Tyson-Schoener El Sch
School Improvement Plan
07/01/2014 - 06/30/2019
School Profile

Demographics

*Tyson-Schoener El Sch*
315 S 5th St  
Reading, PA 19602  
(610)371-5951

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Salvador Sepulveda  
Superintendent: Khalid Mumin

Stakeholder Involvement

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Frees</td>
<td>Administrator : School Improvement Plan</td>
</tr>
<tr>
<td>Salvador Sepulveda</td>
<td>Building Principal : School Improvement Plan</td>
</tr>
<tr>
<td>Tremayne Jones</td>
<td>Community Representative : School Improvement Plan</td>
</tr>
<tr>
<td>Jodi Charnigo</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Susan Olsen</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Lauren Salvatore</td>
<td>Ed Specialist - Other : School Improvement Plan</td>
</tr>
<tr>
<td>Tiffany Zimoulis</td>
<td>Ed Specialist - School Counselor : School Improvement Plan</td>
</tr>
<tr>
<td>Justin Storch</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Tracey Therrien</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>David VanFossen</td>
<td>Elementary School Teacher - Regular Education : School Improvement Plan</td>
</tr>
<tr>
<td>Stephanie Firing</td>
<td>Elementary School Teacher - Special Education : School Improvement Plan</td>
</tr>
<tr>
<td>Kathleen Hannon</td>
<td>Elementary School Teacher - Special Education : School Improvement Plan</td>
</tr>
<tr>
<td>Michelle Petrizzo</td>
<td>Elementary School Teacher - Special Education : School Improvement Plan</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
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<tr>
<td>-----------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Teresa Schutt</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Connie Skipper</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Marlene Ortiz</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

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

- School web site
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

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

<table>
<thead>
<tr>
<th>Provider</th>
<th>Meeting Date</th>
<th>Type of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Schutt &amp; Connie Skipper (BCIU)</td>
<td>4/23/2018</td>
<td>consultation</td>
</tr>
<tr>
<td>Wanda Crespo, ESL Director</td>
<td>5/23/2018</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.

Study Island assessments are given throughout the year in 3rd 4th and 5th grade. Dibels testing is done in all grades. The teachers are part of administering the tests. After testing results are gathered, there is a data summit with teachers. At this time, grade level teams plan how to address student deficits in the classroom using best instructional practices. The data results are also used to group students for interventions according to individual needs.

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

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended School Day/Tutoring Programs</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>No</td>
</tr>
<tr>
<td>Before School</td>
<td>No</td>
</tr>
<tr>
<td>After School</td>
<td>Yes</td>
</tr>
<tr>
<td>Lunch/Study Periods</td>
<td>No</td>
</tr>
<tr>
<td><strong>Summer School Program</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
</tr>
<tr>
<td>Math</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Science** | No
---|---
**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>
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<tbody>
<tr>
<td>ARC, Science, Title I, Title II, Title III</td>
<td>$653669.00</td>
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<table>
<thead>
<tr>
<th>State/Local Grant Program</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds/Building Allocation</td>
<td>$49950.00</td>
</tr>
</tbody>
</table>
Needs Assessment

School Accomplishments

Accomplishment #1:
Attendance for the 15-16 school year ended at 94.37%. As of March 29, 2017 attendance was at 94.31%. As of March 20, 2018 attendance is at 93.38%.

Accomplishment #2:
PVAAS growth measure over grades relative to standards for PA academic growth in ELA was Light Blue in 2017 (1.4 growth over grades).

Accomplishment #3:
PVAAS growth measure in 5th grade ELA in 2017 showed moderate evidence that the school exceeded Pennsylvania academic growth average (1.69 growth index).

Accomplishment #4:
PVAAS 3 year average growth measure in 5th grade ELA shows significant evidence that the school exceeded our annual academic growth expectations (blue) between the years of 2015-2017 (2.4 growth measure).

Accomplishment #5:
PVAAS growth measure for Math across grade levels shows moderate evidence that the school exceeded the annual academic growth expectations in 2017 (1.8 growth measure).

Accomplishment #6:
PVAAS growth measures for Science increased from significant evidence that the school did not meet standards (2015), to evidence that the school did meet standards for 2017 (From -35% to -10%).

Accomplishment #7:
Overall number of discipline referrals has decreased from 672 referrals for the 2015-2016 school year to a total of 587 referrals for the 2016-2017 school year. For the 2017-2018 school year the total number of referrals as of March 19, 2018 is 189. These numbers include truancy referrals.

Accomplishment #8:
For the fourth grade math PSSA, the estimated school growth measure improved from -2.1 in 2015 to .6 in 2016 and 2.9 in 2017. Leaving us with moderate evidence that the school exceeded the standard for PA academic growth.

**Accomplishment #9:**
The 2016 PVAAS 3 year growth average for Math was in the red at -1.5%.
The 2017 PVAAS 3 year growth average for Math was in the green at -0.1%.

**Accomplishment #10:**
In the 2017-2018 school year (as of March 19, 2018), there were 50 suspensions out of 189 referrals (26%). Of the 50 total suspensions, 41 were out-of-school suspensions and 9 were in-school suspensions.

**Accomplishment #11:**
PA School Performance school profile achievement: building level academic score from 48.4% in 2015-2016 to 53.3% in 2016-2017.

**School Concerns**

**Concern #1:**
PVAAS 2014 growth measure in Science was in the red at -57.9. PVAAS 2015 growth measure in Science was in the red at -35. PVAAS 2016 growth measure in Science was in the yellow -21.8%. PVAAS 2017 growth measure in Science was in the green at -10. PVAAS 3 year average is -22.3%.

**Concern #2:**
2016-2017 PSSA advanced and proficient scores were less than 50% (Math: 19%, Reading: 29%, Science: 38%).

**Concern #3:**
According to SchoolPace data, in 4th and 5th grade 1.7% are on target for reading on IRLA grade level.

**Concern #4:**
According to DIBEL data, in September 2017 to January 2018, First grade went from 46% well below benchmark to 62% well below benchmark and 36% benchmark to 25% benchmark.

**Concern #5:**
According to DIBEL data, in September 2017 to January 2018, Kindergarten went from 57% well below benchmark to 65% well below benchmark and 28% benchmark to 20% benchmark.
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:

PVAAS 2014 growth measure in Science was in the red at -57.9. PVAAS 2015 growth measure in Science was in the red at -35. PVAAS 2016 growth measure in Science was in the yellow -21.8%. PVAAS 2017 growth measure in Science was in the green at -10. PVAAS 3 year average is -22.3%.

2016-2017 PSSA advanced and proficient scores were less than 50% (Math: 19%, Reading: 29%, Science: 38%).

According to SchoolPace data, in 4th and 5th grade 1.7% are on target for reading on IRLA grade level.

According to DIBEL data, in September 2017 to January 2018, First grade went from 46% well below benchmark to 62% well below benchmark and 36% benchmark to 25% benchmark.

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:

PVAAS 2014 growth measure in Science was in the red at -57.9. PVAAS 2015 growth measure in Science was in the red at -35. PVAAS 2016 growth measure in Science was in the yellow -21.8%. PVAAS 2017 growth measure in Science was in the green at -10. PVAAS 3 year average is -22.3%.

2016-2017 PSSA advanced and proficient scores were less than 50% (Math: 19%, Reading: 29%, Science: 38%).
According to SchoolPace data, in 4th and 5th grade 1.7% are on target for reading on IRLA grade level.

According to DIBEL data, in September 2017 to January 2018, First grade went from 46% well below benchmark to 62% well below benchmark and 36% benchmark to 25% benchmark.

Systemic Challenge #3 (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:

According to SchoolPace data, in 4th and 5th grade 1.7% are on target for reading on IRLA grade level.

According to DIBEL data, in September 2017 to January 2018, First grade went from 46% well below benchmark to 62% well below benchmark and 36% benchmark to 25% benchmark.

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.

Systemic Challenge #5 (Guiding Question #6) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #6 (Guiding Question #5) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.
School Level Plan

Action Plans

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

Indicators of Effectiveness:
- Type: Annual
- Data Source: PSSA
- Specific Targets: There will be a 6% increase of students from the historically-low achieving group meeting proficiency in both math and reading on a yearly basis.

- Type: Interim
- Data Source: Study Island (3,4,5), DIBELS (K-5), and ARC (4,5)
- Specific Targets: Students will show a half year’s growth each semester.

Strategies:

Vertical PLCs

Description:

Professional Learning Communities will meet across grade levels to show each other what is being utilized throughout each grade level.

Professional Learning Communities will meet across grade levels to show each other what is being taught and assessed in each grade level.

These vertical PLCs will incorporate all grade levels/classrooms, including our self-contained classrooms.
**SAS Alignment:** Standards, Assessment, Instruction, Materials & Resources

**Integrating Technology**

**Description:**

Technology will be used and integrated into all classroom content areas.

Teachers identified where they are lacking technological skills through a survey. Teachers will implement the use of Google Docs, Class Dojo, and excel as part of their job as an educator.

**SAS Alignment:** Materials & Resources

**Walk Throughs/Observations**

**Description:**

Principal and assistant principal will complete 3 weekly walk-throughs and observation according to the differentiated supervision cycle to ensure that teachers are using research-based strategies and best practices that are consistent across the building.

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:**

**Design a schedule for vertical PLCs to meet**

**Description:**

Teachers will be given time to work as vertical PLCs to align teaching practices across grade levels.

The vertical PLCs will meet once a month on a Monday after dismissal. This includes planning for students in MTSS.

**Start Date:** 8/6/2018  **End Date:** 5/31/2019
Program Area(s): Student Services

Supported Strategies:

- Vertical PLCs

Implement vertical PLCs

Description:

During vertical PLCs, teachers will share ideas/strategies/activities that are working within the classroom.

PLCs will submit meeting notes. Historically low performing students will have a teacher acting as their advocate during PLC meetings. This faculty member is known as the student's case manager.

Start Date: 9/3/2018   End Date: 6/14/2019

Program Area(s): Professional Education

Supported Strategies:

- Vertical PLCs

Create resource binders/anchor charts to be used by all grade levels

Description:

Teachers will be given time during a building PD session to create data/resource binders with scope and sequence for each grade level to be used within their vertical PLCs.

Data binder will be updated and used throughout the year during data summits and as a resource for teachers to adapt instruction to students’ needs.

Start Date: 11/1/2018   End Date: 5/31/2019

Program Area(s): Student Services

Supported Strategies:

- Vertical PLCs
Issue needs-based assessment for technology

Description:

The building SYSOP will issue the needs-based assessment for technology use and implementation to teachers and staff within the building.

Needs assessment results will be analyzed and actions will be taken accordingly.

This is an on-going process due to constant technology changes.

Start Date: 9/3/2018   End Date: 9/14/2018

Program Area(s): Educational Technology

Supported Strategies:

- Integrating Technology

Analyze needs-based assessment for technology

Description:

The building SYSOP and administrators will analyze the needs-based assessment for technology use and implementation to determine what skills are needed within the building. PD will be planned and delivered accordingly.

Start Date: 9/17/2018   End Date: 9/28/2018

Program Area(s): Educational Technology

Supported Strategies:

- Integrating Technology

Provide professional development based on the needs-based assessment for technology
Description:

Our SYSOP will provide professional development based on the needs-based assessment for technology use and implementation. Training has been provided on Class Dojo and Promethean Boards. More in-depth training on Google Drive will be planned.

Start Date: 10/5/2018    End Date: 6/14/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Integrating Technology

Create a Walkthrough/Observation Schedule

Description:

Building principals will create walkthrough/observation schedules.

Principals will conduct 3 walkthroughs a week.

All observations will be completed by February of that school year.

Start Date: 8/6/2018    End Date: 5/1/2019

Program Area(s): Student Services

Supported Strategies:

- Walk Throughs/Observations

Complete Walkthroughs/Observations

Description:

Building principals will complete walkthroughs/observations through PA-EETEP. Building principals will conduct 3 walkthroughs a week and will observe teachers according to the Differentiated supervision cycle. Immediate feedback will be provided to teacher after each walkthrough.

Start Date: 9/3/2018    End Date: 6/21/2019
Program Area(s): Student Services

Supported Strategies:

- Walk Throughs/Observations

Provide feedback based on Walkthroughs/Observations

Description:

Building principals will provide feedback based on Walkthroughs/Observations through PA-ETEP.

Administrators will conduct 3 walk-throughs a week and will provide immediate feedback.

Observation feedback will be provided through the Danielson model.

Start Date: 9/3/2018    End Date: 6/21/2019

Program Area(s): Student Services

Supported Strategies:

- Walk Throughs/Observations

Provide PD on building needs based on Walkthroughs/Observation data

Description:

Building principals will provide Professional Development based on building needs according to gathered walkthrough and observation data.

The principals will use the faculty as a professional development resource to deliver trainings, presentations, and activities on various instructional best practices, equity, and classroom management topics.

Start Date: 10/1/2018    End Date: 6/21/2019

Program Area(s): Professional Education

Supported Strategies:
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: Annual

Data Source: PVAAS

Specific Targets: Students will show a minimum of one year’s growth annually

Type: Interim

Data Source: DIBELS (K-5), ARC (4,5), DIBELS Math (K-2), Benchmark Testing

Specific Targets: The percentage of students scoring Basic or Below Basic will decrease by 10% each benchmark period.

Strategies:

Data Analysis meetings

Description:

Data analysis meetings will take place when student data is available to assess data and help create plans on how to alter instruction. Ex: dibels, onhands, progress monitoring, discipline, MTSS, etc.

SAS Alignment: Assessment

Analyzing Behavior/Discipline

Description:

Building principals will track behavior/discipline throughout the year to identify problem areas.
Problem areas will be analyzed and an intervention will be put in place. Ex: Teacher professional development, teacher coaching, walkthrough feedback, parent meetings, etc.

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

**Administer the assessment**

**Description:**

Teachers will administer a district approved benchmark formative assessment.

**Start Date:** 9/3/2016  **End Date:** 5/31/2019

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

**Supported Strategies:**

- Data Analysis meetings

**Analyze data**

**Description:**

Teachers will be a part of data summits. Data summits will be planned with goals and outcomes for analyzing the data. Data can include dibels, progress monitoring, discipline, surveys, benchmark assessments etc.

**Start Date:** 10/1/2018  **End Date:** 6/21/2019

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

**Supported Strategies:**

- Data Analysis meetings

**Use data to guide instruction**

**Description:**
Teachers will use the information gathered at data summits to guide and/or change instruction and instructional practices/strategies.

Grade level teams will use data summit information to create a plan to meet the needs of all students.

**Start Date:** 10/1/2018    **End Date:** 6/21/2019

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

**Supported Strategies:**

- Data Analysis meetings

*Use of E-School and OnHands for tracking behavior and discipline referrals*

**Description:**

Building principals will use E-School and OnHands for tracking behavior and discipline referrals. This will be used to analyze problem areas within the building and actions will be taken accordingly.

**Start Date:** 8/27/2018    **End Date:** 6/30/2019

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Analyzing Behavior/Discipline

*Analyze behavior and discipline tracking*

**Description:**

Building principals will analyze behaviors and discipline tracking in order to identify problem areas. Interventions will be put in place for problem areas including teacher PD, coaching, student/parent meetings, etc.

**Start Date:** 9/3/2018    **End Date:** 6/30/2019

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

**Supported Strategies:**
Choose appropriate interventions (MTSS)

Description:

Students who are not making adequate progress through Tier 1 instruction will be referred for additional interventions utilizing Tier 2 and Tier 3 instruction and materials through MTSS.

MTSS committee will analyze student progress during MTSS committee meetings. Meeting will take place twice a month.

Committee members will be assigned as case managers and will share information and strategies with teachers.

Start Date: 9/3/2018   End Date: 6/21/2019

Program Area(s): Student Services

Supported Strategies:

- Data Analysis meetings

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: Yearly PBIS Tracking Sheet

Specific Targets: There will be a 10% increase of students achieving the monthly incentive from the previous year.

Type: Interim

Data Source: Monthly PBIS tracking sheet
Specific Targets: There will be a 1% increase of students achieving the monthly incentive from the previous month.

**Strategies:**

**PBIS positive behavior program**

**Description:**

The school will implement a school wide positive behavior program.

Teachers will use the color clip system in the classroom. Students move their clips up and down throughout the day according to their behavior. At the end of the day, the teachers will record the color that the students ended on in their monthly PBIS tracking sheet. The teachers will turn in their PBIS tracking sheets at the end of every month. Students who meet the PBIS monthly criteria will participate in a special PBIS activity.

Classrooms will select a red star incentive from a menu and how many red stars to collect. Red stars will be given to classrooms for various positive actions. Once they meet their goal, they can participate in the red star activity. Students are given yellow stars for individual positive actions. Once the classroom collects 10 yellow stars, they turn into 1 red star.

**SAS Alignment:** Safe and Supportive Schools

**Parental Involvement**

**Description:**

Schools play an important part in 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, school sponsored family nights, attending conferences, communicating through Class Dojo, being a member of the PTO.

A teacher will be hired as the family activities coordinator. The family activities coordinator will plan at least one monthly family involvement activity per month with the help of the school parent coordinator and the school parent involvement committee. Family activities will be fun and educational.

**SAS Alignment:** Safe and Supportive Schools

**Increase staff**
Description:

If classes 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: None selected

**Implementation Steps:**

**Analyze our current PBIS Methods**

Description:

Currently we have red and yellow stars, brag tags, monthly PBIS activities, clip charts, etc. Principals and the school PBIS committee will analyze these procedures, streamline, and make changes.

**Start Date:** 6/11/2018    **End Date:** 8/24/2018

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

**Supported Strategies:**

- PBIS positive behavior program

**Introduce/Educate the staff and students on the PBIS system**

Description:

The PBIS committee will meet periodically to review the current plan and will continue to introduce/educate students and staff on new procedures.

Teachers will receive a review presentation on the PBIS program at the beginning of each school year.

Students will receive a PBIS mini lesson from their classroom teacher during the first week of school.

**Start Date:** 8/21/2018    **End Date:** 8/31/2018

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

- PBIS positive behavior program

**Plan and implement Family Activities**

Description:

Establish family activities that will allow the parents to feel welcomed into the school. The events could include classroom visitations, chorus/band concerts, conferences, family nights, and other educationally-centered family activities.

School family activity coordinator will plan and coordinate family activities with the help of the parent involvement committee and the school parent coordinator. They will plan and implement one family activity per month. Activities will be fun and educational with a parent/student make and take component.

**Start Date:** 6/11/2018  **End Date:** 5/1/2019

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

**Supported Strategies:**

- Parental Involvement

**Promote Parent Activities**

Description:

School family activity coordinator, classroom teachers, POA, and administrators will promote family engagement events. Promoting events includes handing out flyers, writing events in the agenda or Class Dojo, and discussing these events with parents and students.

The family activity coordinator will be in-charge of creating flyers, copying them and distributing to classroom teachers.

**Start Date:** 8/27/2018  **End Date:** 6/21/2019

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

**Supported Strategies:**
- Parental Involvement
## Appendix: Professional Development Implementation

### Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>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.</th>
<th>Strategy #1: Vertical PLCs</th>
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</thead>
<tbody>
<tr>
<td>Start</td>
<td>End</td>
<td>Title</td>
</tr>
</tbody>
</table>
| 9/3/2018            | 6/14/2019                                                              | Implement vertical PLCs   | Description
|                     |                                                                       |                           | During vertical PLCs, teachers will share ideas/strategies/activities that are working within the classroom. |
|                     |                                                                       |                           | PLCs will submit meeting notes. Historically low performing students will have a teacher acting as their advocate during PLC meetings. This faculty member is known as the student's case manager. |
| Person Responsible  | SH  | S  | EP | Provider            | Type     | App. |
| Building Principals | 1.0 | 6  | 40 | Building Administration | School  | No   |
| and Teachers        |     |    |    |                     | Entity    |       |

**Knowledge**

Teachers will have the opportunity to work in vertical PLCs to discuss ideas/strategies to be used across grade levels. These meetings will also help to align the curriculum vertically.

**Supportive Research**

Teachers will have the opportunity to work in vertical PLCs to discuss ideas/strategies to be used across grade levels. These meetings will also help to align the curriculum vertically.

**Designed to Accomplish**

For classroom teachers, school

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

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

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

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

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Other educational specialists

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

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,
LEA Goals Addressed: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Strategy #1: Integrating Technology

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/5/2018</td>
<td>6/14/2019</td>
<td>Provide professional development based on the needs-based assessment for technology</td>
<td>Our SYSOP will provide professional development based on the needs-based assessment for technology use and implementation. Training has been provided on Class Dojo and Promethean Boards. More in-depth training on Google Drive will be planned.</td>
</tr>
</tbody>
</table>

Person Responsible  | SH | S | EP | Provider
SY SOP              |   |   |    | SYSOP

Knowledge
Based on the replies from teachers on the technology needs-based assessment, the SYSOP will plan professional development. These meetings will revolve around educational technology and the skills teachers need in order to use it appropriately.

Supportive Research
Teachers will have the opportunity to be trained on the technology that is accessible in the building in order to use it appropriately and with fidelity.

Designed to Accomplish
For classroom teachers, school counselors and education

Enables the educator's content knowledge in the area of the educator's instructional delivery and professionalism.
specialists: certification or assignment.

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

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

Instructs the leader in managing resources for effective results.

<table>
<thead>
<tr>
<th>Training Format</th>
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<tbody>
<tr>
<td>Series of Workshops</td>
</tr>
<tr>
<td>School Whole Group Presentation</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Participant Roles</th>
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</thead>
<tbody>
<tr>
<td>Classroom teachers</td>
</tr>
<tr>
<td>Principals / Asst. Principals</td>
</tr>
<tr>
<td>School counselors</td>
</tr>
<tr>
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</tr>
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<th>Follow-up Activities</th>
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</thead>
<tbody>
<tr>
<td>Peer-to-peer lesson discussion</td>
</tr>
<tr>
<td>Lesson modeling with mentoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Methods</th>
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</thead>
<tbody>
<tr>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
</tbody>
</table>

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**LEA Goals Addressed:** Ensure that there is a system within the school that fully ensures consistent

**Strategy #1: Walk Throughs/Observations**
The implementation of a standards aligned curriculum framework across all classrooms for all students.

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2018</td>
<td>6/21/2019</td>
<td>Provide PD on building needs based on Walkthroughs/Observation data</td>
<td>Building principals will provide Professional Development based on building needs according to gathered walkthrough and observation data. The principals will use the faculty as a professional development resource to deliver trainings, presentations, and activities on various instructional best practices, equity, and classroom management topics.</td>
</tr>
</tbody>
</table>

**Person Responsible**
Building Principals and Faculty

**Provider**
Building Principals, Leadership Team, Classroom Teachers, outside agencies

**Type**
School

**App.**
No

**Knowledge**
Based on the needs of the school and teacher, professional development will be given at the building level to ensure consistent, research-based strategies and instruction.

**Supportive Research**
Based on the needs of the school and teacher, professional development will be given at the building level to ensure consistent, research-based strategies and instruction.

**Designed to Accomplish**
For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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
roles: 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

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

Participant Roles

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

Grade Levels

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

Follow-up Activities

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Journaling and reflecting

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Tyson-Schoener 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 Tyson-Schoener 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.
1. School wide attendance goals were met this year with over 93% students attendance.
2. PVAAS showed consistent growth (light Blue) in 3rd, 4th, and 5th grades in Reading.
3. 5th grade ELA PVAAS showed significant evidence that the school exceeded academic growth.
4. Discipline referrals have decreased due to the school wide discipline committee, teacher PD, discipline handbook, and PBIS program. To date we have had 199 discipline referrals from 414 in the 16-17.
5. The Tyson PBIS program continues to be a success with monthly PBIS activities and classroom rewards.
6. School climate survey results showed an increase in teacher morale due to constant school climate activities for teachers.
7. Monthly parent engagement activities are attended by a good number of parents. Activities now include a portion of time dedicated to teaching parents strategies to help their children at home.
8. Student mentoring program has teachers assigned to students struggling with school rules. Teachers attend a monthly mentoring activity with their student.
9. Every teacher received a classroom walkthrough this year and were given feedback in best instructional practices, classroom management, classroom climate, and planning.
10. Bullying reports have diminished significantly this year.
11. Vertical PLCs have met once a month during the entire year.
12. Data showed great academic increase in students that were pulled by the Reading Specialist and Intervention Specialist.

Describe the continuing areas of concern from past the year.
1. Classroom walkthroughs showed that differentiated instruction needs to be increased.
2. Classroom walkthroughs showed that vocabulary instruction and exposure needs to be increased.
3. Standadized test scores are still mainly basic and below basic in ELA, Math, and Science.

Describe the initiatives that have been revised.
1. ESAP (more mentors and teachers met with students)
2. School climate activities to increase teacher and student morale.
3. Change in lunchroom set up to decrease discipline issues.
5. Intervention specialist position was added this year.
6. Continuing to improve PBIS incentives to increase student buy-in.
2016-2017 Improvement Evaluation

Describe the success from the past year.
1. Positive feedback classroom walkthrough were conducted in all classrooms.
2. Monthly PBIS program was revised and the changed show positive results.
3. Two sometimes three parent involvement activities occur every month. Attendance is good.
4. Brag tag reward system is working well and is still being used with steps in the ARC program as well as quarterly awards assemblies.
5. As of 4/6/17 suspensions have diminished from the previous year.
6. As of 4/6/17 special ed student suspensions have diminished from last year.
7. PVAAS growth has increased in some areas.
8. New discipline system is working well.
9. School climate committee has implemented many activities to increase teacher morale.

Describe the continuing areas of concern from the past year.
1. Bullying is still a concern in 3rd, 4th, and 5th grades.
2. PSSA scores in Reading, Math, and Science have decreased in the past three years.
3. Classroom walkthroughs show a dependance on worksheets.

Describe the initiatives that have been revised.
1. School wide discipline system is working well.
2. School climate committee and activities have increased teacher morale.
3. 5th grade student spend time reading to lower grade students.

2015-2016 Improvement Evaluation

Describe the success from the past year.
1. Classroom walkthroughs were conducted in all classrooms.
2. Monthly PBIS program is a success.
3. Two parent involvement activities were conducted every month (a family activity and a student of the month lunch).
4. Successfully implementes the American Reading Company program in 4th and 5th grade.
5. Brag tag reward system.

Describe the continuing areas of concern from the past year.
1. Discipline referrals and suspensions increased this year.
2. Bullying incidents are still a school wide concern in intermediate grades.
3. PSSA scores have decreased in the past three years in Reading, Math, and Science.
4. Vertical alignment of curriculum.
5. Classroom walkthroughs are showing a decrease in instructional best practices.

Describe the initiatives that have been revised.
1. Multi Tier System of Student Assessment
2. PBIS
3. Brag tag program now includes American Reading Company.

2014-2015 Improvement Evaluation
Describe the success from the first year plan.
Our school was successful with implementing The Daily 5 program in all classrooms. Our Reading and Writing scores also improved. Every classroom is now equipped with a Promethean Board and are used daily for nearly all subjects across grade levels.

Describe the continuing areas of concern from the first year plan.
We still need to improve our Positive Behavior Incentive System (PBIS), our data analysis protocol needs to be rewritten, and the Math and Science curriculum and test scores are a concern.

Describe the initiatives that have been revised.
The following initiatives have been revised:
1. The addition of GOMath professional development
2. Additional resources for Science curriculum