Millmont El Sch

School Improvement Plan

07/01/2014 - 06/30/2019
School Profile

Demographics

Millmont El Sch
400 Summit Avenue
Reading, PA 19611
610-371-5853

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: April Halligan-Rostek
Superintendent: Khalid Mumin

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Mahoney</td>
<td>Administrator</td>
</tr>
<tr>
<td>April Halligan-Rostek</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Melody Dilley</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Jessica Umbenhauer</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Olga Colon</td>
<td>Ed Specialist - Home and School Visitor</td>
</tr>
<tr>
<td>Louise Disch</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Valerie Hower</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Tara Van Orden</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Elaine Becker</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Amie Brossman</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Betsy Dries</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Robin Scarpaci</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Gary Smith</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Lori Snyder</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Tammy Spaid</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Christy Crammer</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Helen Hendricks</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Josh Hoyt</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>J Greene</td>
<td>Parent</td>
</tr>
<tr>
<td>Jamie Shapiro</td>
<td>Parent</td>
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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>
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</thead>
</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.

Teachers will use common assessments in order to improve the achievement of individual students and the overall instructional program. These common assessments will include DIBELS and OnHands assessments.

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>Yes</td>
</tr>
<tr>
<td>After School</td>
<td>Yes</td>
</tr>
<tr>
<td>Lunch/Study Periods</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
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<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<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>
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</thead>
<tbody>
<tr>
<td>ARC, Science, Other</td>
<td>$727694.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$49175.00</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
Attendance was at 95.18% for the 16-17 school year.

Accomplishment #2:
Based on parent surveys, in the beginning and end of year, 99% of parents are satisfied with the school and have positive perceptions of the school and staff at Millmont.

Accomplishment #3:
ELA scores increased from 30.28% in the 15-16 school year to 31.36% in the 16-17 school year.

Accomplishment #4:
Math scores increased from 13.69% to 15.38% from 14-15 to 15-16 school year. Then increased in the 16-17 school year to 16.72%.

Accomplishment #5:
Discipline data shows that suspensions have decreased from the 15-16 to 16-17 school year, by 15%. Data also shows that discipline referrals overall have decreased from 15-16 to 16-17 school year.

School Concerns

Concern #1:
Continued growth of IEP students.

Concern #2:
Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.

Concern #3:
16.72% of students scored proficient in Math 16-17 school year.
**Concern #4:**
Millmont’s SPP Science score decreased to 34.44 in the 16-17 school year.

**Concern #5:**
Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

**Concern #6:**
Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.

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**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:**

- Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.

- Continued growth of IEP students.

- Millmont’s SPP Science score decreased to 34.44 in the 16-17 school year.

- 16.72% of students scored proficient in Math 16-17 school year.

- Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.
Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.

**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:**

- Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.
- Continued growth of IEP students.
- Millmont's SPP Science score decreased to 34.44 in the 16-17 school year.
- 16.72% of students scored proficient in Math 16-17 school year.
- Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.

**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:**

- Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.
Continued growth of IEP students.

Millmont’s SPP Science score decreased to 34.44 in the 16-17 school year.

16.72% of students scored proficient in Math 16-17 school year.

Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.

**Systemic Challenge #4 (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:**

- Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.

Continued growth of IEP students.

Millmont’s SPP Science score decreased to 34.44 in the 16-17 school year.

16.72% of students scored proficient in Math 16-17 school year.
Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.

**Systemic Challenge #5 (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:**

- Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.

- Continued growth of IEP students.

- Millmont’s SPP Science score decreased to 34.44 in the 16-17 school year.

- 16.72% of students scored proficient in Math 16-17 school year.

Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.
Systemic Challenge #6 (Guiding Question #5) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

Aligned Concerns:

Millmont SPP score decreased 49.3 in 15-16 school year to 48.0 in the 16-17 school year.

Continued growth of IEP students.

Millmont's SPP Science score decreased to 34.44 in the 16-17 school year.

16.72% of students scored proficient in Math 16-17 school year.

Science scores decreased from 43.14% in the 15-16 school year to 34.44% in the 16-17 school year.

Although this increased from the previous year, only 16.72% of students scored proficient in Math in 2017.
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 ELA/Math
  - **Specific Targets:** There will be a 6% increase for students from the historically-low achieving group meeting proficiency in both math and reading on a yearly basis.

- **Type:** Interim
  - **Data Source:** Reading and Math Benchmark Assessments
  - **Specific Targets:** There will be a 10% decrease of students not achieving core from the beginning to the end of the school year.

- **Type:** Annual
  - **Data Source:** PVAAS- Math and ELA
  - **Specific Targets:** PVAAS data in Math and Reading will indicate all students in fourth and fifth grades are making one year's growth or above.

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

**Strategies:**

**Common Assessment within Grade/Subject**

**SAS Alignment:** Assessment, Instruction

**Reading Across the Curriculum**

**Description:** "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CREating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CREating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (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)) Resource: [http://effectivestrategies.wiki.caiu.org/Instructional+Practices](http://effectivestrategies.wiki.caiu.org/Instructional+Practices)

**SAS Alignment:** Instruction

**Professional Learning Communities**

**Description:**

A protocol for teachers and administrators to work collaboratively together to focus on student learning and to take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC will consist of grade levels and vertical teams.

**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 acquire a valuable tool for learning, communication, and self-expression. Such skills can be developed through effective writing instruction and practice that provides adequate time for students to write.

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

Structure vertical teams

Description:
Vertical teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teacher when creating the teams. Primary teams will be comprised of PK, K, 1, 2 teachers and intermediate teams will be comprised of 3, 4, and 5 teachers.

Evidence of implementation: vertical team roster

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:
- Professional Learning Communities

Monthly meeting schedule of vertical and grade level teams

Description:
Meeting schedule will be developed and communicated to teachers at the August professional development days. Vertical teams will meet the second Monday of every month from 3:00 PM to 3:30 PM. Grade level teams will meet the third Monday of every month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

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

Program Area(s): Professional Education

Supported Strategies:
- Professional Learning Communities

Establish protocols to structure meeting discussions

Description:
Vertical and grade level team meeting protocols will be established to structure and focus discussions.

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

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

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

**Supported Strategies:**

- Professional Learning Communities

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**Create a structured writing plan**

**Description:**

Writing assignments aligned to the common core will be published by students in grades 1 to 5.

Evidence of Effectiveness: Calendar of writing assignments, writing binder for students

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

**Program Area(s):**

**Supported Strategies:**

- Consistent Writing Plan

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**Technology Implementation**

**Description:**

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

Evidence: Daily observations, Data reports from technology use
Start Date: 3/1/2014   End Date: 6/6/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:
- Professional Learning Communities

**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: 6/6/2019

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

Supported Strategies:
- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Use Common Benchmark Assessments**

Description:

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

Start Date: 6/1/2015   End Date: 8/21/2019

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

Supported Strategies:
- Common Assessment within Grade/Subject
Professional Development - Math

Description:

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

Start Date: 8/1/2014   End Date: 6/6/2019

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

Supported Strategies:

- Professional Learning Communities

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Math/ ELA

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

Type: Interim

Data Source: Reading and Math Benchmark (K-5)

Specific Targets: At the end the each year, there will be a 10% increase of students achieving core.
Type: Annual

Data Source: PVAAS Math and ELA

Specific Targets: PVAAS data will indicate students will achieve a year or more growth in the 4th and 5th grade.

Type: Interim

Data Source: Benchmark Assessments

Specific Targets: Students will show an increase of one year’s growth annually.

**Strategies:**

**Professional Learning Communities**

**Description:**

A protocol for teachers and administrators to work collaboratively together to focus on student learning and to take ownership of results. The focus is on consistent implementation of curriculum and instruction. The PLC will consist of grade levels and vertical teams.

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

**Differentiated Instruction utilizing Data Analysis**

**Description:**

Teachers will use a district benchmark assessment to assess students. They will use the results of the assessments and analysis of data to inform and guide instruction.

**SAS Alignment:** Assessment, Instruction

**Consistent literacy tasks**

**Description:**
Consistent structure of scientifically researched-based literacy tasks across the grade levels with vertical and horizontal alignment. Structured literacy tasks help students develop the daily habits of reading, writing and working independently.

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

**Implementation Steps:**

**Professional Development on consistent literacy tasks**

**Description:**

Continual professional development will be provided on effective literacy tasks based upon reading independently, reading with partner, listening to reading, writing, and word work. Professional development will also include the implementation, management and sustainment of the literacy tasks.

Evidence: Professional development agendas and materials.

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

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

**Supported Strategies:**

- Professional Learning Communities

**Structuring Literacy Tasks**

**Description:**

Teachers will determine literacy tasks by using multiple sources of students 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. Teacher will implement literacy tasks based on reading independently, reading with a partner, listening to reading, writing, and word work.

Evidence: Teacher lesson plans, Observations, and Formal/Informal Walk Throughs conducted by principal and assistant principal

**Start Date:** 8/25/2014  **End Date:** 6/6/2019
Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- Consistent literacy tasks

Time Frame for Literacy Tasks

Description:

Teachers will provide a time frame during the uninterrupted Language Arts Block to implement the literacy tasks. The master schedule will be created to support this.

Evidence: Literacy tasks in lesson plans, teacher schedules

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

Program Area(s): Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- Consistent literacy tasks

Monitoring Literacy Tasks

Description:

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

Evidence: Observations

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Consistent literacy tasks
Evaluating Literacy Tasks

Description:

Effectiveness of literacy tasks to be evaluated quarterly in data summits using progress monitoring tools (Benchmark Assessments and components of Research-based program assessments). The discussions of effectiveness will occur in both grade level and vertical teams. There will also be a focus on analyzing examples of student work in addition to data.

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

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

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

Supported Strategies:

- Consistent literacy tasks

Structure vertical teams

Description:

Vertical teams will be established at the beginning of the school year. Consideration will be given to the experience, personalities, and abilities of teacher when creating the teams. Primary teams will be comprised of PK, K, 1, 2 teachers and intermediate teams will be comprised of 3, 4, and 5 teachers.

Evidence of implementation: vertical team roster

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Learning Communities

Monthly meeting schedule of vertical and grade level teams
Description:

Meeting schedule will be developed and communicated to teachers at the August professional development days. Vertical teams will meet the second Monday of every month from 3:00 PM to 3:30 PM. Grade level teams will meet the third Monday of every month from 3:00 PM to 3:30 PM. This schedule will be included on the monthly teacher calendar.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Communities

Data Analysis

Description:

Using a structured protocol, teachers will analyze data from various assessments to make decisions about instruction and interventions. Scientifically-based interventions will be used to support students who are not making progress or not on grade level.

Start Date: 9/1/2015   End Date: 6/6/2019

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

Supported Strategies:

- Professional Learning Communities
- Differentiated Instruction utilizing Data Analysis

Math Interventionist

Description:
If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

Evidence: Dibels Math and OnHands data

**Start Date:** 8/21/2018  **End Date:** 6/6/2019

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

**Supported Strategies:** None selected

*Reading Interventionist*

**Description:**

If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

Evidence: Dibels and OnHands data

**Start Date:** 8/21/2018  **End Date:** 6/6/2019

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

**Supported Strategies:** None selected

*Classroom Teacher for Small Group Instruction*

**Description:**

If class sizes continue to increase as the school year progresses, and student academic needs require further assistance, additional teaching staff and/or school interventionists will be hired to provide smaller group instruction.

Evidence: Improved Dibles and OnHands data due to smaller class sizes.

**Start Date:** 8/21/2018  **End Date:** 6/6/2019
**Program Area(s):** Student Services

**Supported Strategies:** None selected

**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: Interim

Data Source: Conference Attendance Data

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

Type: Interim

Data Source: Parent Event- Sign-in sheets

Specific Targets: Parent attendance at events will increase 10% each year
Type: Annual

Data Source: Student and Teacher Attendance Data

Specific Targets: Student and Teacher Attendance data will remain between 90%-100%

Type: Interim

Data Source: Parent, Teacher, and Student Perception Survey

Specific Targets: Positive results of the survey will increase from the beginning of the year to the end each year the survey is given.

**Strategies:**

*School Wide Positive Behavior Program*

**Description:**

Through focusing on 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. Students will work for Millmont Money and incentives and have a tangible object for their work. Staff and Students will participate in the Leader in Me transformation process. The program teaches 21st Century leadership and life skills to students.

**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:** Safe and Supportive Schools

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

**Description:**

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

**SAS Alignment:** Instruction

**Implementation Steps:**

**Structuring Character Traits**

**Description:**

- Specific monthly character traits will be determined by a committee
- Implementation of character education will be supported by a committee
- Teachers will use materials provided and develop 2 - 3 lessons a week that meet the needs of the students in their classrooms to teach the specific monthly trait.

Evidence of implementation:

- Lesson plans
- Informal walk-throughs
- Student demonstration of traits on a regular basis both in and out of the classroom
- Monthly incentive attendance at assembly

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

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

**Supported Strategies:**

- School Wide Positive Behavior Program

**Purchase Incentives**

**Description:**
As part of the incentive program, students will earn "brag tags" for various areas. These include, perfect attendance, honor/merit roll, author’s tea, student of the month, character trait of the month, Quarterly Cafeteria Dojo, Science Club, Craft Club, etc.

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

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

**Supported Strategies:**

- School Wide Positive Behavior Program

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**Monitoring Character Traits**

**Description:**

- Each classroom teacher will choose one student who exemplifies the specific monthly character trait from his/her classroom
- Students will use character traits learned on a daily basis inside and outside of the classroom
- Students who exhibit the character trait of the month will be awarded a "brag tag" for recognition

**Evidence of Implementation:**

- Students will be recognized on the character counts bulletin board
- School staff will recognize students on a daily basis who demonstrate the character traits learned

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

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

**Supported Strategies:**

- School Wide Positive Behavior Program

---

**Evaluating Character Education**

**Description:**

- Teachers will observe these traits in their classrooms
Evidence of Implementation:

- Look at referral data

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

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

  **Supported Strategies:**
  - School Wide Positive Behavior Program

*Family involvement activities*

**Description:**

Establishing family nights will allow the parents to feel welcomed into the school. The events could include Book Bingo night and parent visitation days. Classroom teachers will promote the events along with an incentive for the class with the highest percentage participating in each event.

Evidence of Effectiveness:

- Attendance sheets from activities
- Parent survey at end of year

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

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

  **Supported Strategies:**
  - Parental Involvement

*Structuring the Mentoring Program*

**Description:**

Students with high rate of referrals will:

Be paired based on previous interactions, talents or shared interests

Develop social skills and character traits
Facilitate cooperation and teamwork through group activities among all mentor/mentees

Evidence of Implementation: Mentor/mentee list, calendar of events

Start Date: 8/4/2015   End Date: 6/6/2019

Program Area(s): Student Services

Supported Strategies:
- School Wide Positive Behavior Program

Professional Development for Mentors

Description:
Teachers that volunteer for mentoring will have professional development on "what is" mentoring, mentoring techniques, culture of poverty and continued character education

Evidence of Implementation: PD agendas

Start Date: 8/18/2015   End Date: 6/6/2019

Program Area(s): Student Services

Supported Strategies:
- School Wide Positive Behavior Program

Timeline of Mentoring

Description:
Mentors and mentees will meet biweekly on a one-on-one basis. There will be a monthly activity for mentors/mentees.
Evidence of Implementation: Calendar of events

Start Date: 9/1/2015   End Date: 6/6/2019

Program Area(s): Student Services

Supported Strategies:

- School Wide Positive Behavior Program

Evaluation of Mentoring Program

Description:

The program will be evaluated once a semester. Evaluations will be based upon discipline data as well as tracking behavior charts.

Evidence of Implementation: Discipline data

Start Date: 1/1/2016   End Date: 6/12/2019

Program Area(s): Student Services

Supported Strategies:

- School Wide Positive Behavior Program
Appendix: Professional Development Implementation
Step Details

**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.

**Strategy #1: Common Assessment within Grade/Subject**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/1/2015</td>
<td>8/21/2019</td>
<td>Use Common Benchmark Assessments</td>
<td>All students will utilize a research-based assessment aligned with Common Core.</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>District and building administration</td>
<td>3.0</td>
<td>3</td>
<td>60</td>
<td>April Rostek</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge**
Assessment and how to use the benchmark assessment

**Supportive Research**
Data Analysis and PLC’s

**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**

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional</td>
<td>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strategy #1: Professional Learning Communities</td>
<td></td>
</tr>
</tbody>
</table>
Teacher training on implementation of revised Elementary Mathematics curriculum and implementation in all elementary classrooms. Evidence of Implementation: Professional development schedule/Lesson Plans

<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>Director of Elementary Education; Elementary Principals, and teachers</td>
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<td>3</td>
<td>60</td>
<td>April Rostek and Representation from IU</td>
<td>IU</td>
<td>No</td>
</tr>
</tbody>
</table>

Knowledge

- knowledge on common core Math
- PLC

Supportive Research

Professional Development

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.

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
- 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 implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Student PSSA data

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: Consistent literacy tasks

Start  End  Title  Description

8/25/2014  6/6/2019  Structuring Literacy Tasks

Teachers will determine literacy tasks by using multiple sources of students 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. Teacher will implement literacy tasks based on reading independently,
reading with a partner, listening to reading, writing, and word work.

Evidence: Teacher lesson plans, Observations, and Formal/Informal Walk Throughs conducted by principal and assistant principal

<table>
<thead>
<tr>
<th>Person Responsible</th>
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<th>S</th>
<th>EP</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal, Assistant Principal</td>
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<td>60</td>
<td>April Rostek</td>
<td>School</td>
<td>No</td>
</tr>
<tr>
<td>Principal, Reading Specialist</td>
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<td></td>
<td></td>
<td></td>
<td>Entity</td>
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<tr>
<td>Grade Level Facilitator for Support</td>
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</tbody>
</table>

This will be a refresher session on the 5 literacy stations expected in every classroom daily - Read to self, read to partner, word work, writing, vocabulary.

Knowledge

Teachers will use PLC's throughout the year to further discuss the stations and student progress with the stations throughout the year.

Supportive Research

Professional Learning Communities

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.

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

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional

Grade Levels

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

Follow-up Activities

- Creating lessons to meet varied student learning styles
- 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.
- Student PSSA data
- Classroom student assessment data

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

Start: 9/1/2015  
End: 6/6/2019

Title: Data Analysis

Description:

Using a structured protocol, teachers will analyze data from various assessments make decisions about instruction and interventions. Scientifically-based
Interventions will be used to support students who are not making progress or not on grade level.

<table>
<thead>
<tr>
<th>Person Responsible</th>
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<th>Type</th>
<th>App.</th>
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</thead>
<tbody>
<tr>
<td>Principal, Asst</td>
<td>3.0</td>
<td>4</td>
<td>60</td>
<td>April Rostek</td>
<td>School Entity</td>
<td>No</td>
</tr>
<tr>
<td>Principal, Grade Level Reps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge

This will be a refresher on data analysis and a review of the protocol for all teachers to look at student data as it drives instruction.

Supportive Research

Data Analysis

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

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

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

Professional Learning Communities

Training Format

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional

Elementary - Primary (preK - grade 1)

Participant Roles

Grade Levels
### 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

### Evaluation Methods

- Classroom student assessment data
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Millmont 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 Millmont 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.
In the 2017-2018 school year, the research based reading program continued to be expanded, with the assistance from the IU, to serve approximately students in grades K to three, and our autistic support students. BCIU coaching was used throughout the year which consisted of observations of lessons and quality feedback for teachers. Two interventionists were hired through our daily substitute service to provide additional support for grades K through five in the areas of reading and math support.

Discipline data shows that referrals and suspensions have continued to decrease due to the character incentives and the behavior support plan put into place. The staff has worked hard with the equity team to build relationships with our students and their families. This effort has proven to be a key part of our success in decreasing our behavior issues. We have continued with the implementation of Brag Tags for students, incentive assemblies, and started an end of the year incentive VIP trip.

Overall, as a school, we have seen a rise in attendance for school functions where parents are welcomed into our building. Academic Resource Night, Book Bingo, Gingerbread House Night, Sweetheart Dance, Dress & Bowtie Gala, Muffins with Mom, Donuts with Dad, and the Millmont Carnival have all been well attended.

Describe the continuing areas of concern from past the year.
Students that continue to struggle in reading and math performing below grade level continue to be a concern. A quality data tool to assess and monitor student progress is needed to guide instruction for students in grades K through five.

Describe the initiatives that have been revised.
We will continue to utilize our research based reading program and plan to implement our interventionists across all grade levels.
SWPBS will continue in the school to promote leadership and accountability among all students. We will monitor student growth and success based on discipline data and our mentor program.

2016-2017 Improvement Evaluation

Describe the success from the past year.
In the 2016-2017 school year, the research based reading program functions where parents are welcomed into our building. Academic Resource Night, Book Bingo, Gingerbread House Night, Sweetheart Dance, Dress & Bowtie Gala, Muffins with Mom, Donuts with Dad, and the Millmont Carnival have all been well attended.
was used throughout the year with a total of 8 scheduled coaching days. Coach days consisted of observations of lessons and quality feedback for teachers. Follow up observations were used to ensure the feedback from coaching was implemented in instruction.

Discipline data shows that referrals and suspensions have continued to decrease due to the character incentives and the behavior support plan put into place. The staff has worked hard with the equity team to build relationships with our students and their families. This effort has proven to be a key part of our success in decreasing our behavior issues. Overall as a school we have seen a rise in attendance for school functions where parents are welcomed into our building. Book Bingo, Ginger Bread House Night, Daddy Daughter Dance and Muffins with Mom have all been well attended.

Describe the continuing areas of concern from the past year.

Students that continue to struggle in reading and math performing below grade level continues to be a concern. A quality data tool to assess and monitor student progress is needed to guide instruction for these students.

Describe the initiatives that have been revised.

Our mentoring program will begin earlier in the school year and schedule more opportunities for the student to meet with their mentor. Continued use of the research based reading program will continue. SWPBS will continue in the school and be monitored for student success.

2015-2016 Improvement Evaluation

Describe the success from the past year.

In the 2015-2016 school year, the research-based reading program was expanded with the assistance from the IU to serve approximately 100 students in grades K to 3. BCIU coaching was used throughout the year with a total of 8 scheduled coaching days. Coach days consisted of observations of lessons and quality feedback for teachers. Follow up observations were used to ensure the feedback from coaching was implemented in instruction.

Data from discipline and suspension shows that referrals and suspensions decreased due to the character incentives and behavior support plan put into place. The mentoring program expanded to a total of 30 students and teachers. This program was extremely successful and will continue to improve in the future.

Feedback from the new parent involvement activities put into place for the 15-16 school year were positive.

Describe the continuing areas of concern from the past year.

Students that continue to struggle in reading and math and preform below grade level is a concern. A quality data tool to assess and monitor student progress is needed to guide instruction for these students.

Describe the initiatives that have been revised.

- Mentoring program will begin earlier in the school year and schedule more opportunities for the student to meet with their mentor.
A new data tool will be explored district wide in order for teachers to better monitor student progress and identify gaps in learning.

Continued use of the research based reading program that has given students success in reading will occur.

More teachers will participate in peer observations more frequently throughout the year.

SWPBS system will continue in the school and be monitored for student success.

**2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

In the past year Millmont Elementary implemented a scientifically-based program that provided explicit instruction with a target group of students who were reading below grade level. The BCIU facilitated placement and provided coaching of two teachers who implemented the program throughout the year. Students who participated in the program showed significant progress in their reading ability. Two of the students have grown significantly that they are almost on grade level. This program will not only continue next year with the targeted students, it will also expand to other grade levels to get other students reading on grade level.

Data from discipline and suspension shows that referrals and suspensions decreased due to the character incentives and behavior support plan put into place.

Feedback from the new parent involvement activities put into place for the 14-15 school year were positive.

**Describe the continuing areas of concern from the first year plan.**

An area of focus for the 15-16 school year is implementing a consistent writing plan and quality teaching and learning in student writing performance.

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

Peer observations were implemented on a small scale. This will continue with an area of focus for peer observations in engagement of students, technology implementation, and higher order thinking in daily instruction. Time for collaboration will be a part of the process with the peer visitations.

All other strategies have shown some level of success so we will continue the path of the plan.