Twelfth & Marion El Sch
School Improvement Plan
07/01/2014 - 06/30/2019
School Profile

Demographics

Twelfth & Marion El Sch
1200 N 12th St
Reading, PA 19604-2056
610-371-5788

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Robinette Armstrong
Superintendent: Khalid Mumin

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robinette Armstrong</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Kelly Cockrum</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Andrew Son</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Chris Lynch</td>
<td>Ed Specialist - School Counselor</td>
</tr>
<tr>
<td>Janet Jackson</td>
<td>Ed Specialist - School Nurse : School Improvement Plan</td>
</tr>
<tr>
<td>Cynthia Hiryak</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Barbara Hoffman</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Sharon Majesky</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Judy Treichler</td>
<td>Elementary School Teacher - Regular Education</td>
</tr>
<tr>
<td>Kate Hardy</td>
<td>Elementary School Teacher - Special Education</td>
</tr>
<tr>
<td>Christina Foehl</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Awilda Brea</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
- WikiSpaces, Yahoo, Facebook, etc.
- Yearly letter to parents
- 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.
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 required consistent strategies that are used district-wide. The Teacher 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 1 plans.

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCIU</td>
<td>5/9/2018</td>
<td>Mrs. Foehl of the BCIU reviewed the plan and suggested changes in an email.</td>
</tr>
<tr>
<td>BCIU</td>
<td>5/10/2018</td>
<td>Meeting at 12th &amp; Marion to review the plan</td>
</tr>
<tr>
<td>Wanda Crespo, ESL Director</td>
<td>5/22/2018</td>
<td>Final review of plan before submission</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.

The teachers create and use common assessments and the results of these assessments are analyzed. The teachers modify instruction based on the assessment data. Three times a year Benchmark assessments are given and action plans are developed to address the needs of the struggling learners.

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>
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</thead>
<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>
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<tr>
<td></td>
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<td>-------------------------</td>
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</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>No</td>
</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>In-class Instructional Support</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Pull Out Instructional Support</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Consolidation of Funds**

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

Yes, the school intends to consolidate the funds.

<table>
<thead>
<tr>
<th>Federal Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1 Funds</td>
<td>$410845.00</td>
</tr>
<tr>
<td>State and Local Fund</td>
<td>$48033.00</td>
</tr>
</tbody>
</table>

**State/Local Grant Program**

<table>
<thead>
<tr>
<th>Amount of Grant</th>
</tr>
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Needs Assessment

School Accomplishments

Accomplishment #1:
There was evidence that the percentage of students scoring Below Basic in Reading decreased from 36% to 32% of the student population from 2015/2016 to 2016/2017.

Accomplishment #2:
There is evidence that the percentage of students who scored Below Basic in Math decreased from 64% to 61% of the student population from 2015/2016 to 2016/2017.

School Concerns

Concern #1:
There is evidence that the percentage of students scoring Advanced in Reading has decreased from 2% to 1% of the student population from 2015/2016 to 2016/2017.

Concern #2:
There is evidence that the percentage of students scoring Basic in Reading has increased from 42% to 43% of the student population from 2015/2016 to 2016/2017.

Concern #3:
There is evidence that the percentage of students scoring Basic in Math has increased from 27% to 30% of the student population from 2015/2016 to 2016/2017.

Concern #4:
There is evidence that the percentage of students scoring Proficient in Math has decreased from 9% to 7% of the student population from 2015/2016 to 2016/2017.

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:

There is evidence that the percentage of students scoring Advanced in Reading has decreased from 2% to 1% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Reading has increased from 42% to 43% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Math has increased from 27% to 30% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Proficient in Math has decreased from 9% to 7% of the student population from 2015/2016 to 2016/2017.

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:

There is evidence that the percentage of students scoring Advanced in Reading has decreased from 2% to 1% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Reading has increased from 42% to 43% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Math has increased from 27% to 30% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Proficient in Math has decreased from 9% to 7% of the student population from 2015/2016 to 2016/2017.

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:
There is evidence that the percentage of students scoring Advanced in Reading has decreased from 2% to 1% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Reading has increased from 42% to 43% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Basic in Math has increased from 27% to 30% of the student population from 2015/2016 to 2016/2017.

There is evidence that the percentage of students scoring Proficient in Math has decreased from 9% to 7% of the student population from 2015/2016 to 2016/2017.

**Systemic Challenge #4 (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.
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:** PVAAS
  - **Specific Targets:** Student performance on PSSA will show one year of growth as teachers create and implement lesson plans which are in alignment with the standards aligned curriculum.

- **Type:** Annual
  - **Data Source:** PSSA
  - **Specific Targets:** There will be a 6% increase for students achieving proficiency in both math and reading

- **Type:** Interim
  - **Data Source:** Dibels
  - **Specific Targets:** The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

- **Type:** Annual
  - **Data Source:** Dibels
  - **Specific Targets:** Student performance on Dibels will show that students met their growth targets for the year.

- **Type:** Interim
  - **Data Source:** Study Island Benchmark
  - **Specific Targets:** The percentage of students scoring basic or below basic will decrease by 10% on each test administered.

**Strategies:**

*Create and use common assessments aligned to the PA Common Core Standards.*

**Description:**
Common assessments will be used by grade level teams. Examples of common assessments that will be used are Dibels, PSSA, Study Island Benchmarks, as well as teacher made assessments.

**SAS Alignment:** Standards, Assessment

**Implementation Steps:**

**Assessment Schedule**

**Description:**

12th and Marion will use the assessment schedule created at the district level.

**Start Date:** 8/27/2018  **End Date:** 6/6/2019

**Program Area(s):**

**Supported Strategies:**

- Create and use common assessments aligned to the PA Common Core Standards.

**Data Summit Schedule**

**Description:**

A schedule will be developed providing time for Data Summits throughout the year. These will be held on both faculty meeting days as well as Act 80 days.

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

**Supported Strategies:**

- Create and use common assessments aligned to the PA Common Core Standards.

**Action Plan Development**

**Description:**
After analyzing data, teachers will create action plans to address the academic needs of the students. These plans will include indicators of effectiveness.

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

**Program Area(s):**

**Supported Strategies:**

- Create and use common assessments aligned to the PA Common Core Standards.

**Modify assessments to align with standards**

**Description:**

Teachers will work in grade level groups to modify assessment to align with state standards.

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

**Program Area(s):**

**Supported Strategies:**

- Create and use common assessments aligned to the PA Common Core Standards.

**Assessment writing**

**Description:**

A schedule will be created to allow teachers time to write assessments.

**Start Date:** 8/22/2017   **End Date:** 6/7/2018

**Program Area(s):**

**Supported Strategies:**

- Create and use common assessments aligned to the PA Common Core Standards.
**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: PVAAS  
Specific Targets: Student performance on PSSA will show one year of growth as teachers create and implement effective instructional practices.

Type: Annual  
Data Source: PSSA  
Specific Targets: There will be a 6% increase for students achieving proficiency in both math and reading.

Type: Interim  
Data Source: Dibels  
Specific Targets: The percentage of student scoring basic or below basic will decrease by 10% on each test administered.

Type: Annual  
Data Source: Dibels  
Specific Targets: Student performance on local assessments will show one year of growth as teachers create and implement effective instructional practices.

Type: Interim  
Data Source: Study Island Benchmarks
Specific Targets: The percentage of student scoring basic or below basic will decrease by 10% on each test administered.

**Strategies:**

**Informal walk-throughs and formal observations to be conducted**

Description:

Informal walk-throughs and formal observations will be conducted regularly to ensure that effective instructional practices are being implemented in all classrooms.

**SAS Alignment:** Instruction

**Peer visitation**

Description:

Time and coverage will be provided for teachers who wish to visit other classrooms to see effective instructional practices being implemented.

**SAS Alignment:** Instruction

**Professional Development on Effective Instructional Practices**

Description:

Teachers will be offered professional development in the area of effective instructional practices.

**SAS Alignment:** Instruction

**School 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.

**SAS Alignment:** Instruction
**Implementation Steps:**

**Formal observation roster and schedule**

Description:

The teachers getting a formal observation will be divided among the two administrators and a schedule for observations will be created.

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

**Program Area(s):**

**Supported Strategies:**

- Informal walk-throughs and formal observations to be conducted

**Schedule Professional Development on Effective Instructional Practices**

Description:

Act 80 Days and Monday meeting days will be used to deliver professional development on effective instructional practices.

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

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

**Supported Strategies:**

- Professional Development on Effective Instructional Practices

**Professional Development on Inclusion**

Description:

Professional Development will be provided in the area of inclusion as it applies to Special Education students and English Language Learners in the regular education classroom.

**Start Date:** 8/21/2018    **End Date:** 6/6/2019
Program Area(s): Professional Education, Special Education

Supported Strategies:

- Professional Development on Effective Instructional Practices

Coverage for Peer Visitation

Description:

Teachers will be able to either use their prep time or be provided coverage so that they can visit colleagues to observe effective instructional practices.

Start Date: 8/27/2018  End Date: 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Peer visitation
- School Interventionist

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: Safe Schools Report

Specific Targets: At year’s end there will be a reduction of the number of out of school suspensions by 10%.
Specific Targets: At year’s end there will be a reduction in the number of In School Suspensions by 10%.

Type: Interim

Data Source: Parent Activity Sign In Sheets

Specific Targets: The number of parents who attend the monthly Family Engagement Activities will increase by 25%.

**Strategies:**

*Monthly Activities as Incentive for Students With Good Behavior*

**Description:**

Students will have the opportunity to earn and attend monthly activities. They will know in advance what they are working toward.

*SAS Alignment:* Safe and Supportive Schools

*Creation of a School-Wide Positive Incentive Program*

**Description:**

Teachers will develop a positive reward system to use with the students at 12th & Marion.

*SAS Alignment:* Safe and Supportive Schools

*Monthly Family Engagement Activities*

**Description:**

Activities will be held at least once a month to educate and engage parents and families.

*SAS Alignment:* Safe and Supportive Schools

*Implementation Steps:*
No Place for Hate assemblies

Description:

Students will participate in the three No Place for Hate assemblies each year.

Start Date: 8/27/2018   End Date: 6/6/2019

Program Area(s):

Supported Strategies:

- Monthly Activities as Incentive for Students With Good Behavior
- Creation of a School-Wide Positive Incentive Program

Planning for monthly activities

Description:

Teachers will use Act 80 days and Monday Meeting days to plan the activities for the year.

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

Program Area(s):

Supported Strategies:

- Monthly Activities as Incentive for Students With Good Behavior

Advertise the monthly activities

Description:

Monthly activities will be published in the student agendas. They will be posted on the school sign. Students in after school clubs will make posters to advertise each month’s event.

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

Program Area(s):
Supported Strategies:

- Monthly Activities as Incentive for Students With Good Behavior

**Schedule time to create School-Wide Positive Behavior Incentive Program**

**Description:**

Teachers will use time over the summer to work on modifying the School-Wide Positive Behavior Incentive Program.

**Start Date:** 6/11/2018    **End Date:** 8/20/2018

**Program Area(s):**

**Supported Strategies:**

- Creation of a School-Wide Positive Incentive Program

**Schedule time for planning of monthly Family Engagement Activities**

**Description:**

Teachers will use time on Act 80 days to plan the monthly activity. Each grade will take responsibility for a different month.

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

**Program Area(s):**

**Supported Strategies:**

- Monthly Family Engagement Activities
Appendix: Professional Development Implementation
Step Details

No Professional Development Implementation Steps have been identified for Twelfth & Marion El Sch.
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Twelfth & Marion 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 Twelfth & Marion 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.
The percentage of students scoring Below Basic in both Math and Reading has decreased. 12th & Marion continues to hold the designation of a "No Place For Hate".
The Yocum Institute has hosted a program for Fourth Grade called Neighborhood Bridges which incorporates Reading, Writing, Storytelling and Acting.
The American Reading Company 100 Book Challenge continues to be a success in Fourth and Fifth grade. This year it was expanded to Third grade with great success.
Kindergarten, First, and Second grade have piloted Academic Parent Teacher Teams with success in increasing parent engagement.
The number of suspensions went from 136 to 96.

Describe the continuing areas of concern from past the year.
The percentage of students at Advanced and Proficient in math and reading has decreased. Parental engagement in grades 3-5 is inconsistent.
This year saw an influx of homeless students from Puerto Rico who arrived with academic deficits.

Describe the initiatives that have been revised.
This was the first year of using the MTSS model. There was a learning curve but the meetings and interventions became very efficient.
A schedule of grade level common planning times was created. The administration was able to attend these meetings to discuss instruction and assessment.
The SWPBIS program was rolled out this year with great success.

2016-2017 Improvement Evaluation

Describe the success from the past year.
The percentage of students scoring Below Basic in Math has decreased as well as the percentage of students scoring Basic in Reading.
12th & Marion continues to hold the designation of a "No Place For Hate".
The Yocum Institute has hosted a program for Fourth Grade called Neighborhood Bridges which incorporates Reading, Writing, Storytelling and Acting.
The American Reading Company 100 book Challenge continues to be a success in Fourth and Fifth grade.

Describe the continuing areas of concern from the past year.
There continues to be concern of the PSSA scores not increasing in Advanced and Proficient in all subjects.
Concern is growing over the number of students that are reading below grade level based on the IRLA test given in Fourth and Fifth grade.
Describe the initiatives that have been revised.

Books and teaching materials have been purchased so that the teachers will be able to intervene in the area of grade level reading. The American Reading Company 100 Book Challenge is being incorporated into First through Fifth grade rather than just Fourth and Fifth.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The Child Study Team meetings continue to have a positive impact on student learning and behaviors. Standardized technology has been implemented in every classroom further enhancing the educational environment. Classroom visits have been implemented to document the evidence of the Seven Principals of Culturally Responsive Classrooms. Walk throughs continue to monitor that teacher practices are respectful and effective. Academic growth in 5th grade continues to be increasing. 12th & Marion is still designated as "No Place for Hate" for the third year. The Council on Chemical Abuse has been implementing an anti bullying program called "Too Good for Violence."

Describe the continuing areas of concern from the past year.

There continues to be a weakness in the area of an aligned curriculum. Academic growth in 4th grade has not improved.

Describe the initiatives that have been revised.

The district is moving away from the RTii model toward an MTSS model of intervention and support.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Grade level teams met consistently during Monday early dismissals; new math program was implemented in grades K-5 in order to meet the more vigorous demands of the PA Common Core State Standards; out dated technology hardware has been updated to provide better access in the classroom for all students; we have been designated No Place for Hate for the second year, and primary grades received I-pad training to be able to empower the teachers to utilize them in their instruction.

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

Additional professional development is needed to fully implement the Go Math Program and meet the PA CCSS; differentiated professional development on technology is needed for the up and coming school year; child study team needs to be implemented in order to provide appropriate RTii; and administrative walk throughs will be conducted on a regular basis in order to ensure that teacher practices are respectful and affective.

Describe the initiatives that have been revised.

Professional Development will be differentiated to meet the needs of all teachers in contrast to a generic program overview, templates are being created to track administrative walk throughs and professional growth and student engagement, grade level teams will be clustered in order to provide additional opportunities for targeted intervention and
specialists support; the implementation for a more progressive child study team will assist the teachers in meeting the need of RTii.