Tenth & Green El Sch

School Improvement Plan

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

Demographics

*Tenth & Green El Sch*
400 N 10th St
Reading, PA 19604
(610)371-5756

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

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Brown</td>
<td>Administrator</td>
</tr>
<tr>
<td>Susan Lozada</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Marianela Mancebo</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Wendy Ganster</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Kimberly Clarke</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Kathryn Glaze</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Bradley Greth</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Karen Osika</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Kirsten Stankiewicz</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Brynn Hollywood</td>
<td>Elementary School Teacher - Special Education : School Improvement Plan</td>
</tr>
<tr>
<td>Christine Foehl</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Carissa Noel</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Tami Berry</td>
<td>Parent : School Improvement Plan</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/monitored through assistance of 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>Carissa Noel</td>
<td>4/25/2018</td>
<td>In person and by email</td>
</tr>
<tr>
<td>Christina Foehl</td>
<td>4/25/2018</td>
<td>In person and by email</td>
</tr>
<tr>
<td>Jennifer Murray and JuliAnne Kline</td>
<td>2/8/2018</td>
<td>In person</td>
</tr>
<tr>
<td>JuliAnne Kline</td>
<td>4/26/2018</td>
<td>In person and by email</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.

As we review the academic assessments we have included supplementary materials to aid in the reading acquisition and intervention process. For supplementary support the school is utilizing Reading A-Z for Kindergarten through 3rd grade and the American Reading Company for 4th & 5th grades. For intervention support we are utilizing Corrective Reading and Reading Mastery in all grades.

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>
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<tbody>
<tr>
<td>Extended School Day/Tutoring Programs</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></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>
</tbody>
</table>
In-class Instructional Support | Yes
---|---
Pull Out Instructional Support | Yes

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 I</td>
<td>$522080.00</td>
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</table>

<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>state</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
According to the 2016-2017 PSSA results, Tenth and Green Elementary School has an attendance rate of 95.35%.

Accomplishment #2:
The 2017-2018 DIBELS data in Kindergarten indicates that the overall average composite score increased from September to January as follows: from 22% to 59%. The 2017-2018 DIBELS data in 1st grade indicates that the overall average DORF words correct from January to May as follows: from 27 to 46. The 2017-2018 DIBELS data in 2nd grade indicates the overall average DORF words correct from September to May as follows: from 28 to 51.

Accomplishment #3:
The 2017-2018 DIBELS data in grade 3 indicates that the average overall word count in ORF increases from September to January as follows: 3rd grade increased from 56.5 to 64.9.

Accomplishment #4:
The 2017-2018 DIBELS in grade 3 indicates that the overall average accuracy on DORF Retell Quality increased from the Beginning to Middle benchmarks as follows: grade 3 increased from 40% to 55%.

Accomplishment #5:
The 2017-2018 IRLA data for grades 4 and 5 showed .60 and .88 years growth respectively in reading (fluency and comprehension) from September 2017 to January 2018.

Accomplishment #6:
The school celebrated its third year as a Leader in Me school focusing our character education through the 7 Habits of Highly Effective People. The school had its first student "Leader Day" in May. The school implemented our "family" mentoring program for all students with regular monthly meetings.
School Concerns

**Concern #1:**
On the 2017-2018 PSSA’s, 79% of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

**Concern #2:**
On the 2016-2017 PSSA’s, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

**Concern #3:**
On the 2016-2017 PSSA’s, 63% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

Prioritized Systemic Challenges

**Systemic Challenge #1** *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:*
- On the 2016-2017 PSSA’s, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.
- On the 2017-2018 PSSA’s, 79% of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.
- On the 2016-2017 PSSA’s, 63% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

**Systemic Challenge #2** *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:*
- On the 2016-2017 PSSA’s, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.
On the 2017-2018 PSSA’s, 79% of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

On the 2016-2017 PSSA’s, 63% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.

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

**Alined Concerns:**

On the 2016-2017 PSSA’s, 89% of students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Mathematics.

On the 2017-2018 PSSA’s, 79% of the students in grades 3, 4, and 5 at Tenth and Green Elementary School were not Proficient in Reading.

On the 2016-2017 PSSA’s, 63% of the students in grade 4 at Tenth and Green Elementary School were not Proficient in Science.
School Level Plan

Action Plans

**Goal #1:** 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:** Administrative Walk-throughs
  - **Specific Targets:** Classroom teachers will have consistent literacy tasks in place during the 90 minute uninterrupted reading block.

- **Type: Annual**
  - **Data Source:** PSSA Reading
  - **Specific Targets:** Data will indicate a 6% increase in student growth among the historically low achieving group in both Reading as demonstrated by PVAAS data.

- **Type: Interim**
  - **Data Source:** Benchmark Assessments
  - **Specific Targets:** By mid-year, there will be a 5% increase of students achieving core in Math and Reading.

- **Type: Annual**
  - **Data Source:** PVAAS
  - **Specific Targets:** PVAAS scores will reflect a year or more growth in grades 4 and 5 in both Reading and Math.

- **Type: Interim**
  - **Data Source:** Benchmark Assessments
  - **Specific Targets:** Students in grades 4 and 5 will show an increase of at least half a year’s growth by mid-year.

- **Type: Annual**
  - **Data Source:** Student Learning Objectives
  - **Specific Targets:** For the annual rating 90% of staff will meet the requirements of their SLOs.

- **Type: Annual**
  - **Data Source:** PVAAS
  - **Specific Targets:** Data will indicate in student growth among the historically low achieving group by 6% in Math as demonstrated by PVAAS data.
Type: Interim  
Data Source: Go Math Benchmarks  
Specific Targets: Increase proficiency scores in Math from September 2017 through January 2018 by 5% on Go Math Benchmarks for 3rd, 4th & 5th grades.

Type: Annual  
Data Source: PVAAS Reading Data  
Specific Targets: PVAAS Reading Data will indicate that students in grades 4 & 5 are making a year’s growth or more annually.

Type: Interim  
Data Source: American Reading Company Benchmarks  
Specific Targets: Students will show growth of at least .5 growth per year in Reading progress (fluency and comprehension) from September 2017 to January 2018 in grades 3,4, & 5.

**Strategies:**

**Differentiating Instruction**


**SAS Alignment:** Instruction

**Data Team and Data Analysis Procedures**

**Description:**

Each grade level will meet on a weekly basis to assess data to determine student strengths and weaknesses. Data will be used to to plan lessons designed to meet student needs.

**SAS Alignment:** Assessment, Instruction
**Consistent use of tasks that foster literacy and math knowledge independence**

**Description:**

Consistent implementation of scientifically researched-based literacy and mathematics 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. Structured mathematics small group/centers will enable students to develop at their own pace and progress quicker than with just whole group instruction. For Literacy Teachers will use DIBELS, the IRLA, and Reading A-Z resources to identify gaps; and for Mathematics teachers will use the OnHand or District identified benchmark assessments to determine gaps.

**SAS Alignment:** Instruction

**Professional Learning Communities**

**Description:**

A protocol for teachers and administrators to work collaboratively to focus on student learning and 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:** Curriculum Framework, Instruction, Standards, Assessment

**Teacher Learning Walks**

**Description:**

Teachers will conduct 2 learning walks per month. The learning walks will be utilized as a way for teachers to glean successful instructional strategies and ensure the consistent implementation of small group instruction within and across teams. Teachers will share findings with peers and colleagues in their Leadership binders.

**SAS Alignment:** Instruction, Safe and Supportive Schools

**Implementation Steps:**

**Professional Development on Literacy and Math Fluency Centers/Tasks**

**Description:**
Professional development will be provided on effective literacy tasks based upon reading independently, reading with a partner, listening to reading, writing and word work. Professional Development for mathematics fluency targeting small group/center work that focuses on individual student math building block skills. Professional development will also include the implementation, management and sustainment of the literacy and mathematics tasks.

Evidence of Implementation: Professional development agendas and materials, Teacher use of Daily 5/3 & Listening Centers

Start Date: 8/25/2014   End Date: 6/28/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Consistent use of tasks that foster literacy and math knowledge independence

**Structuring literacy tasks**

Description:

Teachers will determine literacy tasks by using multiple sources of student data depending on grade level. The independent student work will be designed around such data sources as research-based program assessments, Benchmark Assessments, district recommended literacy assessments, and classroom 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. 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.

Start Date: 6/29/2015   End Date: 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Consistent use of tasks that foster literacy and math knowledge independence
- Professional Learning Communities
Monitoring for consistent implementation of literacy and mathematics tasks school-wide

Description:

Administrator walk-throughs and formal observations will monitor the implementation of literacy and mathematics tasks. Teachers will conduct two Learning Walks per month. They will keep their information in their LIM Binders. Expectations include management chart, tracking of the center work, on-task behaviors, and implementation of the tasks.

Evidence of Implementation: walk through, learning walks, observations

Start Date: 9/29/2014   End Date: 6/28/2019

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction
- Consistent use of tasks that foster literacy and math knowledge independence

Establish protocols to structure discussions at professional learning team meetings

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: 8/21/2018   End Date: 10/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Data Team and Data Analysis Procedures
• Professional Learning Communities

**Learning Walks Protocols**

**Description:**

The teachers will utilize the district protocols for their monthly learning walks.

**Start Date:** 8/28/2018  **End Date:** 6/30/2020

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

**Supported Strategies:**

- Differentiating Instruction
- Data Team and Data Analysis Procedures
- Teacher Learning Walks

**Goal #2:** 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:** PVAAS

**Specific Targets:** Data will indicate in student growth among historically low achieving group by 6% in Math as demonstrated by PVAAS data.

**Type:** Interim

**Data Source:** Go Math Benchmarks

**Specific Targets:** Increase proficiency scores in Math from September 2017 through January 2018 by 5% on Go Math Benchmarks for 3rd, 4th, and 5th grades.
Type: Annual

Data Source: PVAAS Reading Data

Specific Targets: PVAAS Data will indicate that the students in grades 4 and 5 are making one year’s growth or more annually.

Type: Interim

Data Source: American Reading Company Benchmarks

Specific Targets: Students will show growth of at least .5 growth per year in reading progress (fluency and comprehension) from September 2017 to January 2018 for grades 3, 4, and 5.

Strategies:

*Professional Learning Communities*

**Description:**

A protocol for teachers and administrators to work collaboratively to focus on student learning and 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:** Curriculum Framework, Instruction, Standards, Assessment

*Common Assessment within Grade/Subject*

**Technology Infrastructure Enhancement/Technology Access and Training Increase**

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf))

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

**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))


**SAS Alignment:** Instruction

**Implementation Steps:**

**Pacing and Lesson Planning based on District Standards Curriculum:**

**Elementary English Language Arts**

**Description:**

Curriculum Mapping Elementary English Language Arts - District will provide curriculum maps to be used. Shared agreement will be formed regarding assessments. Scope and Sequence Documents will be prepared; Pacing Guides written and vetted identifying standards and their progression through the grades. Evidence of Implementation: Elementary English/Language Arts curriculum.
**Start Date:** 8/21/2018  **End Date:** 6/28/2019

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum
- Professional Learning Communities

**Teacher Professional Development of Revised Elementary English Language Arts**

**Description:**

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

**Start Date:** 8/21/2018  **End Date:** 6/28/2019

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

**Supported Strategies:**

- Reading Across the Curriculum

**Pacing and Lesson Planning based on District Curriculum: Elementary Mathematics**

**Description:**

Curriculum Mapping Elementary Mathematics - District will provide curriculum maps to be used as basis of discussion in PLCs. Shared agreement will be formed regarding assessments; Scope and Sequence Documents will be prepared; Pacing Guides written and vetted by Buildings. Evidence of Implementation: Elementary Mathematics Standards Curriculum.

**Start Date:** 6/29/2015  **End Date:** 6/28/2019

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

- Common Assessment within Grade/Subject
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Professional Learning Communities

**Establish a "WIG" for Assessments**

**Description:**

The staff will determine a wildly important goal or WIG for common assessments in order to track the data as it pertains to individual classes, grades, and overall school achievement.

**Start Date:** 8/28/2018    **End Date:** 6/30/2020

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

**Supported Strategies:**

- Common Assessment within Grade/Subject

**Technology Upgrade & Implementation**

**Description:**

Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments, and instructional interventions to bring 10th & Green to the level of the elementary school with the most updated technology in the district.

**Start Date:** 3/1/2014    **End Date:** 6/28/2019

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

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
## Appendix: Professional Development Implementation

### Step Details

**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

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/2014</td>
<td>6/28/2020</td>
<td>Professional Development on Literacy and Math Fluency Centers/Tasks</td>
<td>Professional development will be provided on effective literacy tasks based upon reading independently, reading with a partner, listening to reading, writing and word work. Professional Development for mathematics fluency targeting small group/center work that focuses on individual student math building block skills. Professional development will also include the implementation, management and sustainment of the literacy and mathematics tasks. Evidence of Implementation: Professional development agendas and materials, Teacher use of Daily 5/3 &amp; Listening Centers</td>
</tr>
</tbody>
</table>

**Person Responsible**
Principal

<table>
<thead>
<tr>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading School District</td>
<td>School Entity</td>
<td>No</td>
</tr>
</tbody>
</table>

**Knowledge**
Teachers will train on small group instruction, center use, and the use of formative assessments to help track their center/small group work and inform their pacing of instructional material.

**Supportive**
Shellard and Moyer (2002) identify three critical components of effective math instruction: “Teaching for
Research

conceptual understanding, developing children’s procedural literacy, and promoting strategic competence through meaningful problem-solving investigations." Also, topics should be presented in a sequence and manner appropriate for the developmental level of the students (Reys et al. 1999). Although the rate at which children develop mathematically varies from child to child, NCTM (2001) has developed a general timeline for students’ mathematical skills development and instruction identified as appropriate for each level.

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 leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format

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

Follow-up Activities

Team development and 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

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

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of written reports summarizing instructional activity

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**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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**Strategy #1: Reading Across the Curriculum**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
<th>Evidence of Implementation:</th>
<th>Provider</th>
<th>Type</th>
<th>App.</th>
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</thead>
<tbody>
<tr>
<td>8/21/2018</td>
<td>6/28/2019</td>
<td>Teacher Professional Development of Revised Elementary English Language Arts</td>
<td>Teacher training on implementation of revised Elementary Language Arts standards curriculum and implementation in elementary classrooms. Evidence of implementation: Progressional Development schedule/Teacher Lesson Plans</td>
<td>Progressional Development schedule/Teacher Lesson Plans</td>
<td>Reading School District</td>
<td>District</td>
<td>No</td>
</tr>
</tbody>
</table>

Person Responsible: Director of Curriculum; Elementary Principals; and teachers

SH: 0.5  S: 2  EP: 30
Research shows that beginning readers benefit most from being taught explicit skills during intensive small-group instruction. The small-group, differentiated reading model enables teachers to focus on specific skills needed by varied groups of children (Tyner, 2003).

Longitudinal and quasi-experimental studies have demonstrated ARC’s ability to empower teachers to close the achievement gap and improve student reading achievement. And in a 2014 study conducted by Measurement Incorporated, the validity and reliability of the IRLA formative assessment framework was affirmed by practitioners and independent reviewers alike.

The effectiveness of ARC’s 100 BOOK Challenge has been featured in a wide range of studies, including a 2008 study of Philadelphia "Beat the Odds" schools highlighting 100 Book Challenge use as part of program success. Additional studies measured the impact of 100 Book Challenge on nearly 1,500 students in Baltimore County and nearly 16,000 students in Philadelphia, affirming its ability to close the achievement gap. The 100 BOOK Challenge was positively reviewed in 2006 by the Florida Center for Reading Research and was identified as having no weaknesses.

For classroom teachers, school counselors and education specialists:

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

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

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

<table>
<thead>
<tr>
<th>Training Format</th>
<th>Series of Workshops</th>
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| **Participant Roles** | Classroom teachers  
                      Principals / Asst. Principals  
                      Paraprofessional |
| **Grade Levels** | Elementary - Intermediate (grades 2-5) |

| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
                      Analysis of student work, with administrator and/or peers  
                      Creating lessons to meet varied student learning styles |
| **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
                      Standardized student assessment data other than the PSSA  
                      Classroom student assessment data |
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Tenth & Green 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 Tenth & Green 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 School Year (SY) 2017-2018 we fully implemented our Multi-Tiered System of Support (MTSS). We implemented a 45 minute block of time for an intervention period that allowed for instruction at the students' level in English Language Arts. Teachers were given supplemental materials and training to provide the interventions. The difficulty with the intervention period was that we did not have all of the resources and training from the start of the year so mid-year we made the adjustments and continued with the instructional support. Data on the students' progress was kept in a transparent manner that allowed all stakeholders to view the work. Parents were provided with quarterly progress reports on their students' work during the intervention block. The staff also utilized our Leader in Me system of governance to accomplish more parent engagement activities: Open House Raffles, Fall Fest, Holiday Shop, Prince/Princess Dance, S.T.E.A.M. Night, and our first Leadership Day (run by the students). We also incorporated our Familias Mentoring Program into our annual schedule so that our monthly meetings incorporated school wide themes with Red Knight language.

Describe the continuing areas of concern from past the year.
In SY 2017-18 we did not have the full commitment of the staff to small group instruction and overall high expectations. All teachers were not instructing students based on their differentiated needs and tracked as to their progress. At the beginning of the year the staff struggled with MTSS due to a lack of resources and training. That was alleviated mid-year. There is still some concerns with low expectations for students as demonstrated at times by entire grade level practices. Teams members were moved in the summer to help break up the negativity. During Fall 2017 some teachers complained to district office supervisors about building administration due to the demands for a greater commitment to differentiated instructional work and compliance with the demand for greater rigor.

Describe the initiatives that have been revised.
In SY 2017-18 our Response to Intervention and Instruction (RtII) was revised into our MTSS process. We were able to provide a 45 minute block of time for each grade level (K-5th grade) to incorporate an English Language Arts intervention period to provide supplemental reading support for students below grade level. Our Sy 2017-18 schedule was revised mid-year to allow for the departmentalization of 5th grade.

2016-2017 Improvement Evaluation

Describe the success from the past year.
This past year we had many successes. We implemented our Leader in Me mentoring program "families". We implemented an Acceleration period for all grades K-5th where groups are fluid and data is analyzed to determine placement. We completed purchasing
the mobile ActivPanels for our small group instructional areas. Our family activities were well attended and supported.

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

We continue to struggle academically. With our new literacy schedule through K-5th grade we should begin to see a positive change in our students’ literacy rates. Our teachers currently understand the need for centers instruction for both Reading and math. This should greatly improve our agility with student progress. We continue to struggle with District support for students with an IEP.

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

Currently there are no revisions as we are in the final year of the plan. We changed one date - for technology upgrades as we were continuing to purchase items for staff as we wait for the technology upgrade that the district has planned for us in the Summer of 2017.

**2015-2016 Improvement Evaluation**

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

This past year has been exemplary in many ways. Despite the new PSSA exam the school was able to demonstrate growth for students in grades 4 and 5. The staff was able to accommodate a new Reading Program - the American Reading Company for grades 4 and 5. They also created many diverse activities for the students: Leader in Me training for all staff and students, monthly faculty team building activities, the addition of our Kindergarten Alvernia Abuelas, a Fall Festival, participation in the Citadel’s Spooktacular, Fall Field Day, Career Day, Fall Food Drive, Red Ribbon Week, Staff Secret Santa, Holiday Shop/activities for families, Read Across America Week, Spirit Week, PSSA Pep Rally, Student v. Teacher Basketball Game, Reggie Dabbs visit, PATHS classes for grades 1-5, Ready, Set, Read -Grade 2, college field trips for 4 grades, numerous staff potlucks, staff birthday celebrations, 5th grade daily announcements, hallway displays, chorus connections with middle schools, grade level book buddies/lunch buddies, Crossroads assemblies, school windows themed for each month, Green Team clean up, and our 1st Parent Palooza. The year’s not over yet. The final month will see us celebrate with gratitude at our Friends of 10th & Green dinner.

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

Two areas of concern involve the difficulties with district support in areas with high turnover of staff: Special Education and Human Resources.

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

Recently revised initiatives include School Wide Positive System as we’ve incorporated both PATHS and Leader in Me to help our students understand the thinking behind their actions.

**2014-2015 Improvement Evaluation**

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

In the first year of the plan the principal and staff were able to create partnerships with at least 30 organizations in support of the students and families. The principal and staff were able to create an emergency operations manual for the building. They were able to create vertical as well as horizontal teams. They began the child study process. They initiated discussions with FranklinCovey on the Leader in Me.
Describe the continuing areas of concern from the first year plan.

In terms of continuing areas of concern the lack of a district wide curricula is daunting. Also, the constant change in material resources is a concern as well. Just when staff have figured out the program, textbook series, or equipment; it’s changed. The staff attempt to align the courses to the PA Standards and the Common Core but without an established fully articulated pre-k to 12th grade program of studies with materials listing that is difficult. Reliable materials and resources are a concern. There needs to be an established calendar for review and renewal of all curricular materials.

Describe the initiatives that have been revised.

The child study process has been revised to include biweekly meetings that include the administration, counselor, and teachers to discuss progress monitoring of students. Information is routinely reviewed and acted upon in a timely manner. The School wide Positive Behavior Support system is being revised with the adoption of the Leader in Me. This is a transformative model that will enable all aspects of socio-emotional learning to impact academic growth as well as to enable career planning for our students.