

McDaniel Delaplaine Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

McDaniel Delaplaine Sch

1801 S 22nd Street
Philadelphia, PA 19145
(215)952-8600

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Lachante Collier-Bacon
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Steven Waldron	Academic Recovery Liaison : School Improvement Plan
Lachante Collier-Bacon	Building Principal : School Improvement Plan
Dixon Learning Academy	Community Representative
Yvette White	Ed Specialist - Other
Erin Cunningham	Elementary School Teacher - Regular Education
Yvette White	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Melissa Toby	Parent

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**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School web site
- School newsletter
- District web page
- Board meeting presentations
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Home-school visits

- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

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.

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU26/Office of Federal Programs Design and Implementation	9/29/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	11/6/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/9/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/21/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/10/2017 12:00:00 AM	Progress Monitoring Visit

IU26/Office of Federal Programs Design and Implementation	1/31/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis
IU26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU26/Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	3/13-3/17: Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal

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.

Use of weekly data meetings, Benchmark and data protocols to drive instruction, Extended School Day for Reading and Math, STEM N2 Action Program for Science, and 8-week Saturday School Program for PSSA Preparation

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	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	Yes

Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	100.00
ELA/Literature - Meeting Annual Academic Growth Expectations	78.00

Other Academic Indicators:

Promotion Rate	99.72
<i>Attendance Rate</i>	<i>88.12</i>
<i>Out-of-School Suspensions:</i>	<i>8.1%</i>

Greater than 95% attendance rate:

<i>K-8</i>	<i>40.3%</i>
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Reading on target as indicated by Quarter 2 DRA:

Kindergarten	71.8%
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Reading on grade level as indicated by Quarter 2 Benchmack:

7th grade	42.2%
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Reading on grade level as indicated by Quarter 2 Benchmack:

5th grade	48.8%
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School Concerns

Concern #1:

SPP score of for Focus: 44.2

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	0.88
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	10.53
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	9.68
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	10.81
SAT/ACT College Ready Benchmark	N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00

Science/Biology – Percent of Required Gap Closure Met	0.00
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Indicators of Academic Growth PVAAS:

Science/Biology - Meeting Annual Academic Growth Expectations	57.50
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KPI Attendance:

91.4 %

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

SPP score of for Focus:

44.2

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	0.88
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ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	10.53
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Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	9.68
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Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
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Grade 3 ELA- Percent Proficient or Advanced	10.81
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SAT/ACT College Ready Benchmark	N/A
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Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
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ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth PVAAS:

Science/Biology - Meeting Annual Academic Growth Expectations
57.50

KPI Attendance:

91.4 %

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:

SPP score of for Focus:

44.2

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	0.88
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	10.53
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	9.68
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	10.81
SAT/ACT College Ready Benchmark	N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth PVAAS:

Science/Biology - Meeting Annual Academic Growth Expectations
57.50

KPI Attendance:

91.4 %

School Level Plan

Action Plans

Goal #1: 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: SchoolNet/ SIMS

2017-2018

Specific Targets: 15% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

2017-2018

Specific Targets: 15% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Annual

Data Source: SchoolNet/ SCN reports

2017-2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 10%

Type: Interim

Data Source: PMD Dashboard

Specific Targets: By May, 2018, 50% of K-8 students will have greater than 95% attendnace as compared to students in SY2016 with 40.3%

Type: Interim

Data Source: KPI Dashboard

Specific Targets: By May, 2018, 50% of K-8 students will have greater than 95% attendnace as compared to students in SY2016 with 40.3%

Type: Interim

Data Source: Suspension Data on KPI Dashboard

Specific Targets: Desired Goal: By May 2018, 90% of K-8 students will have 0% out of school suspensions as measured by the PMD & KPI dashboard compared to SY 2017.

Type: Interim

Data Source: SET - PBIS Assessment for fidelity of implementation

Specific Targets: Desired Goal: By May 2018, 90% of K-8 students will have 0% out of school suspensions as measured by the PMD & KPI dashboard compared to SY 2017.

Strategies:

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: Safe and Supportive Schools

Response to Intervention and Instruction (RTII)

Description:

Monthly review of attendance data and interventions through RTII system and school generated attendance reports. Attendance charting in each classroom to ensure school staff monitors attendance with clear indicators of actions to take related to number of student absences (legal letter, mandatory attendance assembly participation, parent meetings, and referral to truancy court in order to maintain up to date records and interventions for all student groups. This process will help to ensure school staff members adjust attendance interventions when a student's attendance records indicate prescribed interventions have not been effective.

SAS Alignment: Safe and Supportive Schools

PBIS

Description:

Introduction to Positive Ways to Dealing with Challenging Behaviors.
www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/tips.pdf

SAS Alignment: Safe and Supportive Schools

Parent Orientation and Parent Contracts

Description:

<http://effectiveness.wiki.caiu.org>. *Top 5 Reasons Schools Need to Engage Parents*

SAS Alignment: Instruction

*Delta-T***Description:**

Introduction to Positive Ways to Dealing with Challenging Behaviors.
www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/tips.pdf

SAS Alignment: Safe and Supportive Schools

*Detailed Attendance Plan***Description:**

www.attendanceworks.org/

SAS Alignment: Safe and Supportive Schools

*School Based Attendance Team***Description:**

Increasing Student Attendance: Strategies from Research and Practice. Jennifer Railsback. Resource Planning and Service Coordination. June 2004. Northwest Regional Educational Laboratory. Portland, Oregon

SAS Alignment: Standards

Implementation Steps:*Establish a Attendance Monitoring/Incentive Team***Description:**

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

List of Attendance Monitoring Team Members

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Share Attendance Monitoring Practices

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

PBS Team Members

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Response To Intervention and Instruction (RTII) Professional Development

Description:

Professional development on RTII to introduce the components being assessed by the SDP that include Attendance, Discipline, and Reading.

In addition, teachers and staff receive overview, access to the various online systems available to district personnel and step-by-step implementation of forming a Group. This process will help to ensure school staff members adjust attendance interventions when a student's attendance records indicate prescribed interventions have not been effective.

Sign in sheets, agendas, minutes, evaluation

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction (RTII)

Response To Intervention and Instruction (RTII) Professional Development

Description:

Teachers and staff receive overview, access to the various online systems available to district personnel and step-by-step implementation of forming a Group. This process will help to ensure school staff members adjust attendance interventions when a student's attendance records indicate prescribed interventions have not been effective.

Sign in sheets, agendas, minutes, evaluation

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction (RTII)

Implement Response To Intervention and Instruction (RTII)

Description:

Teachers will analyze student data weekly and work in their grade groups to assess the Group Plans after which time they are directed to generate and implement individual interventions based on their students' needs – this is based on whether or not the students are making progress or not making progress. This process will help to ensure school staff members adjust attendance interventions when a student's attendance records indicate prescribed interventions have not been effective.

Sign-In, agendas, student referrals,

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction (RTII)

Response To Intervention and Instruction Monitoring

Description:

Response to Instruction and Intervention Data Meetings will be conducted bi-weekly at grade group meetings (support, systems, interventions, efficacy) while monitoring is on going and being periodically checked individually by administration. Information is updated on the RTII portal. This process will help to ensure school staff members adjust attendance interventions when a student's attendance records indicate prescribed interventions have not been effective.

Sign in sheets and agendas, monitoring tools, and summary reports.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction (RTII)

PBIS

Description:

Both campus will utilize a PBIS system school wide

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- PBIS

Delta T - Implementation

Description:

Contracted services for Behavior Modification Room in conjunction with Restorative practices , counseling services, safety team meetings, referral tracking, utilization of community partners, Monthly Student Success Assemblies

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Delta-T

*Parent Orientation-Implementation***Description:**

We will host a parent for an orientation to inform that of our the attendance policy and our expectation of student attending school daily.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Parent Orientation and Parent Contracts

*Parent Orientation-Implementation***Description:**

Parent will be made aware of the connection between student performance and absences and what happens at each critical stage of absence.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Parent Orientation and Parent Contracts

*Detailed Attendance Plan - Introduction***Description:**

Upon return of teachers in August, host Open House for brief Meet & Greet to inform them of the attendance policy, procedures, sign attendance contracts, meet attendance team.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Detailed Attendance Plan

Detailed Attendance Plan - Incentives

Description:

Utilize Attendance plan to drive attendance to goal on a daily basis which includes classroom incentives (Ex: gift cards to students, teachers, class trips, pizza parties, raffles, shouts. etc.)

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Detailed Attendance Plan

Detailed Attendance Plan-Progress Monitoring

Description:

Attendance will be monitored daily for effectiveness of the plan and to make corrections as needed.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Detailed Attendance Plan

School Based Attendance Team

Description:

Assemble Attendance Team and provide ongoing Professional development to increase knowledge and to work collaboratively strategize to improve student attendance and impact academic achievement and reduction in student absenteeism; empower parents.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- School Based Attendance Team

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: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2014, January 2015, April 2015

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

Data Source: PSSA

September 2014 – May 2015

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

Specific Targets: 15% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase Building Level Score

Strategies:*Differentiated Instruction***Description:**

Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms

SAS Alignment: Instruction

*Professional Development***Description:**

Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

SAS Alignment: Instruction

*Danielson Framework***Description:**

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

*Informal and Formal Observations***Description:**

The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

SAS Alignment: Instruction

Effective Teacher Feedback

Description:

Jounce Partnership Proposal <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>

SAS Alignment: Instruction

Small Group Instruction

Description:

Bambrick-Santoyo, Paul. "Driven by Data: A Practical Guide for Improving Instruction." January 2010.

SAS Alignment: Standards

Professional Development/Content Development

Description:

Bambrick-Santoyo, Paul. "Driven by Data: A Practical Guide for Improving Instruction." January 2010.

SAS Alignment: Instruction

Lexia

Description:

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel (What Works Clearing House).

SAS Alignment: Instruction

Guided Reading

Description:

Research Base for Guided Reading As An Instructional Approach
teacher.scholastic.com/products/guidedreading/pdf/2.../GR_Research_Paper_2010.pdf

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be offered to all teachers to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheets

Exit Slips

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content and product. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrators will review lesson plans to ensure plans are differentiated by content, process and product that actively engages and meets student learning needs.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Implementation

Description:

All classroom teachers design standards aligned, 21st Century skills infused, differentiated instruction that reflects challenging learning expectations for all students across all content areas. All students will have access to differentiated computer-based programs for enhancement and intervention as needed (such as but not limited to Study Island, Lexia, Achieve 3000, First in Math, and Brain POP). The leadership team will monitor lesson plans to ensure implementation of differentiated strategies. Instructional Walkthroughs will determine effectiveness of differentiated instruction. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Lesson Plans, Student Summary Reports (from computer-based programs)

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Monitoring

Description:

Informal and formal administrative walkthroughs will be conducted to ensure Differentiated Instruction is implemented across all classrooms and comprise the majority of observed practices in each classroom. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Informal and Formal Observations, Feedback Protocols

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Evaluation

Description:

Evaluation of teachers use of differentiated instruction strategies, programs used to differentiate and student progress based on differentiated practices. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Sign in sheets and agendas

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Needs Assessment

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Professional Development

*Professional Development -Analyze Data from Needs Assessment***Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Professional Development

*Professional Development- Calendar***Description:**

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Professional Development

*Professional Development -Trainings***Description:**

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Professional Development

*Professional Development -Monitoring the Effectiveness of the Professional Development Session***Description:**

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

21st Century Skills Curriculum Professional Development

Description:

Professional Development will be offered to all teachers to introduce the framework. (The Framework for 21st Century Learning consists of core subjects and themes that revolve around three core skills: life and career skills, learning and innovation skills, information media, and technology skills.) PD focus will also be on how to plan and implement themed and cross-curricular learning activities, technology integration into core teaching/ lessons, fostering critical thinking, increase problem solving abilities, and helping students with communication skills. This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Sign in sheets and agendas

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

21st Century Skills Curriculum Implementation

Description:

All classroom teachers will design 21st Century skills lessons that reflect challenging learning expectations for all students across all content areas. Students will engage in lessons that highly prioritize life-long learning, inquiry, and technology integration. This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Professional Development

21st Century Skills Curriculum Monitoring

Description:

Informal and formal administrative walkthroughs will be conducted to monitor and ensure the following types of learning experiences are happening: **Authentic learning** - learning from real world problems and questions; **Mental model building** - using physical and virtual models to refine understanding; **Internal motivation** - identifying and employing positive emotional connections in learning; **Multimodal learning** - applying multiple learning methods for diverse learning styles; **Social learning** - using the power of social integration to improve learning impact; **International learning** - using the world around you to improve teaching and learning skills. This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Informal and formal observations, feedback from observation protocols

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Professional Development

21st Century Skills Curriculum Evaluation

Description:

Evaluation of teachers' use of 21st Century Skills Curriculum, particular strategy efficacy for future planning and implementation, and new 21st Century Skill strategies. This process will help to ensure research-based instructional practices

are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Sign in Sheets and Agendas

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Professional Development

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Agenda

Sign-in sheets

Exit Slips

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Danielson Framework

Danielson Framework -Develop Lesson Plans Based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction

Description:

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Danielson Framework

Informal and formal Observation - Develop Calendar

Description:

A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough Schedules

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Observation Protocol

Description:

Leadership will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walk Through Protocol

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Walkthrough Protocol Communication

Description:

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations.

Agenda

Sign-in Sheet

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough protocol

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Feedback Protocol

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity.

Schedule of Instructional Coaches

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Common Planning Time- Develop a Schedule***Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time- Develop a Schedule

*Common Planning Time- Share Rosters***Description:**

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar,

Teacher Schedules

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time- Develop a Schedule

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time- Develop a Schedule

Common Planning Time -Monitor

Description:

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time- Develop a Schedule

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth.

Data

Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time- Develop a Schedule

Guided Reading

Description:

Through the utilization of SBTL /Data Specialist all teachers will receive training on the usage and effective implementation of Guided Reading.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Guided Reading

Lexia -Professional Development

Description:

Through the utilization of SBTL /Data Specialist all teachers will receive training on the usage and effective implementation of Lexia.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Lexia

Lexia- Intervention

Description:

Students will be assigned various interventions to assist in developing academic achievement. Those interventions include, Lexia Core, RTII, pull out and small group instructional.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Lexia

Lexia-Small Groups

Description:

Based on the identified skill deficits in Lexia and trends in Aimswebs, DRA's and Guided Reading Behaviors, students will be place in small groups according to skill level.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Lexia

Lexia- Student Identification

Description:

By June of 2017 those students entering the third grade in September who scored 2 levels below the target on the DRA ,will be identified for additional support

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Lexia

Effective Teacher Feedback-Jounce

Description:

Jounce Partnership Proposal <http://www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html>

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Effective Teacher Feedback

Effective Teacher Feedback- Observation

Description:

Ongoing analysis of teacher lesson plans, teacher observation data and teacher feedback will be utilized to monitor teacher effectiveness on a weekly basis. Evaluate of teacher unit plans will be conducted on a weekly basis.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Effective Teacher Feedback

*Small Group Instruction***Description:**

Utilize weekly data meetings during PLC's to analyze student work and data to identify gap skills and areas of misconception.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Small Group Instruction

*Small Group Instruction - Reteach***Description:**

Teachers will revisit and reteach gap skills and provide small group instruction to struggling students and align to interventions.

Start Date: 9/1/2017 **End Date:** 6/30/2018

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

- Small Group Instruction

*Professional Development/Content Development***Description:**

Teachers will receive professional development and effective real-time coaching and immediate feedback through Jounce model/ building Administration and implement daily.

Start Date: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Professional Development/Content Development

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for McDaniel Delaplaine Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for McDaniel Delaplaine Sch in the Philadelphia City 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 **ESEA 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 McDaniel Delaplaine Sch in the Philadelphia City SD for the 2014-2018 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

2016-2017 Improvement Evaluation

Describe the success from the past year.

71.8% of Kindergarten students are reading on target as indicated by Quarter 2 DRA. 42.2% of students in grade 7 are reading on grade level according to Quarter 2 ELA Benchmark. 48.8% of students in grade 5 scored proficient as indicated by Quarter 2 Benchmark. 92.5% of K-8 students have had 0% of out of school suspensions. 40.3% of K-8 students have greater than 95% attendance as compared to 39% in 2016

Describe the continuing areas of concern from the past year.

At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment. By May, 2018, 50% of K-8 students will have greater than 95% attendance as compared to students in SY2016 with 40.3% By May 2018, at least 50% of students in grade 6-8 will master math concepts and application scores as measured by Aimsweb by 5 points from Qtr 1 to Qtr 4. By May 2018, 90% of K-8 students will have 0% out of school suspensions as measured by the PMD & KPI dashboard compared to SY 2017. At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4. No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade 2018 PSSA- English Language Arts assessment.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Common Planning Time, Effective Teacher Feedback, Small Group Instruction, Professional Development/Content Development, Lexia intervention, and Guided Reading. Additionally, revisions have been made to guiding question to 6 include PBIS, Parent Orientation/Parent Contracts, Delta-T, Details Attendance Team, and a School Based Attendance Team.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Strong Early Literacy Program and strong Middle Year Literacy Program, Writers Matter Program, STS Program, STEM N2 Action, Choir, Art, Instrumental Music Lessons, technology and Extended Day & Saturday Program. Use of Weekly data meetings to drive instruction, weekly monitoring of RTII & Lexia Core 5, Monthly Interim reports, Quarterly DRA's, Use of Mastery Peer Coaches and strategies from RELAY GSE.

Describe the continuing areas of concern from the past year.

Attendance, parental involvement, large population of students who are below level in reading and mathematics, limited noon time aides, lack of librarian, limited noon time aides to monitor lunches, limited resources with school nurse and counselor for two campuses and limited security. Specifically there is only one school police office between two buildings that are 4 blocks apart.

Describe the initiatives that have been revised.

For the 2016-2017 school McDaniel elementary will provide opportunities for student achievement by use of strategically selected teachers to loop with students. Blended learning opportunities will be provided through the Technology teacher, specifically Reading and Math.

Establish an In-School Suspension Program with use of laptop cart for access to online interventions and content through Compass Learning Reading & Math, Climate Manager and community partner, Delta -T personnel in conjunction with School Counselor to provide conflict resolution and socialization skills.

Use of Community Relations Liaison to assist with building relationship between home and school and to increase student attendance as well as making home visits. Weekly monitoring of interventions and exit tickets that measure CCSS standards and student growth.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. McDaniel Elementary will continue to take advantage of the mandated half-day professional development days provided by the District. We will continue to focus on differentiated instruction to ensure consistent implementation of effective instructional practices and to maximize the growth of our teachers and students. In addition, we will continue to implement our school-wide attendance incentive program to assist in creating a school-wide culture that emphasized attendance and family outreach.

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

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. McDaniel Elementary will continue to take advantage of the mandated half-day professional development days provided by the District. We will continue to focus on differentiated instruction to ensure consistent implementation of effective instructional practices and to maximize the growth of our teachers and students. In addition, we will continue to implement our school-wide attendance incentive program to assist in creating a school-wide culture that emphasized attendance and family outreach.

Describe the initiatives that have been revised.

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.