

Main Street Sch

School Improvement Plan

07/01/2014 - 06/30/2019

School Profile

Demographics

Main Street Sch

704 Main St
Upland, PA 19015
(610)447-3685

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Carlena Parker
Superintendent: Juan Baughn

Stakeholder Involvement

Name	Role
Carlena Parker	Building Principal : School Improvement Plan
Candi Davie	Ed Specialist - Other : School Improvement Plan
Tammy Cox-Cottman	Ed Specialist - School Counselor : School Improvement Plan
Davis Shuster	Elementary School Teacher - Regular Education : School Improvement Plan
LaTasha Stewart	Instructional Coach/Mentor Librarian : School Improvement Plan
Andrew Coonradt	Intermediate Unit Staff Member
Precious Scott	Parent : School Improvement Plan

Federal Programs

School Improvement

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

No assurances have been identified

Assurance 13

No strategies have been identified

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

Main Street School provided technical assistance that was high in quality and sought to improve our overall school outcomes in the following three ways: parent involvement, teacher professional development, and targeted student support.

In order to improve our parents and families communication we implored the use of high quality technical assistance. The technical assistance described here was high quality and allowed us to quickly address technology issues as it applies to our communication vehicles.

Our district wide technology support addressed problems in a timely fashion and worked to maintain server performance to improve our website functionality. Additionally our newsletter will continue to be provided to our parents via the school website and the

following social media outlets ,(Instagram and Twitter). We had monthly parent workshops, parent meetings, and conferencing at various times in the day. The workshops provided parents and family members with support regarding computer skills, and providing their student with academic support to help families at home for the following programs; ARC, Imagine Learning and IXL.

Main Street School also received high quality technical assistance to ensure that all of our web-based programs properly provide support to our students in all content areas. Our students utilized laptop computers and tablets to work directly on their weaker skills through web-based individualized student assignments. Teachers facilitated the use of this equipment in both their small group sessions and or intervention period. In order to ensure that our current technology remains reliable, technical assistance was delivered by certified technicians that monitor the health of the equipment being used and ensure its continued availability. Additionally technical assistance was delivered by a technology teacher leader whom receives regular district level development and training. The technology teacher leader was on campus to support and problem solve hard ware issues. This support helped our teachers as they used web-based programs such as School Pace and Imagine Learning to provide tutoring after school, small group instruction, and data collection. The technical assistance provided is and will continue to be high quality as the technology teacher leader receives regular weekly district level development and training throughout the school year.

Teachers and other instructional staff utilized technology to ensure that were providing the most current and targeted supports possible. Teachers received training yearly on Promethean board strategies and skills, Illuminate, School Pace, Imagine Learning , and IXL in order to effectively collect the data necessary to help our students achieve. This training was provided by a skilled district based technology teacher leader under the direction of the district technology department. The aforementioned professional development was provided yearly in order to refresh teachers' skills and ensure that the technology tools are efficiently and effectively used with students.

Provider	Meeting Date	Type of Assistance
Chris Orr, District Technology leader	3/1/2017	Using the tools of the Promethean Board
Chris Orr, District Technology teacher leader	2/23/2017	Overview of Promethean Board usage
Imagine Learning Training	12/21/2016	Data collection and reports
Joshua Culbertson, Director of Technology and Assessment	4/26/2017	Eschools Gradebook system input training

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers at the Main Street school have a direct impact on the processes that are used in the classroom to improve the achievement of individual student and the overall instructional program. Weekly, teachers participate in planning and or professional development sessions that focus on student data as a means of improving teaching and learning. During weekly planning meetings teachers meet in grade groups to discuss how

to use the curriculum materials in conjunction with district developed curriculum maps to provide focused skill based curriculum where students are taught the process of learning.

There will be a 45 minute intervention block is rostered into the students' schedule. Interventions are provided via small group instruction to support and remediate skills. Teachers receive weekly support and PD during scheduled grade group meetings to ensure an effective and impactful intervention session for students. The principal will ensure that the teachers are provided a variety of professional development sessions including implementing the core curriculum in the classroom. Additionally, professional development will be conducted on how to use of data to adjust instruction and during classroom instruction, along with methods for differentiation. The principal will conduct daily quick visits and weekly informal observations to help ensure that students are receiving rigorous instruction throughout the building specifically focusing on guided reading, flexible groups, differentiation, and culturally responsive instruction. The principal will require will data submission and analyze the weekly and monthly data to ensure that all students are achieving allowing for intervention plan revision whenever necessary.

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.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
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.

Federal Grant Program	Amount of Grant
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Title I	\$304164.00
State/Local Grant Program	Amount of Grant
School Intervention	\$70000.00

Needs Assessment

School Accomplishments

Accomplishment #1:

22% of the 5th grade students scored advanced or proficient in Math as measured by the Math PSSA for 2016 .

Accomplishment #2:

26% of the 4th grade students scored proficient or advanced in english and language arts as measured by the Reading PSSA.

Accomplishment #3:

40% of fourth grade students scores proficient or advanced on the Science PSSA.

School Concerns

Concern #1:

92% of the 4th grade scored basic or below basic in Mathematics and 76% of the 4th grade students scored basic or below basic in Reading as measured by the 2016 PSSA.

Concern #2:

89% of the 3rd grade students scored below basic or basic in Mathematics and 83% scored below basic or basic in Reading as measured by the 2016 PSSA.

Concern #3:

77% of 5th grade students scored below basic or basic in Mathematics and Reading as measured by the 2016 PSSA.

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:

92% of the 4th grade scored basic or below basic in Mathematics and 76% of the 4th grade students scored basic or below basic in Reading as measured by the 2016 PSSA.

89% of the 3rd grade students scored below basic or basic in Mathematics and 83% scored below basic or basic in Reading as measured by the 2016 PSSA.

77% of 5th grade students scored below basic or basic in Mathematics and Reading as measured by the 2016 PSSA.

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:

92% of the 4th grade scored basic or below basic in Mathematics and 76% of the 4th grade students scored basic or below basic in Reading as measured by the 2016 PSSA.

89% of the 3rd grade students scored below basic or basic in Mathematics and 83% scored below basic or basic in Reading as measured by the 2016 PSSA.

77% of 5th grade students scored below basic or basic in Mathematics and Reading as measured by the 2016 PSSA.

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:

92% of the 4th grade scored basic or below basic in Mathematics and 76% of the 4th grade students scored basic or below basic in Reading as measured by the 2016 PSSA.

89% of the 3rd grade students scored below basic or basic in Mathematics and 83% scored below basic or basic in Reading as measured by the 2016 PSSA.

77% of 5th grade students scored below basic or basic in Mathematics and Reading as measured by the 2016 PSSA.

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:

92% of the 4th grade scored basic or below basic in Mathematics and 76% of the 4th grade students scored basic or below basic in Reading as measured by the 2016 PSSA.

89% of the 3rd grade students scored below basic or basic in Mathematics and 83% scored below basic or basic in Reading as measured by the 2016 PSSA.

77% of 5th grade students scored below basic or basic in Mathematics and Reading as measured by the 2016 PSSA.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: District benchmarks

Specific Targets: By the end of each marking period of the 2017-2018 school year there will be a ten percentage increase in the number of proficient students in the areas of reading and mathematics.

Type: Annual

Data Source: PSSA

Specific Targets: By the end of the 2019, there will be at least a ten percentage point increase of proficient students in the areas of reading and mathematics as identified by the PSSA results in grades 3-5.

Strategies:

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Small Group Instruction

Description:

Main Street School will use Small Group instruction as a Tier 1 and Tier 2 intervention. Small Group will be incorporated during classroom instruction to accelerate student achievement. Small group instruction will be utilized in both reading and math instruction school-wide. During small group instruction students

will receive skill based targeted guided instruction to accelerate the acquisition of skills and the applying of skills. Teachers will collect data during small group instruction to ensure that progress in being continuously monitored.

SAS Alignment: Standards, Assessment, Instruction

Strategic Professional Plan and Implementation

Description:

Each staff member will participate in a professional goal session to determine the areas of improvement as selected by the teacher. The professional plan must specifically have two goals as it relates to the students and school data collected. The professional plan will be used to determine which strategies and or other professional development is needed to support and enhance the teaching and learning process. The professional development plan will be communicated to staff, the Assistant Superintendent of Curriculum and Instruction, Principal and the Instructional Support Teacher Leader. The plan will be discussed school and district wide. Furthermore, the plan will be utilized to create building level professional development sessions and to seek out additional district wide/state wide development opportunities. Additionally, individual school based, grade based, and teacher based professional development plans will be aligned, implemented and supported. Monitoring and accountability will be conducted by the Assistant Superintendent of Curriculum and Instruction, Principal, and Instructional Support Teacher Leader. Ultimately, plans will have a positive impact on student outcomes.

SAS Alignment: Instruction, Assessment, Materials & Resources

Providing Instructional Feedback

Description:

All instruction at the Main Street School will be monitored through classroom observation, real time coaching and professional development. Instructional staff will be given effective feedback that is observable, measurable and attainable. The instructional leadership at Main Street elementary will ensure that the feedback provided is targeted to teachers' instructional needs and students' learning needs with a focus on improved learning outcomes. Instructional feedback will be given through use of a cycle of supervision that includes formal and informal observations, walkthroughs, and quick visits. The feedback given must be aligned to the teachers' needs as it relates to improved outcomes for students.

SAS Alignment: Instruction, Materials & Resources

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

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

Implementation Steps:*Grade Group Communication (PLC)***Description:**

Principal will communicate to staff via professional development, email, and formal letter the meeting protocol and expectations associated with the implementation of grade group meetings (PLCs), instructional coaching, and feedback for the upcoming school year. The District's Professional Development Plan will be communicated by the Assistant Superintendent of Curriculum and Instruction, Principal, and the Instructional Support Teacher Leader. Additionally school-based professional development goals will be set and data shared through the weekly school-based communication tool.

Start Date: 8/1/2017 **End Date:** 8/15/2019

Program Area(s): Professional Education

Supported Strategies:

- Strategic Professional Plan and Implementation
- Providing Instructional Feedback

*Small Group Instruction***Description:**

Teachers will utilize small group instruction daily in reading and math. Teachers will organize needs and skill-based groups in an effort to target instruction more specifically to the students area of weakness and or area of overall improvement. Teachers will collect data during small group instruction and utilize this data to ensure that the groups created are flexible and best able to meet the needs of all of the students within the classroom.

Start Date: 9/11/2017 **End Date:** 6/17/2019

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

Supported Strategies:

- Small Group Instruction
- Providing Instructional Feedback
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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: District Benchmarks

Specific Targets: Improve the percentage of proficient students by at least 10% each session in the area of reading and mathematics

Type: Annual

Data Source: PSSA

Specific Targets: Improve the percentage of proficient students by at least 10% in the area of reading and mathematics

Strategies:

Strategic Professional Plan and Implementation

Description:

Each staff member will participate in a professional goal session to determine the areas of improvement as selected by the teacher. The professional plan must specifically have two goals as it relates to the students and school data collected.

The professional plan will be used to determine which strategies and or other professional development is needed to support and enhance the teaching and learning process. The professional development plan will be communicated to staff, the Assistant Superintendent of Curriculum and Instruction, Principal and the Instructional Support Teacher Leader. The plan will be discussed school and district wide. Furthermore, the plan will be utilized to create building level professional development sessions and to seek out additional district wide/state wide development opportunities. Additionally, individual school based, grade based, and teacher based professional development plans will be aligned, implemented and supported. Monitoring and accountability will be conducted by the Assistant Superintendent of Curriculum and Instruction, Principal, and Instructional Support Teacher Leader. Ultimately, plans will have a positive impact on student outcomes.

SAS Alignment: Instruction, Assessment, Materials & Resources

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

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

Implementation Steps:

Grade Group Communication (PLC)

Description:

Principal will communicate to staff via professional development, email, and formal letter the meeting protocol and expectations associated with the implementation of grade group meetings (PLCs), instructional coaching, and feedback for the upcoming school year. The District's Professional Development Plan will be communicated by the Assistant Superintendent of Curriculum and Instruction, Principal, and the Instructional Support Teacher Leader. Additionally school-based professional development goals will be set and data shared through the weekly school-based communication tool.

Start Date: 8/1/2017 **End Date:** 8/15/2019

Program Area(s): Professional Education

Supported Strategies:

- Strategic Professional Plan and Implementation

Grade Group Meeting (PLC) Training

Description:

The Office of Curriculum and Instruction will provide professional development based on the needs observed during district lead school walkthroughs. The Principal will also provide professional development in the areas of strategic academic support, data analysis, and progress monitoring to support and enhance teaching and learning.

Start Date: 9/2/2017 **End Date:** 6/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Strategic Professional Plan and Implementation

Grade Group Meeting (PLC) Evaluation

Description:

The effectiveness of the grade group meetings will be determined by several indicators. The first is the fidelity of implementation of the core and supplemental instructional resources as well as the instructional strategies discussed during grade group meetings. Evidence collected will include but not limited to: completed action plans; focused walkthroughs; and improved academic performance in targeted area(s). Another indicator of effectiveness would be improved student academic performance. Student academic performance will improve by decreasing the number of students below proficiency on the PSSA by at least 10% in the areas of reading and mathematics. Additionally, Main Street Elementary School will improve the percentage of proficient students on the district benchmarks by at least 10% each session in the areas of reading and mathematics.

Start Date: 10/16/2017 **End Date:** 6/17/2019

Program Area(s): Professional Education

Supported Strategies:

- Strategic Professional Plan and Implementation

Develop Common Teacher-Designed Assessments in Mathematics

Description:

Teachers will develop common assessments in mathematics to be administered after five weeks of instruction. Common scoring will be employed and the results will drive remediation and further instruction. Growth will be measured by a 10% increase in scores after each administration.

Start Date: 9/9/2017 **End Date:** 6/9/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Provider	Type	App.
9/9/2017	6/9/2019	Develop Common Teacher-Designed Assessments in Mathematics	Teachers will develop common assessments in mathematics to be administered after five weeks of instruction. Common scoring will be employed and the results will drive remediation and further instruction. Growth will be measured by a 10% increase in scores after each administration.	Main Street staff with support from instructional coach	School Entity	No
		Person Responsible Principal,(Carlena Parker) and Instructional Support Teacher Leader(Latasha Stewart)				
		SH 2.0 S 10 EP 10				

Knowledge Teachers will gain expertise in assessing student understanding in mathematics and utilize data to inform instruction at frequent intervals. Common scoring will enhance opportunities for robust conversation around mathematics instruction.

Supportive Research We will utilize a Professional Learning Community model which has been shown to be an effective model for shaping instructional practice.

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.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

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

Professional Learning Communities

Training Format

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
<p>Follow-up Activities</p>	<p>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</p>	<p>Evaluation Methods</p>	<p>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 Standardized student assessment</p>

Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Joint planning period
activities
Journaling and reflecting

data other than the PSSA
Classroom student assessment data
Portfolio
Review of weekly anecdotal notes
taken during SGI

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Main Street Sch in the Chester-Upland 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 Main Street Sch in the Chester-Upland 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.

This narrative is empty.

Describe the continuing areas of concern from past the year.

This narrative is empty.

Describe the initiatives that have been revised.

This narrative is empty.

2016-2017 Improvement Evaluation

Describe the success from the past year.

The success of the following year are listed below:

- * Consistent and effective weekly/biweekly grade level meetings.
- * Utilizing Common Planning time
- * Consistent weekly professional development sessions lead by instructional coach and or principal.
- * Consistent weekly review of guided reading and small group instruction data in both reading and mathematics
- * Students continue to show growth in reading according to American Reading Company and School Pace

Describe the continuing areas of concern from the past year.

The concerns for Main Street school are:

- * Lack of significant student improvement in reading or math
- * Fidelity to effectively analyzing classroom data to target areas of weakness
- * Finding time to coach teachers effectively
- * Fidelity to the PBIS program

Describe the initiatives that have been revised.

- * Consistent Intervention Block with data collection monitoring
- * Rebuilding PBIS program

2015-2016 Improvement Evaluation

Describe the success from the past year.

- Students have progressed according to SchoolPace and Illuminate Benchmarks.

- Increased Implementation of PBIS-Incentives and restorative justice initiatives: Community Service and Youth Court
- Performance Fact Coaching: Data Analysis, Action Planning and Feedback.
- CLI Coaching: Classroom Environment Best Practices
- ARC Coaching: Strategies to improve reading and writing achievement.
- Common Planning Time
- HMH Leadership Coaching: Instructional Coaching

Describe the continuing areas of concern from the past year.

- Lack of significant student improvement
- Fidelity in the implementation of best practices: Student Engagement, WDOK, Integrated Literacy, QAR, Text Dependent Questioning, and Guided Instruction.
- Finding the time to coach teachers effectively.

Describe the initiatives that have been revised.

- Intervention: Reassessed every 6 weeks based on skill and or reading level.
- Strategic Grade Group Meetings-Using a rubric to examine student artifacts
- Benchmarks-Use of Illuminate

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Roster:

The roster was adjusted to allow grade group meetings to occur on a weekly basis as well as common planning time. Grade group meeting time was sacred time that was used to plan focused lessons or to provide training/professional development based on analyzed student data. Data Driven Instruction was the priority - Weekly Grade Group Meetings were used to examine student work, analyze data and discuss effective instructional strategies and provide training on implementing the curriculum. Peer Modeling and Peer Observations to share best practices and effective strategies school wide. Exemplar teachers modeled strategies for marginal and struggling teachers.

Daily intervention Block:

Support staff, teachers will conducted formal and informal assessments of w students in order to identify

appropriate placement in the daily intervention block (9:00-9:40). Students are placed in intensive, strategic, grade level or enriched reading/math. This ensured the consistent implementation of standards aligned curricula across all classrooms for all students.

As a result of the improved roster and the daily intervention block, there was an improvement from 32.7% to 38.7% of students on reading level from May 2014 to the May 2015 academic year.

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

Small Group Instruction

must be more focused for English Language Arts and Math.

Danielson Framework for Effective Lesson Planning, Classroom Environment, Instruction and Professionalism.

Instructional Rounds

must be more transparent and fluid. More training must be given as to how to give and receive feedback as well as to how to collaborate.

Describe the initiatives that have been revised.

Small Group Instruction

must be more focused for English Language Arts and Math. Ongoing professional training must be given on how to implement Small Group Instruction for Kindergarten through 5th grade. Teachers will get training on the foundation of reading: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. Teachers will also receive training in how to teach math: procedural skills and fluency, conceptual understanding, and application.

Danielson Framework for Effective Lesson Planning TO FULLY ENSURE

standards aligned curricula across all classrooms for all students (**Weekly Lesson Plan monitoring.**

Lesson plans will be monitored weekly to ensure consistent implementation of standards-aligned curricula across all classrooms for all students.) Extended Learning Opportunities - will be extended to all students to address individual concerns in reading and math to improve student learning. **Training will continue to address each domain of the Danielson framework: Classroom Environment, Instruction, and Professionalism.**

Instructional Rounds

must be more transparent and fluid. More training must be given as to how to give and receive feedback as well as to how to collaborate.

With the revised initiatives, at least a 10% increase of student achievement is expected.