• Students receiving the "High Five" award will be recorded by the teacher on a character traits recognition sheet.

Start Date: 8/18/2014    End Date: 6/30/2019
Program Area(s): Student Services

Supported Strategies:

- Character Education
- Student Recognition

Evaluation of Character Education Program

Description:

- Teachers will observe these traits demonstrated by students in their own classrooms

Evidence of Implementation:

- Discipline Referral Data
- "High Five" Recording Sheet

Start Date: 8/18/2014   End Date: 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Character Education

Family Involvement Activities

Description:

Establishing a monthly family night will allow the parents feel welcomed into the school. The events could include Book Bingo, Science Night, Movie Night, etc. Each grade level team will be responsible for a month. Every family involvement activity will have an academic focus with resources available for parents. Parents will be invited to classrooms to participate in various academic activities with their child.

Evidence of Implementation: Parent sign in sheets, family activity displays

Start Date: 9/1/2014   End Date: 6/30/2019

Program Area(s): Student Services
Supported Strategies:

- Parental Involvement

**Identify at-risk students for a beyond the school day program**

**Description:**

Using various data points, teachers will identify eligible students.

Evidence of Implementation: Student rosters for after school program

**Start Date:** 11/2/2015  **End Date:** 6/30/2019

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

Supported Strategies:

- Remedial Math and Reading for at-risk students outside of the school day

**Develop monthly incentive schedule**

**Description:**

Teachers will develop monthly incentives based upon behaviors. These could include board game day, movie day, craft day, etc. These days will occur on a day close to the last day of the month.

Evidence of Implementation: Calendar of grade level incentive programs

**Start Date:** 9/9/2015  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Character Education
- Student Recognition

**Purchase Incentives**
Description:

As part of the incentive program, students will earn "brag tags" or stickers. The brag tags or stickers will be awarded for perfect attendance, honor/merit roll, character trait of the month, etc. Incentives will be purchased for quarterly academic awards assemblies for grades K-5. School Store will be established to allow students to spend their "castle cash" earned as part of the incentive program. Supplies will be purchased to stock the school store.

Evidence of Implementation: List of students who have earned brag tags

Start Date: 9/8/2014   End Date: 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Character Education
- Student Recognition

Deep Equity Process

Description:

Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.

Evidence of Implementation: Walkthroughs, observations, grade level meeting agendas

Start Date: 8/22/2016   End Date: 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character Education
- Parental Involvement
- Student Recognition
Appendix: Professional Development Implementation

Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Strategy #1: Professional Learning Communities</th>
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<tbody>
<tr>
<td>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.</td>
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<th>Evidence of Effectiveness:</th>
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<td>6/30/2019</td>
<td>Review and update protocols to structure meeting discussions</td>
<td>Grade level team meeting protocols will be established to structure and focus discussions.</td>
<td>Data team meeting protocol document, meeting agendas and minutes.</td>
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<td>School Entity</td>
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Knowledge

Establish protocols and procedures to ensure collaboration among team members.
### Supportive Research

PLC are research based and are considered a best practice.

### 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.

**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

- School Whole Group Presentation
- Professional Learning Communities

### Participant Roles

- Classroom teachers
- Principals / Asst. Principals

### 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 student assessment data
- Review of participant lesson plans
Joint planning period activities

**LEA Goals Addressed:**
- 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.
- 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.
- Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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<td>Building administrators and staff will work collaboratively to develop high-quality instructional techniques in an effort to promote diversity through culturally competent conversations.</td>
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**Evidence of Implementation:** Walkthroughs, observations, grade level meeting agendas

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Knowledge  
Building a climate of constructive collaboration and trust through the use of diverse materials and resources.

Supportive Research  
Gary Howard's 7 Principles of Culturally Responsive Teaching

Designed to Accomplish

- 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.
- Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

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

Training Format

- Series of Workshops
- Professional Learning Communities

Participant Roles

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

Grade Levels

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

Follow-up Activities

Team development and Evaluation Methods

Evaluation Methods  
Classroom observation focusing on
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
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities
- Journaling and reflecting

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Participant survey
- Review of participant lesson plans

### LEA Goals Addressed:
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.

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</table>
Best practices in math instruction aligned to the curriculum to ensure student success through differentiation.

**Knowledge**

Differentiated Instruction

**Supportive Research**

Data Driven Instruction

**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**

- Series of Workshops
- Professional Learning Communities
**Participant Roles**
- Classroom teachers
- Principals / Asst. Principals

**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
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities

**Evaluation Methods**
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of participant lesson plans

**LEA Goals Addressed:**
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

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Professional development will be continued on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing and word work. Math tasks to be considered for differentiation will be Math with someone, Math by myself, Math with writing, spiral review and technology. The discussions will continue in grade levels to include the implementation, management and sustainment of the literacy and math tasks.

**Evidence of Implementation:** Professional development agendas and materials

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**Knowledge**

Review of the building wide expectations of literacy tasks. This includes Read to Self, Writing, Read to Someone, Word Work and Listening skills. Math tasks will be incorporated when needed to differentiate lessons.

**Supportive Research**

Differentiated instruction

**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.

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

School Whole Group Presentation

Participant Roles

- Classroom teachers
- Principals / Asst. Principals

Grade Levels

- Elementary - Primary (preK - grade 1)

Follow-up Activities

- 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:

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.

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

Strategy #1: Professional Learning Communities

Strategy #2: Differentiated Instruction utilizing Data Analysis

Start  End
8/18/2014  6/30/2019

Title
Review and update protocols to structure meeting discussions

Description
Grade level team meeting protocols will be established to structure and focus discussions.
Evidence of Effectiveness: Data team meeting protocol document, meeting agendas and minutes.

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**Knowledge**

Establish protocols and procedures to ensure collaboration among team members.

**Supportive Research**

PLC are research based and are considered a best practice.

**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.

- **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**

School Whole Group Presentation
Professional Learning Communities

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals

**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
- Joint planning period activities

**Evaluation Methods**

- Classroom student assessment data
- Review of participant lesson plans

**LEA Goals Addressed:**

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

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<td>6/2/2014</td>
<td>6/30/2019</td>
<td>Ongoing Data Analysis and Differentiated Instruction</td>
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**Description**

Discussions of grouping techniques, appropriate strategies for instruction, strategies for gap skills, sharing of strategies with grade level teams will be incorporated throughout the school year.

**Evidence of Implementation:** PD agendas and materials
Knowledge
Teachers will learn appropriate strategies for differentiated instruction.

Supportive Research
Differentiate Instruction
Data-driven Instruction

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.

For school and district administrators, and other educators seeking leadership roles:
Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles
Classroom teachers
School counselors
Paraprofessional

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

Follow-up Activities
Team development and sharing of content-area lesson

Evaluation Methods
Classroom observation focusing on factors such as planning and preparation,
implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**LEA Goals Addressed:**

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

**Strategy #1: Differentiated Instruction utilizing Data Analysis**

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**Evidence of Implementation:** small group recording forms, lesson plans, walk-throughs, observations, pd agendas

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**Knowledge**

Analysis of data to make best decisions on student needs.

**Supportive**

Data driven instruction to enhance differentiated instruction practices.
### Research

**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.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.

### Training Format

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### Participant Roles

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</tbody>
</table>

### Grade Levels

<table>
<thead>
<tr>
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</tr>
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### LEA Goals Addressed:

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

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.

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
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<tr>
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<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>Amanda Stout</td>
<td>1.0</td>
<td>5</td>
<td>80</td>
<td>Amanda Stout Equity Team</td>
<td>School Entity</td>
<td>No</td>
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**Knowledge**

Building a climate of constructive collaboration and trust through the use of diverse materials and resources

**Supportive Research**

Gary Howard’s 7 Principles of Culturally Responsive Teaching

**Designed to Accomplish**

For classroom teachers, school counselors and education

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### Training Format

- Series of Workshops
- Professional Learning Communities

### Participant Roles

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<tr>
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### Grade Levels

| Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
| Participant survey |
| Review of participant lesson plans |

### 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
LEA Goals Addressed:

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.

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.

Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Strategy #1: Character Education
Strategy #2: Parental Involvement
Strategy #3: Student Recognition

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### Knowledge
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### Supportive Research
Gary Howard's 7 Principles of Culturally Responsive Teaching

### Designed to Accomplish

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### Training Format
- Series of Workshops
- Professional Learning Communities

### Participant Roles
- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional
- New Staff
- Other educational

### 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
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities
- Journaling and reflecting

Evaluation Methods

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

We, the undersigned, hereby certify that the school level plan for Amanda E Stout 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 **ESSA 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 Amanda E Stout El Sch in the Reading SD for the 2014-2019 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

2017-2018 Improvement Evaluation

Describe the success from the past year.
This narrative is empty.

Describe the continuing areas of concern from past the year.
This narrative is empty.

Describe the initiatives that have been revised.
This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

- Our leadership based character education program has contributed to our decrease in incident reports.
- Despite identifying as an area of concern, there was improvement in our overall PSSA data from the 14-15 school year to the 15-16 school year in both English/Language Arts and Math.
- Direct parent communication has been more effective through the use of Class Dojo.
- Several teachers have continued to include Parents/Guardians in creating awareness of instructional strategies through different Parent Engagement activities. Activities include, "How To" videos posted on Class Dojo and Parent Engagement Events in the classroom.
- There has been an increase in the presence of parent volunteers in the school. Volunteers have been utilized in Primary level classrooms, the Library and Cafeteria.

Describe the continuing areas of concern from the past year.

- Our historically low performing subgroup which includes our LEP and IEP students are still performing below the state average.
- Using data to identify the authenticity of frequency/duration/intensity of an intervention to ensure student progress.
Increase level of parent engagement to include those stakeholders in the overall school vision as it relates to academic expectations.

**Describe the initiatives that have been revised.**

- Equity Training has continued through the 3rd Year and has expanded our Culturally Responsive Teaching strategies.
- Teachers in 4th and 5th Grade "departmentilized" to allow for more focused planning around content and interventions needed for possible gap skills.
- All students had a "Leadership Binder" which created self-awareness of academic data. Also allowed opportunity to acknowledge accountability as students produced personal goals in relation to academics and behavior.
- Volunteer strategy has shifted from Watch Dog DADS, which was a focus on male volunteers, to reaching out to all stakeholders interested in becoming involved in the school.
- Career Awareness Program is being addressed through Pathways Program.

**2015-2016 Improvement Evaluation**

**Describe the success from the past year.**

Many protocols and opportunities to collaborate have been successfully put in place in the PLCs to allow teachers to become co-learners in transforming classroom practices. We continue to focus on our school climate which is reflected in the discipline referrals as they continue to show a decrease over past years. Through the Character Education and No Place for Hate initiative the students have an understanding of our goal of a positive school climate. The monthly character traits are stressed in the classroom and throughout the building and it is evident through conversation with students that they have an understanding of the expectations.

**Describe the continuing areas of concern from the past year.**

Our historically low performing subgroup which includes our LEP and IEP students are still performing below the All Student group. We need to continue to focus on meeting the needs of these students through focused classroom instruction and an aggressive intervention program during and after school. The process of collaboration among the grade level teachers needs to be continually refined and improved to ensure that teachers are looking at data and creating new strategies for those students who the current instruction is not reaching.

**Describe the initiatives that have been revised.**

The initiatives that have been put in place continue to show a level of success and as a result of the data we will continue implementing these strategies. Equity training is being added
this year to our implementation steps. This involves putting in place a systematic process of professional development to prepare everyone in the school to function effectively in our highly diverse environment. The goal of this training is to transform our instructional strategies and engage the entire school community.

**2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**
The number of incident reports in 2013/2014 have decreased by more than 50%. The focus on school climate including character education would appear to have had an impact on improving student behavior. PVAAS data shows significant growth for both 4th and 5th grades in ELA. The school improvement plan has included literacy and writing strategies that are being used in grade K to 5. These initiatives will continue to be used and expanded upon on the 2015/2016 school year.

**Describe the continuing areas of concern from the first year plan.**
The IEP and LEP subgroups are still performing below the All Student group. Although the PSSA results indicates a growth in the 2013/2014 school year for these two subgroups, the needs of these subgroups will continue to be a focus in the classroom and in small group interventions. Although there is a decrease in the number of school incident reports the school will still continue to address school climate in order to continue this decrease.

**Describe the initiatives that have been revised.**
Since all initiatives have shown a level of success, the school will continue with the initiatives as stated in the plan.