Thirteenth & Green El Sch

School Improvement Plan

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

Demographics

Thirteenth & Green El Sch
501 N 13th St
Reading, PA 19604
(610)371-5766

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kevin Collins
Superintendent: Khalid Mumin

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasmin Sanchez-Lopez</td>
<td>Administrator</td>
</tr>
<tr>
<td>Kevin Collins</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Correta Davis</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Valerie Garvin</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Christine Reichardt</td>
<td>Ed Specialist - Other</td>
</tr>
<tr>
<td>Kelly Gehman</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Felicia Owens</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Daniel Richards</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Gladys Jimenez</td>
<td>Parent</td>
</tr>
</tbody>
</table>
Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school’s compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

*No assurances have been identified*

**Assurance 13**

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

- School web site
- District web page
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Parent-Teacher Conferences

**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.

This narrative is empty.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</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.

We have data summits twice per year to analyze data and make instructional decisions. In addition, teachers discuss data/resources in weekly Common Planning Meetings to improve instruction.

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

<table>
<thead>
<tr>
<th>Options</th>
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<tr>
<td>Extended School Day/Tutoring Programs</td>
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<td>Reading</td>
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<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>No</td>
</tr>
<tr>
<td>Before School</td>
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<td>Lunch/Study Periods</td>
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**Summer School Program**

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<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
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</table>

**In-class Instructional Support**

| In-class Instructional Support | Yes |

**Pull Out Instructional Support**

| 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>
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<tbody>
<tr>
<td>State/Local Grant Program</td>
<td>Amount of Grant</td>
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<tr>
<td>------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Building Allocation</td>
<td>$64250.00</td>
</tr>
</tbody>
</table>

| ARC and Science Curriculum   | $475609.00      |
Needs Assessment

School Accomplishments

Accomplishment #1:
We had a 97% participation rate on the 2017-2018 PSSA

Accomplishment #2:
The PVAAS 3 year average for 5th grade Math is blue. The bottom two quintiles for grade 5 are blue. The ELA 3 year average is green.

Accomplishment #3:
Daily attendance rate is between 92% and 96%

Accomplishment #4:
The PVAAS Data for grade 4 Math showed the 2nd and 3rd quintiles as green. In ELA quintiles 2 and 4 are green.

School Concerns

Concern #1:
Inconsistent proficiency levels in reading and math among all grade levels.

Concern #2:
Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Concern #3:
Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Concern #4:
Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

Concern #5:
There is a huge need for Social Skills Instruction for all of our students based on discipline data.

Concern #6:
MTSS is a concern. On-Hand is not very user-friendly for inputting/analyzing MTSS Data.

**Concern #7:**
Creating a schedule that addresses the needs of our students. It is quite a challenge to create a schedule to spread our dearth of resources effectively and strategically. We also focus mainly on our Special Education and Intensive Students. We should be providing equitable services to all students regardless of ability.

**Concern #8:**
We do not celebrate student learning/success often enough.

**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:**

- Inconsistent proficiency levels in reading and math among all grade levels.

- Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

- Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

- There is a huge need for Social Skills Instruction for all of our students based on discipline data.

- MTSS is a concern. On-Hand is not very user-friendly for inputting/analyzing MTSS Data.

Creating a schedule that addresses the needs of our students. It is quite a challenge to create a schedule to spread our dearth of resources effectively and strategically. We also focus mainly on our Special Education and Intensive Students. We should be providing equitable services to all students regardless of ability.
Systemic Challenge #2 (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:

Inconsistent proficiency levels in reading and math among all grade levels.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

MTSS is a concern. On-Hand is not very user-friendly for inputting/analyzing MTSS Data.

We do not celebrate student learning/success often enough.

Systemic Challenge #3 (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:

Inconsistent proficiency levels in reading and math among all grade levels.

Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.
There is a huge need for Social Skills Instruction for all of our students based on discipline data.

**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:**

Creating a schedule that addresses the needs of our students. It is quite a challenge to create a schedule to spread our dearth of resources effectively and strategically. We also focus mainly on our Special Education and Intensive Students. We should be providing equitable services to all students regardless of ability.

**Systemic Challenge #5 (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:**

Inconsistent proficiency levels in reading and math among all grade levels.

Increased academic gap between the "all student" group and ELL subgroup in reading and math.

Almost 50% of 3rd grade students have less than a 40% probability of being proficient in Math by 5th grade.

Our Advanced group is too small to even register any PVAAS Data. We are losing our kids after the 4th quintile for PVAAS.

There is a huge need for Social Skills Instruction for all of our students based on discipline data.
MTSS is a concern. On-Hand is not very user-friendly for inputting/analyzing MTSS Data.

Creating a schedule that addresses the needs of our students. It is quite a challenge to create a schedule to spread our dearth of resources effectively and strategically. We also focus mainly on our Special Education and Intensive Students. We should be providing equitable services to all students regardless of ability.

We do not celebrate student learning/success often enough.
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: Annual  
Data Source: Pennsylvania State Student Assessment (PSSA)  
Specific Targets: We will reduce the number of below basic kids by 10% while increasing the combined numbers of Proficient and Basic kids by 10% as well.

Type: Interim  
Data Source: Benchmark testing and Progress Monitoring  
Specific Targets: There will be a ten percent reduction in the number of intensive students from the baseline to the second test administration and each successive administration. The number of Intensive Students will decrease by 50% from first to last test administration.

**Strategies:**

*Reading Across the Curriculum*

Description:

Students will read both Fiction and Non-Fiction grade leveled text. Students will be reading a variety of texts across not only different genres but different subject areas as well. Students will be required to read at least one hour per day to increase their reading stamina and give them access to a variety of content topics.

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

*Students will receive lessons on Social Skills*

Description:

Social Skills Lessons will become a part of our school culture. A Committee will work over the summer to develop a year long curriculum for implementation across all grade levels.

**SAS Alignment**: None selected
Provide Professional Development

Description:

School based Stakeholders will be afforded the opportunity to receive Professional Development to increase their Instructional Capacity and ultimately Student Achievement.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Work with a consultant

Description:

A consultant will work with grade level and teachers to help implement and provide support in the effective implementation of the effective instructional strategies. They will specifically discuss how to help meet the needs of their students.

Start Date: 8/21/2018   End Date: 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Provide Professional Development

Provide Material for Effective Instructional Practices

Description:

Materials will be bought to support the implementation of effective instructional practices for teachers and students.

Start Date: 5/22/2018   End Date: 5/31/2019

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

Supported Strategies:
Reading Across the Curriculum

Embed Social Skills Lesson in Schedule

Description:
A committee will meet to provide school administration with suggestions of where to embed the social skills lesson within the master schedule.

Start Date: 8/28/2018    End Date: 6/11/2021

Program Area(s): Student Services

Supported Strategies: None selected

Walk throughs

Description:
School Administrators will conduct classroom walk throughs to ensure implementation of effective instructional strategies. The walk throughs will occur throughout the school year and documented on a log. They will also be documented on PA-STEP to provide teacher with feedback of what administration gathered. This will sustain a dialogue between administration and teachers that would lead to students’ needs being met across all classrooms.

Start Date: 8/28/2018    End Date: 6/7/2019

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

Supported Strategies: None selected

Book Study

Description:
Teachers will be immersed in a book study that discusses effective instructional practices where the needs of all students are met across all classrooms. Teachers will share/present an effective instructional practice from the book study that they have implemented in the classroom.

Start Date: 9/3/2018    End Date: 5/30/2019
Program Area(s): Professional Education

Supported Strategies:

- Provide Professional Development

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Benchmark assessments, Teacher observations- Student achievement, IRLA Growth

Specific Targets: Overall student achievement on Benchmark test will increase by 10% with each test administration. In addition 80% of students will show a .25 year of growth for each quarter for a total of at least a year's growth as measured by the IRLA.

Type: Annual

Data Source: PVAAS Data

Specific Targets: PVAAS data will indicate that the students in grades 4 & 5 are making one or more year's growth annually.

Strategies:

Use data to adjust instructional practices

Description:

Gather and analyze data to monitor student progress and adjust instructional practices. Data sources include benchmark testing, progress monitoring, weekly and unit reading assessments. We will also implement data meetings to meet with each teacher and look at their student data and current instructional practices within their classroom.
**SAS Alignment:** Standards, Assessment, Curriculum Framework, Materials & Resources

**Grade Level Common Planning**

**Description:**


Teachers will meet once a cycle during a scheduled common planning (CP) in grade level and/or vertical teams.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

**Target Differentiated Instruction**

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: What Is Differentiated Instruction (Tomlinson)?, What Is Differentiated Instruction (Robb)?, Learning Styles: Concepts and Evidence, Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It’s impact on the Quality and Equity Dimensions of Education Effectiveness), Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades)

**SAS Alignment:** Instruction

**Work with a Consultant**

**Description:**

A consultant will serve as a resource to provide teachers with support in utilizing data to modify and implement strategies that will lead to student academic growth.

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

**Implementation Steps:**
**Structure Master Schedule to include Common Planning**

**Description:**

The master schedule will be structured to allow for teacher collaboration to occur during common planning once a cycle.

**Start Date:** 5/22/2018  **End Date:** 5/31/2019

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

**Supported Strategies:**

- Grade Level Common Planning

**Structure Master Schedule to reflect Target Differentiated Instruction**

**Description:**

The master schedule will be created with data and would allow the target differentiated instruction to be consistent throughout the school year.

**Start Date:** 5/22/2018  **End Date:** 5/31/2019

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

**Supported Strategies:**

- Target Differentiated Instruction

**Teachers Meet during Common Planning**

**Description:**

Teachers will collaborate with their grade level team and ESL/Special Education Resource Teacher once a cycle during a time designated as common planning. Meeting notes will be kept with the data used and outcomes of the meetings.

**Start Date:** 5/22/2018  **End Date:** 5/31/2019

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

- Use data to adjust instructional practices
- Work with a Consultant

Expectations/Agorra Meet the Purpose-Outcomes

Description:

An agenda/expectations will be set before meetings. This will ensure that the meeting’s purpose was met with a clear outcome.

Start Date: 8/28/2018  End Date: 6/7/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Grade Level Common Planning

Accountability Measures for CP Meeting

Description:

School administrators will review notes from meetings. They will schedule to attend and participate in common planning meetings.

Start Date: 8/28/2018  End Date: 6/7/2019

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

Supported Strategies:

- Grade Level Common Planning

List of 5 at risk students w/ action plan for each

Description:

Each homeroom teacher will have a list of 5 at risk students that will have a plan of action to help them improve. The action plan must be submitted to administration.
There will be checking points throughout the school year where the action plan will be reviewed and revised as needed to make sure that student success is being attained.

**Start Date:** 8/28/2018   **End Date:** 6/7/2019

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

**Supported Strategies:**

- Use data to adjust instructional practices
- Work with a Consultant

### Progress Notes are Collected and Shared

**Description:**

Progress notes for students will be kept up to date and reviewed to guide instruction. They will be shared with all necessary stakeholders.

**Start Date:** 8/28/2018   **End Date:** 6/7/2019

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

**Supported Strategies:**

- Use data to adjust instructional practices
- Work with a Consultant

### Strategies for Student Movement

**Description:**

A flow chart will be utilized to determine and guide instruction necessary for student growth. Students’ progress will be reviewed on a monthly basis to determine if what has been implemented is being successful and what other steps or measures need to be taken.

**Start Date:** 8/29/2018   **End Date:** 6/7/2019

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

- Use data to adjust instructional practices
- Work with a Consultant

Follow/Track Student for Academic Growth

Description:

Constantly check on student data for academic growth to make sure that students are not becoming stagnant. Students with little to no academic growth should be referred to our MTSS and Child Study process.

Start Date: 8/28/2018  End Date: 6/7/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Use data to adjust instructional practices
- Work with a Consultant

Book Study

Description:

Teachers will participate in a book study that will guide dialogue and conversations as to how to utilize data to adjust instruction and strategies.

Start Date: 8/28/2018  End Date: 6/7/2019

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

Supported Strategies:

- Use data to adjust instructional practices

Use Funding to Create Smaller Class Sizes

Description:
Funding will be used to hire more personnel to create smaller class sizes, which would allow for a smaller teacher to student ratio. This would allow for our students to be better serviced.

**Start Date:** 8/28/2018  **End Date:** 6/7/2019

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

**Supported Strategies:**

- Target Differentiated Instruction

**Goal #3:** 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.

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** Teacher data binders, achievement on benchmark tests

**Specific Targets:** Teachers will own their own data. Teacher data binders will be a direct reflection of students' referrals to child study. Instructional practices will also be based on student data. Special Education and ELL Students will increase their scores by 10% on each test administration.

**Strategies:**

**Parental Involvement**

**Description:**

Schools play an important part of a child’s life along with the parents. By combining the two stakeholders, studies indicate academic achievement will increase. Parental involvement can be many things, volunteering, attending conferences, being a member of the PTO.

**SAS Alignment:** None selected

**Departmentalizing grades 4 and 5**
Description:

Students in grades 4 and 5 are generally mature enough to handle having more than one content teacher. Through departmentalizing, our teachers will be utilized more effectively to realize a greater impact on student achievement.

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

Co-Teaching for ESL and Special Education

Description:

The co-teaching model will be implemented with the idea of pooling together of our resources to have a larger impact on student achievement.

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

School Wide Positive Behavior Plan

Description:

There is a school wide incentive program for students that display positive behaviors that promote academic success.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Teachers will identify focus standards and/or learning goals not attained by each individual student and provide targeted instruction to meet their needs.

Description:

Description: Core instruction will be provided by utilizing research-based programs and all its components.

Indicator of Implementation: local assessments, observations, and walk-through's. After each round of district assessments, teachers will gather and analyze data to drive instruction on an individual, small or whole group basis. Student progress in Reading and Math will be assessed by quarterly Benchmark Assessments. Student Benchmark scores will increase by 10% with each administration.

Start Date: 9/3/2016  End Date: 6/30/2019
**Program Area(s):** Professional Education

**Supported Strategies:**

- Departmentalizing grades 4 and 5

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**Develop Academic and Behavioral Incentives**

**Description:**

A committee will develop a system to determine students and how to reward them for their academic growth and positive behavior.

**Start Date:** 5/31/2018  **End Date:** 6/11/2021

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

**Supported Strategies:** None selected

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**Professional Development for co-teaching models**

**Description:**

Special Education/ESL teachers and homeroom teachers where co-teaching is to occur will be provided with professional development as to how to effectively co-teach and their roles as in a co-teaching scenario.

**Start Date:** 6/21/2018  **End Date:** 6/14/2019

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

**Supported Strategies:**

- Co-Teaching for ESL and Special Education

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**Family Activities**

**Description:**

Establish family activities that will allow the parents feel welcomed into the school. The events could include Fall Festival, Classroom visitations. Classroom teacher will promote the events along with an incentive for the class with the highest
percentage participating in each event. Also, establishing activities for parents and students to work on collaboratively in the home and be displayed at school. Parent perception will be measured by surveys given in the beginning of the year and towards the end of the school year.

**Start Date:** 9/1/2015  **End Date:** 6/30/2019

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

**Supported Strategies:**

- Parental Involvement
Appendix: Professional Development Implementation
Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>Strategy #1: Provide Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
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<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>8/21/2018</td>
<td>6/14/2019</td>
<td>Work with a consultant</td>
<td>A consultant will work with grade level and teachers to help implement and provide support in the effective implementation of the effective instructional strategies. They will specifically discuss how to help meet the needs of their students.</td>
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<tbody>
<tr>
<td>School Administrator and Leadership team</td>
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<th>App.</th>
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</thead>
<tbody>
<tr>
<td>Outside Company</td>
<td>For Profit Company</td>
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</table>

Knowledge

- The consultant will be able to help teachers implement effective instructional practices within their classrooms which would be specific to their students' needs.

Supportive Research

- Teachers would have the benefit of meeting with a consultant that has their expertise in implementing effective instructional practices. The consultant will help teachers look at their data and tailor their instruction to meet student needs.

Designed to Accomplish

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

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

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

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

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles

- Classroom teachers
- Principals / Asst. Principals

Grade Levels

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Classroom student assessment data
- Review of written reports summarizing instructional activity

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities

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

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<tr>
<td>9/3/2018</td>
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<td>Book Study</td>
<td>Teachers will be immersed in a book study that discusses effective instructional practices where the needs of all students are met across all classrooms. Teachers will share/present an effective instructional practice from the book study that they have implemented in the classroom.</td>
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<th>EP</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration</td>
<td>0.5</td>
<td>10</td>
<td>40</td>
<td>Thirteenth and Green</td>
</tr>
</tbody>
</table>

**Knowledge**
The book study will provide teachers with effective instructional practices that are research based to be implemented within their classrooms.

**Supportive Research**
The book selected must be backed by research and demonstrate to have best practices.
**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**

| School | Whole Group Presentation |

**Participant Roles**

| Classroom teachers | School counselors |

**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 | 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.
- Review of written reports summarizing instructional activity
LEA Goals Addressed:
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

Strategy #1: Use data to adjust instructional practices

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/2018</td>
<td>6/7/2019</td>
<td>Book Study</td>
<td>Teachers will participate in a book study that will guide dialogue and conversations as to how to utilize data to adjust instruction and strategies.</td>
</tr>
</tbody>
</table>

Person Responsible

School Administrators, School Leadership Team

Provider

School

Type

School Entity

App.

No

Knowledge

The book selected will give teachers the knowledge to make decisions as to a variety of strategies to implement to would lead to student growth.

Supportive Research

Collaboration through a book study and classroom experience enriches our teachers in the resources that they have available. In addition, the book selected would be research based.

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:

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

### Training Format
- School
- Whole Group Presentation
- Professional Learning Communities

### 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
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- 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.
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of written reports summarizing instructional activity
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Thirteenth & 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 Thirteenth & 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.
We are continuing to have success with creating time for our teachers to meet once per cycle to develop lesson plans, discuss data, and look at best practices in instruction. We also departmentalized grades 4 and 5 and are seeing a focus on better lessons/activities as evidenced by walkthroughs and participation in common planning meetings.

Describe the continuing areas of concern from past the year.
We need a better system to support ESL Newcomers. Our population is growing and we do not have the supports to help them to become successful. In addition, we have a growing population of Special Education Students that need different programming than what can be provided here. This is based on MDT Recommendations and the lack of placements for students.

Describe the initiatives that have been revised.
Our MTSS Initiative has been revised and is still a work in process.

2016-2017 Improvement Evaluation

Describe the success from the past year.
We have seen a number of successes from the prior year. Number one, the way that my staff collaborates during common planning has led to better instructional fidelity among classrooms with respect to the curriculum. We have also been able to make some better instructional decisions due to some of the resources/programs that we are using for intervention. We have seen increased achievement among many of our historically underperforming students due to this.

Describe the continuing areas of concern from the past year.
We still have many students that are two or more grade levels behind. We are still struggling to identify students. The Child Study Process must improve.

Describe the initiatives that have been revised.
Some of the resources/programs that we used last year for grades 4 and 5 have been successful. We are now looking to roll these down to the lower grade levels.

2015-2016 Improvement Evaluation

Describe the success from the past year.
The school schedule was revised to better allow more interaction/collaboration/intervention time between classroom teachers, reading specialists, Special Education Teachers, ESL Teachers, and educational assistants. In addition, we have improved our
Child Study process by meeting weekly and providing more immediate interventions for students that are struggling academically and behaviorally. An intervention plan is developed for each student and monitored and adjusted frequently.

Describe the continuing areas of concern from the past year.
Writing is still a huge concern. Our students still continue to struggle with writing as more analytical and complex writing modes are presented such as Text Dependent Analysis. We are also losing our Advanced Students and students in the Upper Proficiency levels in Reading and Math.

Describe the initiatives that have been revised.
Teachers have been afforded common planning time every week to plan collaboratively and ensure that lessons are delivered with fidelity within grade levels. We have also been successful at differentiating instruction for students and providing increased reading practice at students’ independent reading levels.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.
I can’t effectively assess the success of the prior plan. I am a new principal to this building as of this year. I am unaware if all of the strategies were implemented or even monitored with fidelity. From a pure data standpoint, I can say that some of strategies need to be updated or changed. I don’t have any answers, however, to why particular strategies may not have been effective.

Describe the continuing areas of concern from the first year plan.
There is still inconsistent instructional practice within the building. In addition, the ESAP process still needs to remain a focus as this is crucial to the success of our students. The way that teachers gather, monitor, and use student data still is an area of improvement as well.

Describe the initiatives that have been revised.
The ESAP Process will occur on a consistent basis and include a diverse team of educators. Teachers will use data to inform instructional decisions and be held accountable.