

Tilden William T MS

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Tilden William T MS*

6601 Elmwood Ave  
Philadelphia, PA 19142  
(215)492-6454

Federal Accountability Designation: Priority  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Brian Johnson  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Stephen Waldron	Academic Recovery Liaison : School Improvement Plan
Brian Johnson	Building Principal : School Improvement Plan
Regina Young	Community Representative
Lauren Wooters	Ed Specialist - Other
Karin Potter-Simmons	Intermediate Unit Staff Member
Matt Barr	Middle School Teacher - Regular Education : School Improvement Plan
Ms. Johnson	Parent : School Improvement Plan

# Federal Programs

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## 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:

- District web page
- District's annual report
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences

### **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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU26/Office of Federal Programs Design and Implementation	10/18/2016 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	11/1/2016 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	11/18/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	11/18/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	12/8/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/5/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	2/1/2017 12:00:00 AM	Progress Monitoring Visit for PDE
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	2/24/2017 12:00:00 AM	School Level Planning Tool support
IU26/Office of Federal Programs Design and	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools

Implementation		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.

Benchmark assessments support instructional planning by providing educators, principals, and other staff information needed to develop and adjust curriculum and instruction to meet students' learning needs. Common formative assessments for English Language Arts and Mathematics are also used locally at the school to provide additional more focused data to improve the achievement of individual students and the overall instructional program.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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 administrated 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
State/Local Grant Program	Amount of Grant



# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

#### Other Academic Indicators:

Cohort Graduation Rate	N/A
Promotion Rate	99.63
Attendance Rate	83.00

Our average daily attendance rate of students in school is 90% up from 85.1% in the 15-16 SY.

The average of our Math 1st and 2nd benchmark assessments are up to 41.25% compared to the school-wide average of 34% correct from benchmark 1, 2, and 3 in SY 2015-16.

We wanted 80% of our 5th-8th regular education students to make at least 1 year of growth, as measured by the reading SRI. Our current data towards the goal shows that 77.66% of students are making progress compared to 72% in SY 2015-16.

Staffed 100% of positions compared to 92.3% of positions staffed to start school in the 15-16 SY. Our average rate of students attending school greater than or equal to 95% is 90% up to 44.4% from 23.1% in the 15-16 SY.

## School Concerns

### Concern #1:

<b>SPP score of for Focus:</b>	37.5
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**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	2.30
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	11.04
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	10.28
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	N/A
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	14.96
Science/Biology – Percent of Required Gap Closure Met	40.87

**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	23.41
Science/Biology – Percent of Required Gap Closure Met	45.53

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	69.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.00

<b>KPI Attendance:</b>	90.9 %
<b>Out-of-School Suspensions:</b>	20.0%

## 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:

<b>SPP score of for Focus:</b>	37.5
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### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 2.30	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 11.04	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	10.28
Industry Standards-Based Competency Assessments- Percent Competent or Advanced N/A	
Grade 3 ELA- Percent Proficient or Advanced	N/A
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	14.96
Science/Biology – Percent of Required Gap Closure Met	40.87

### 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	23.41
Science/Biology – Percent of Required Gap Closure Met	45.53

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	69.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.00

<b>KPI Attendance:</b>	90.9 %
<b>Out-of-School Suspensions:</b>	20.0%

**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:**

<b>SPP score of for Focus:</b>	37.5
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**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	2.30
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	11.04
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	10.28
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	N/A
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	14.96
Science/Biology – Percent of Required Gap Closure Met	40.87

**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	23.41

Science/Biology – Percent of Required Gap Closure Met	45.53
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**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	69.00
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ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
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Science/Biology - Meeting Annual Academic Growth Expectations	60.00
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<b>KPI Attendance:</b>	90.9 %
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<b>Out-of-School Suspensions:</b>	20.0%
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**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:**

<b>SPP score of for Focus:</b>	37.5
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**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	2.30
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ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	11.04
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Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	10.28
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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	N/A
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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	14.96
--	-------

Science/Biology – Percent of Required Gap Closure Met	40.87
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**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
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ELA/Literature – Percent of Required Gap Closure Met	23.41
Science/Biology – Percent of Required Gap Closure Met	45.53

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	69.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.00

**KPI Attendance:** 90.9 %

**Out-of-School Suspensions:** 20.0%

# School Level Plan

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## 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: 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: Emetric

September 2014 – May 2015

Specific Targets: Increase up to 5% or more in the number of students scoring proficient or advanced in all tested subjects and all grade levels.

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: All PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

Specific Targets: 5% 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 the School Performance Profile building level score.

Type: Interim  
Data Source: SchoolNet- Attendance  
2014 - 2015

Specific Targets: 5% decrease in the number of students absent or tardy to school compared to the previous school year.

### ***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, sheltered instruction observation protocol (SIOP) etc. that actively engage and meet students learning needs across all classrooms.**

**SAS Alignment:** None selected

#### *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:** None selected

#### *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:** None selected



## ***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:** 9/1/2014    **End Date:** 6/30/2017

#### **Program Area(s):**

#### **Supported Strategies:**

- Differentiated Instruction
- Professional Development

### *Gradually Release and Differentiated Lesson Plans*

#### **Description:**

Teachers will develop seven step lesson plans that include both the gradual release method of instructionally delivery as well as 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 Common Core and the PA Framework of teaching.

Lesson Plans

Reflective Feedback

**Start Date:** 9/9/2014    **End Date:** 6/23/2017

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

- Differentiated Instruction

*Differentiated Instruction -Lesson Plan Review***Description:**

Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet individual need of all students.

Lesson Plans

Reflective Feedback

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

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

- Differentiated Instruction

*Differentiated Instruction Monitor***Description:**

Leadership will monitor the implementation of differentiated practices through the walkthrough process to ensure fidelity of implementation.

Observation Report

Observation Feedback

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Differentiated Instruction

*Informal and Formal Observations- Calendar***Description:**

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

Walkthrough schedules

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

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

- Informal and Formal Observations

*Informal and formal observations -Observation Protocol***Description:**

Leadership will utilize the observation protocol based on the high priority instructional practices and the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Walk through protocol

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

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

- Informal and Formal Observations

### *Informal and Formal Observations -Walkthrough Protocol Communication*

**Description:**

The leadership will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda

Sign-in sheet

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Conduct Walk Throughs*

**Description:**

The Leadership Team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Observation Protocol

Observation Reflective Feedback

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal/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 PA framework for teaching

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Informal and Formal Observations

*Professional Development -Needs Assessment***Description:**

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**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 along with observation reports to determine PD needs.

Needs Assessment

Needs Assessment Results

Title I Binder

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**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:** 9/1/2014    **End Date:** 6/30/2017

**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. Professional Development will include, but not be limited to Marzano Academic Language, Positive Behavior Intervention

Supports (PBIS), Six +1 Writing Traits, Graphic Organizers, Fluency Drills, Calculator Usage, Math Drills, and Common Core.

Year-long PD calendar

Title I Binder

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**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:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development- Instructional Coaching*

**Description:**

Leadership will provide Instructional Coaching to all teachers during Common Planning Time and Grade Group meetings to ensure consistent implementation of

effective instructional practices. Teachers will receive supports with instructional practices that will increase academic achievement for all student groups.

List of Coaches

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Professional Development

**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: Emetric

2017-2018

Specific Targets: Increase up to \_\_5\_% or more in the number of students scoring proficient or advanced in all tested subjects and all grade levels.

Type: Interim

Data Source: PVAAS

2017-2018

Specific Targets: All PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Interim



Data Source: End of Unit Assessments

2017-2018-Monthly

Specific Targets: \_\_5\_% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year.

Type: Interim

Data Source: School performance Profile 2017-2018

Specific Targets: Increase the School Performance Profile building level score.

Type: Interim

Data Source: Semester grades 2017-2018

Specific Targets: \_\_5\_% decrease in the number of students earning failing grades from the previous school year.

Type: Interim

Data Source: Attendance 2017-2018

Specific Targets: \_\_5\_% decrease in the number of students absent or tardy to school compared to the previous school year.

Type: Interim

Data Source: Lexia Data

Specific Targets: By May 2018, 80% of regular education 5th-8th students that are one or more grades below their grade reading level will make at least 1 year of growth compared to 77.66% in SY 2016-17.

Type: Interim

Data Source: Benchmark

Specific Targets: By May 2018, 80% of regular education 5th-8th students that are one or more grades below their grade reading level will make at least 1 year of growth compared to 77.66% in SY 2016-17.

Type: Interim

Data Source: Common Formative Assessments

Specific Targets: By May 2018, 80% of regular education 5th-8th students that are one or more grades below their grade reading level will make at least 1 year of growth compared to 77.66% in SY 2016-17.

Type: Interim

Data Source: Star Test

Specific Targets: By May 2018, 80% of regular education 5th-8th students that are one or more grades below their grade reading level will make at least 1 year of growth compared to 77.66% in SY 2016-17.

Type: Interim

Data Source: Compass Learning Reports

Specific Targets: By May 2018, at least 10% of regular education 5th-8th grade students will score above 44% on the math benchmark assessments compared to the school-wide average of 41.25% correct from benchmark 1 and 2 in SY 2016-17.

Type: Interim

Data Source: Accelerated Math Report

Specific Targets: By May 2018, at least 10% of regular education 5th-8th grade students will score above 44% on the math benchmark assessments compared to the school-wide average of 41.25% correct from benchmark 1 and 2 in SY 2016-17.

## ***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 the blended learning station-rotation approach as well as other instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms**

**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:** Standards

### *Professional Development*

**Description:**

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

**SAS Alignment:** Instruction

### *Blended Learning*

**Description:**

**Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online**

**media while still attending a school structure. Face-to-face classroom methods are combined with computer mediated activities.**

**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

### *Station Rotation*

**Description:**

A literacy center can be portable, temporary or permanent. The integration of literacy centers can support improvement in reading comprehension, language, social, and writing development (Fountas & Pinell, 1996; 2000; Morrow, 1997; 2003).  
<http://www.readingrockets.org/article/literacy-centers>

**SAS Alignment:** Standards

### *Guided Reading*

**Description:**

Clark, J. (2000). Guided Reading Making it Work. 16-111.  
<https://books.google.com/books?hl=en&lr=&id=yQzGpF85HGYC&oi=fnd&pg=PA5&dq=guided+readin&ots=AKjQ2Z2ktR&sig=dUafA5YJ99LU1ooXkLxc0OHYAvA#v=onepage&q=guided%20readin&f=false>

**SAS Alignment:** Instruction

### *Accelerated Math*

**Description:**

Accelerated Math Intervention—Renaissance’s dynamic, evidence-based math intervention program—can be used with students to develop math fluency and automatic

recall of math facts through appropriate practice. Designed to support instruction for all tiers of RtII, the program provides diagnostic tools that generate actionable data to help teachers identify gaps in their students' critical math skills, deliver differentiated instruction and practice, and increase student motivation.

**SAS Alignment:** Instruction

### *Compass Learning*

**Description:**

This intervention provides struggling students with age-appropriate, differentiated instruction that focuses on the skills students have yet to master, but are crucial to their future success. This online intervention program helps educators pinpoint learning gaps and provided a targeted, data-driven instructional pathway to help students catch up, keep up, or get ahead.

**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

#### *Gradually Release and Differentiated Lesson Plans*

**Description:**

Teachers will develop seven step lesson plans that include both the gradual release method of instructional delivery as well as 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 Common Core and the PA Framework of teaching. Teachers will develop seven step lesson plans that include both the gradual release method of instructional delivery as well as 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 Common Core and the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

*Lesson Plan Review***Description:**

Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet individual need of all student.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Informal and formal observation 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

### *Observation Protocol*

**Description:**

Leadership will utilize the observation protocol based on the high priority instructional practices and the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects

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 - Walkthrough Protocol Communication*

**Description:**

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the priority instructional practices as well as the Danielson Framework.

### Walkthrough Schedules

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Conduct Walkthroughs*

**Description:**

The Leadership Team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

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

### *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):** Professional Education



**Supported Strategies:**

- 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:** 9/1/2015    **End Date:** 6/30/2017

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

**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):** Professional Education

**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. Professional Development will include, but not be limited to Marzano Academic Language, Positive Behavior Intervention Supports (PBIS), Six +1 Writing Traits, Graphic Organizers, Fluency Drills, Calculator Usage, Math Drills, and Common Core.

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

### *Monitoring the Effectiveness of the Professional Development Session*

**Description:**

The Leadership Team will use the observation process to ensure that 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

### *Blended Learning-Establish a blended learning team*

**Description:**

School leadership will establish a team to provide clear, consistent and uniform best practices around blended learning and how it should be implemented to best meet the needs of all students.

Agenda

Sign-In Sheets

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

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

**Supported Strategies:**

- Blended Learning

### *Blended Learning-Professional Development*

**Description:**

The blended learning core team will provide professional development and best practices to all staff in the building around incorporating technology with daily instruction.

Year-long PD Calendar

Title I Binder

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

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

**Supported Strategies:**

- Blended Learning

### *Blended Learning-Implement blended learning*

**Description:**

Teachers and staff will implement and promote the blended learning model, policies, procedures and expectations schoolwide.

Year-long PD Calendar

Title I Binder

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

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

**Supported Strategies:**

- Blended Learning

*Monitor Blended Learning***Description:**

The blended learning model will be monitored through various data points to measure the effectiveness of the program and to ensure that students are growing academically.

Benchmark Assessments

SchoolNet Data

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

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

**Supported Strategies:**

- Blended Learning

*Evaluate the Effectiveness of the Blended Learning Model***Description:**

The blended learning model will be evaluated to measure the effectiveness of the program and adjust implementation, if needed by reviewing student data. This will ensure that the program is meeting the needs of all students.

Benchmark Assessments

PVAAS

Local Assessments

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

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

**Supported Strategies:**

- Blended Learning

### *Lexia-Intervention*

**Description:**

Digital content providers reinforce concepts taught by teachers leading instruction and allow students to extend their learning opportunities.

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

**Program Area(s):**

**Supported Strategies:**

- Lexia

### *Lexia- Access*

**Description:**

Laptops or Chromebooks are available to students on a 3:1 ratio.

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

**Program Area(s):**

**Supported Strategies:**

- Lexia

*Lexia- Access***Description:**

Students are assigned personal accounts and the online programs are available to access from home.

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

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

- Lexia

*Station Rotation Model- Implementation***Description:**

The rotation model increases students' comprehension at various "work stations."

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

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

- Station Rotation

*Station Rotation Model- Station A***Description:**

Work station "A" allows the teacher to provide targeted, on-grade, yet scaffolded when necessary, direct instruction to a small group of students.

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

**Program Area(s):**

**Supported Strategies:**

- Station Rotation

### *Station Rotation Model- Station B*

**Description:**

Work station “B” places students with or without a computer to engage in offline learning opportunities, teacher-created online activities, and/or collaborative, independent practice, or project-based activities.

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

**Program Area(s):**

**Supported Strategies:**

- Station Rotation

### *Station Rotation Model- Station C*

**Description:**

Work station “C” may have students working on research-based online learning programs, such as Lexia and Achieve3000.

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

**Program Area(s):**

**Supported Strategies:**

- Station Rotation

### *Guided Reading Groups - Student Identification*

**Description:**

The 5th and 6th grade teachers will identify the students that need the support.

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

**Program Area(s):**

**Supported Strategies:**

- Guided Reading

### *Guided Reading-Implementation*

**Description:**

In our 5th and 6th grade classrooms, we will create guided reading groups that will work with students in the most need of support (i.e. 2 grade levels below their reading level) 2 - 3 times per week

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

**Program Area(s):**

**Supported Strategies:**

- Guided Reading

### *Accelerated Math-Blended Learning*

**Description:**

Accelerated Math will be utilized in blended learning to support our Math goals

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

**Program Area(s):**

**Supported Strategies:**

- Accelerated Math



### *Accelerated Math- Data Analyst*

**Description:**

Analyzing math benchmark data, will give us the ability to improve students' mathematic proficiency and overall math performance.

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

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

- Accelerated Math

### *Accelerated Math- Station Rotation*

**Description:**

Student will engage in work stations, one of which will have students working on the research-based online learning program Accelerated Math.

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

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

- Accelerated Math

### *Compass Learning*

**Description:**

In our Math classrooms, we have modified our schedule so that students will have an extended learning block of approximately 90 minutes.

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

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

- Compass Learning

### *Compass Learning-Math Block*

**Description:**

During the Math block, students will spend time working in large groups, small groups and individually while using Compass Learning

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

**Program Area(s):**

**Supported Strategies:**

- Compass Learning

### *Compass Learning - Access*

**Description:**

Students are assigned personal accounts to enable access from home.

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

**Program Area(s):**

**Supported Strategies:** None selected

### *Compass Learning-Extended Opportunities*

**Description:**

Digital content providers reinforce concepts taught by teachers leading instruction and allow students to extend their learning opportunities.

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

**Program Area(s):**

**Supported Strategies:**

- Compass Learning

### *Compass Learning - Access*

**Description:**

Laptops or Chromebooks are available to students on a 3:1 ratio.

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

**Program Area(s):**

**Supported Strategies:**

- Compass Learning

**Goal #3:** 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: Grade level common assessments

2017-2018

Specific Targets: 70% of students in each grade will get 75% of weekly assessment items correct in math and reading classes.

Type: Interim

Data Source: Quarterly common assessment-2017-2018

Specific Targets: 70% of students in each grade will get 65% of quarterly assessment items correct in math and reading classes.

Type: Interim

Data Source: Benchmark Assessments-2017-2018

Specific Targets: The number of students scoring below basic on reading and math benchmark assessments will be reduced by 10%.

Type: Interim

Data Source: School Performance-2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading.

Type: Interim

Data Source: Emetric 2017-2018

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects and all student groups.

Type: Annual

Data Source: PVAAS 2017-2018

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

### ***Strategies:***

#### ***Common Planning Time***

##### **Description:**

**Common Planning Time (CPT)** will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

### *Data Analysis Procedures*

**Description:**

**Data Analysis Procedures-** Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Common Planning Time Develop a Schedule*

**Description:**

All grade level teachers will receive a common planning period with their grade level peers. All teachers at Tilden Middle School will meet on Tuesdays and Thursdays to review student progress, early warning indicators, and receive job-embedded professional development.

Team Meeting Agendas, Meeting Notes, Evaluations, Sign-In Sheets

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

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

**Supported Strategies:**

- Common Planning Time

#### *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

### *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

### *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

### *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

### *Data Analysis Procedures -Establish a Data Team*

**Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL

Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

**Start Date:** 9/1/2015    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Create Data Analysis Protocols*

**Description:**

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda



Sign-In Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures -Analyze Data*

**Description:**

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

PDE Locally and Relevant Student Data

Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Teachers will utilize data protocols*

**Description:**

All content area teachers will use data protocols to analyze and discuss student performance on weekly, quarterly, and predictive assessments.

Teacher Data Binders

Data Protocol

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Monitor Data Analysis*

**Description:**

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally Relevant Student Data

Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data

Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

**Goal #4:** 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: Grade level common assessments

(Bi-weekly September – June)

Specific Targets: 70% of students in each grade will get 75% of weekly assessment items correct in math and reading classes.

Type: Interim

Data Source: Quarterly common assessment

(November, January, April, June)

Specific Targets: 70% of students in each grade will get 65% of quarterly assessment items correct in math and

reading classes.

Type: Interim

Data Source: Benchmark Assessments

(October, February, and May)

Specific Targets: The number of students scoring below basic on reading and math benchmark assessments will be reduced by 10%.

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading. Increase in the School Performance Profile Building Level Score.

Type: Annual

Data Source: Emetric

September 2014 – May 2015

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects and all student groups.

Type: Annual

Data Source: PVAAS September 2014 – May 2015

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

Type: Annual

Data Source: Early Warning

Indicators

Specific Targets: Decrease the number of students listed for multiple course failures, suspension, truancy and tardiness.

Type: Interim

Data Source: RTII

2014 -2015

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.

### ***Strategies:***

#### *Common Planning Time*

##### **Description:**

**Common Planning Time** (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

#### *Data Analysis Procedures*

##### **Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *Common Planning Time Develop a Schedule*

**Description:**

All grade level teachers will receive a common planning period with their grade level peers. All teachers at Tilden Middle School will meet on Tuesdays and Thursdays to review student progress, early warning indicators, and receive job-embedded professional development.

Team Meeting Agendas, Meeting Notes, Evaluations

Team Meeting Sign-Ins

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

#### *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:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *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:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *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

Lesson Plans

Data Protocols

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *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:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Data Analysis Procedures -Establish a Data Team*

**Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.



List of Data Team Members

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Create Data Analysis Protocols*

**Description:**

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures -Analyze Data*

**Description:**

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

PDE and Locally Relevant Student Data Lesson Plans

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures -Use of Data Protocols*

**Description:**

All content area teachers will use data protocols to analyze and discuss student performance on weekly, quarterly, and predictive assessments.

Teacher Data Binders

Data Protocols

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Monitor Data Analysis*

**Description:**

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally Relevant Student Data Lesson Plans

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data Lesson Plans

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

**Goal #5:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: Increase the average daily attendance of all students

**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:** None selected

**Implementation Steps:**

*School-wide Attendance Incentive Program - 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.

Attendance Monitoring Team Members

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

*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:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

*Attendance Updates*

**Description:**

All teachers will identify students with attendance problems on a weekly basis and will work proactively with parents to improve attendance rate in each grade level.

Parent Call Logs

Attendance Letters

Data Binders

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

*School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives*

**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.

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

*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.

Calendar of School-wide Incentives

**Start Date:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

*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:** 9/1/2014    **End Date:** 6/23/2017

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

- School-wide Attendance Incentive Program

**Goal #6:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Monthly TIPPS Data

Specific Targets: By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%.

Type: Interim

Data Source: Serious Incident Reports (School Net)

Specific Targets: By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%.

Type: Interim

Data Source: Suspension Data (School Net)

Specific Targets: By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%.

**Strategies:**



## *School-wide Attendance Incentive Program*

### **Description:**

**School-wide Attendance Incentive Program:** 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

## *Positive Behavior Support Program*

### **Description:**

**Positive Behavior Support Program:** Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

**SAS Alignment:** Safe and Supportive Schools

## *Restorative Practices*

### **Description:**

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships.

**SAS Alignment:** Safe and Supportive Schools

## ***Implementation Steps:***

*School-wide Attendance Incentive Program - 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.

Attendance Monitoring

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

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

**Supported Strategies:**

- School-wide Attendance Incentive Program

*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):** Professional Education

**Supported Strategies:**

- School-wide Attendance Incentive Program

## *Attendance Updates*

### **Description:**

All teachers will identify students with attendance problems on a weekly basis and will work proactively with parents to improve attendance rate in each grade level.

Parent Call Logs

Attendance Letters

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

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

### **Supported Strategies:**

- School-wide Attendance Incentive Program

## *School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives*

### **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

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

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

### **Supported Strategies:**

- School-wide Attendance Incentive Program

### *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):** Professional Education

**Supported Strategies:**

- School-wide Attendance Incentive Program

### *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):** Professional Education

**Supported Strategies:**

- School-wide Attendance Incentive Program

*Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team*

**Description:**

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

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

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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations*

**Description:**

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Team Members

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

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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations*

**Description:**

The PBS team will share the PBS practices, policies, and expectations 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

PBS Documents

Title I Binder

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

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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Implement and Reinforce PBS*

**Description:**

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

PBS Team Members

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

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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Monitor Progress of PBS*

**Description:**

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. 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):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program*

**Description:**

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. 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):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

### *Restorative Practices - Data Analyst*

**Description:**

Present data to Climate & Culture Team (Including Climate Manager, Dean, Counselor, SEL, Carson Valley, SPO, and other identified teachers) occurs monthly and shared with the overall school staff and parents quarterly. Weekly Wednesday PBIS and Character Trait Celebrations are conducted by the Dean and teachers.

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

### *Restorative Practices-Consequences*

**Description:**

In-School Suspension and other alternative consequences will be coordinated by the Dean of Students and school leadership team.

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

### *Restorative Practices-Professional Development*

**Description:**

Carson Valley Children's Aid will provide professional development to staff on topics of need, such as, "How to build relationships with students"; "Avoiding triggers for students", etc. Students will be able to state and explain/describe the school wide PBIS expectations.

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



**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Tilden William T MS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Tilden William T MS 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 Tilden William T MS in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

The average of our Math 1st and 2nd benchmark assessments are up to 41.25% compared to the school-wide average of 34% correct from benchmark 1, 2, and 3 in SY 2015-16. We wanted 80% of our 5th-8th regular education students to make at least 1 year of growth, as measured by the reading SRI. Our current data towards the goal shows that 77.66% of students are making progress compared to 72% in SY 2015-16. Our average rate of students attending school greater than or equal to 95% is 90% up to 44.4% from 23.1% in the 15-16 SY. Staffed 100% of positions compared to 92.3% of positions staffed to start school in the 15-16 SY. Our average daily attendance rate of students in school is 90% up from 85.1% in the 15-16 SY.

### **Describe the continuing areas of concern from the past year.**

By May 2018, 80% of regular education 5th-8th students that are one or more grades below their grade reading level will make at least 1 year of growth compared to 77.66% in SY 2016-17. By May 2018, at least 10% of regular education 5th-8th grade students will score above 44% on the math benchmark assessments compared to the school-wide average of 41.25% correct from benchmark 1 and 2 in SY 2016-17. By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%. By May 2018, 100% of staff positions will be filled and remained filled, as measured by the number of vacancies, compared to 96% during the 2016-2017 SY.

### **Describe the initiatives that have been revised.**

Revisions have been made to guiding question 4 to include Lexia, Station Rotation, Compass learning, Guided reading, and Accelerated Math. Additionally, revisions have been made to guiding question 6 to include Restorative Practices.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

The strengths of the current school program are that our PBIS, Blended Learning instructional program, and Attendance initiatives have been designed to work together to improve student learning outcomes. Blended Learning enhances student understanding by combining traditional face-to-face instruction methods with technology-based instruction, applications and assessments. This innovating teaching model engages today's digital-age students while expanding teachers' abilities to adjust curriculum and support individual student learning needs, Blended learning personalizes the classroom experience for students by catering to students' unique learning styles which helps reduce inequities and close achievement gaps. We have met PBIS fidelity at 92% while also cultivating both outside partnerships and continuing to improve the effectiveness of our overall school program which helps to ensure a safe school climate and culture. We have set attendance

and chronic truancy goals for our school to improve our day-to-day attendance. We have made great strides here and have been able to increase our daily attendance rates while reducing our chronic truancy rates.

**Describe the continuing areas of concern from the past year.**

Our main attendance challenge has been linking up the ScholarChip system along with the Pathfinder scheduling software while also ensuring that teachers are trained appropriately and students are swiping their ID's regularly so that attendance is captured correctly. Additional programming challenges have been with providing quality professional development as we have been preparing our teachers on how to blend their instruction with the integration of technology and to use PBIS appropriately.

**Describe the initiatives that have been revised.**

Elem Grade 4-6: This position is paired up with the .3 from operating. We anticipate that we will have need six total elementary teachers to cover our 5th & 6th grade classes. This position will be one of the 6. Grade 7/8 Math: This position is noted in our comprehensive plan as we extend our math programs instructional minutes while also meeting the needs of our SRI as a lab rotation. SSA: As we are in year 2 of our SRI, instructional staff is on hand to provide students and teachers with additional academic aligned support. Climate Manager: While we have reduced the number of office disciplinary referrals as a whole, we still find that we need climate staff to ensure a safe school culture and climate. A climate manager helps to ensure that the systems established are functioning with fidelity. Student Climate Staff: While we have reduced the number of office disciplinary referrals as a whole, we still find that we need climate staff to ensure a safe school culture and climate. The additional half hour is necessary to meet our schools needs based on the data.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

Principal has visited each teacher at least twice to do informal observations with feedback and has met district-mandated time-line to formally observe 100% of teachers by June. Each teacher receives scores using the Danielson Framework. Principal reports improvement in fidelity of standards instruction since beginning of year in most all classes. Both a Prof. Development training room and a Data room have been established in the school and are being used weekly to address decision-making on instruction and intervention.

While most teachers are showing improvement in standards based instruction, not all have moved forward.

Student achievement still lags behind.

The number of suspensions has fallen since September but seventh grade still is too high.

The overall attendance rate needs to be improved.

Parental involvement has begun to improve but is still low.

School Level Guiding Questions (SLGQs) 2, 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. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

The overall attendance rate needs to be improved therefore, the school will continue to implement **School-wide Attendance Incentive Program to address attendance.**

Parental involvement has begun to improve but is still low.

While most teachers are showing improvement in standards based instruction, not all have moved forward.

Student achievement still lags behind therefore, the school will implement blended learning where (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace.

**Describe the initiatives that have been revised.**

The school was selected as part of a district School the Initiative. The plan has been adjusted to incorporate blended learning as a component of the Redesign Initiative and as the tool used to differentiate as well as personalize learning.