Anderson Add B Sch

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Anderson Add B Sch

1034 S 60th St
Philadelphia, PA 19143
(215)471-2903

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Laurena Tolson
Superintendent: William Hite

Planning Committee

Name of Team Member	Position/Representation
Laurena Tolson	**Building Level Principal**
Ms. Terri Swan Long	**Teacher**
Ms. Kenyatta Hastings	**Parent**
Ms. Karen Lightford	**Business/Community Member**
Claire Burris	**Educational Specialist**
Tiffaney Waters	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
n/a	**Academic Recovery Liaison (ARL)-*Priority Schools***

Assurances

Title I Schools

Title I Priority or Focus Schools

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:

- Letters sent home to parents (Annually)
- Principal Meetings (Monthly)

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:

Not applicable

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:
Mathematics meeting annual growth expectations

Accomplishment #2:
Reading meeting annual growth expectations

Accomplishment #3:
Student attendance rate (92%)

Accomplishment #4:
Teacher Retention rate (98%)

School Concerns

Concern #1:

2014-2015
49.3 School Performance Profile Building Level Score Designation Focus
26.55% proficient or advanced on Mathematics PSSA Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics Black, IEP, and ED student groups did not show a positive three year trend in Mathematics
31.14% proficient or advanced on Reading PSSA Grades 4, 5, and 6 did not show a positive three year trend in Reading Black, Hispanic, IEP, and ED student groups did not show a positive three year trend in Reading
27.08% proficient or advanced in Science
20.99% proficient or advanced in Writing

School did not meet the academic growth standard in Science and Writing.
23.33% Grade 3 Reading
23.0% Truancy YTD
22.1% Tardiness YTD
Suspension Rate 15 YTD Harrassment/Bullying

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:

	2013-2014
	49.3 School Performance Profile Building Level Score Designation Focus
	26.55% proficient or advanced on Mathematics PSSA Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics Black, IEP, and ED student groups did not show a positive three year trend in Mathematics
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	27.08% proficient or advanced in Science
	20.99% proficient or advanced in Writing
	School did not meet the academic growth standard in Science and Writing.
	23.33% Grade 3 Reading
	23.0% Truancy YTD

22.1% Tardiness YTD
Suspension Rate 15 YTD Harrassment/Bullying

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:

2013-2014
49.3 School Performance Profile Building Level Score Designation Focus
26.55% proficient or advanced on Mathematics PSSA Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics Black, IEP, and ED student groups did not show a positive three year trend in Mathematics
31.14% proficient or advanced on Reading PSSA Grades 4, 5, and 6 did not show a positive three year trend in Reading Black, Hispanic, IEP, and ED student groups did not show a positive three year trend in Reading
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23.0% Truancy YTD
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Suspension Rate 15 YTD Harrassment/Bullying

School Level Plan

Action Plans

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

Indicators of Effectiveness:
Type: Interim
Data Source: Lexia Progress Reports and Think Through Math Progress Reports
Quarterly: November 2014, January 2015, April 2015
Specific Targets: 10% increase in the number of students proficient/advanced in 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 the 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 proficient/advanced in in reading and math compared to previous school year

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction will be implemented schoolwide by all teacheres 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: 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: 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: None selected

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: None selected

Implementation Steps:

Differentiated Instruction - Professional Development

Description:

Professional development on Differentiated Instrucdtion 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction
- Professional Development

Differentiated Instruction - Lesson Plans

Description:

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

Lesson Plans, Reflective Feedback

Start Date: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Administrators will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Observation Protocol

Description:

Leadership team 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.

Walkthrough Protocol

Start Date: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Walkthrough Protocol Communication

Description:

The leadership team will 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

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.

Agenda, Sign-In sheet

Start Date: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development - Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment, Title I Binder

Start Date: 9/12/2014 **End Date:** 6/16/2017

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.

Needs Assessment, Needs Assessment Results, Title I Binder

Start Date: 9/12/2014 **End Date:** 6/16/2017

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, obsevations and student data.

Year-Long PD Calendar, Title I Binder

Start Date: 9/12/2014 **End Date:** 6/16/2017

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.

Year-long PD Calendar

Title I Binder

Start Date: 9/12/2014 **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Monitoring the Effectiveness of the Professional Devlopment 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

- Professional Development

Danielson Framework - Professional Development on the Danielson Framework

Description:

Professional development on the 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework - Develop Lesson Plans based on the Danielson Framework

Description:

Teachers will develop learning activites, 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: 9/12/2014 **End Date:** 6/16/2017

Program Area(s): Student Services

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 needs.

Lesson Plans, Reflective Feedback

Start Date: 9/12/2014 **End Date:** 6/16/2017

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 apporpriately adjust lessons to address student needs.

Lesson Plans, Reflective Feedback

Start Date: 9/12/2014 **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

- Danielson Framework

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Study Island Progress Reports

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

Type: Annual

Data Source: eMetric

Specific Targets: Increase in reading and math for all student groups.

Type: Annual

Data Source: PVAAS

Specific Targets: All PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual

Data Source: End of Unit Assessments

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

Strategies:

Data Analysis Procedures

Description:

Teachers will meet on a weekly basis in grade groups, weekly Leadership Teams, and School District scheduled professional development sessions to analyze student data and share best practices to support student growth.

SAS Alignment: Instruction

Common Planning Time

Description:

Common Planning Time: 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

Common Assessments within grade/subjects

Description:

Student in all grades will be administered common grade level assessments in reading, math, science and social studies. Students will

also be administered a common grade level benchmark assessment quarterly to measure student achievement.

SAS Alignment: Assessment

Implementation Steps:

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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The School Leadership Team will establish 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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Analyze Student 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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Collection

Description:

Instructional Staff will regularly collect student data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Data

Description:

Student benchmark data will be collected and evaluated quarterly. Information derived form data findings will be used to adjust

instructional practices and to develop support opportunities for students.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time 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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time-Distribute Rosters To Staff

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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Student Services

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.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Student Services

Supported Strategies:

- Common Planning Time

Common Grade Level Assessments- Develop

Description:

Teachers will meet during common planning time to develop end of unit grade level assessments, in reading, math, science and social studies.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Student Services

Supported Strategies:

- Common Assessments within grade/subjects

Common Assessments- Administer

Description:

Students will be administered common assessments in reading, math, science and social studies at the end of each unit.

Start Date: 9/1/2015 **End Date:** 6/30/2016

Program Area(s): Student Services

Supported Strategies:

- Common Assessments within grade/subjects

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Anderson Add B Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Anderson Add B 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 Anderson Add B Sch in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Paul Kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 7/31/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

School Level Guiding Questions (SLGQs) 2 and 4 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 reviews data during teacher Grade Group Meetings 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. Informal and formal walk-throughs, using the Danielson Framework, ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.
School Level Guiding Questions (SLGQs) 2 and 4 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.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Describe the continuing areas of concerns from the first year plan

The school will continue implementation of strategies and action steps outlined in SLGQs 2 and 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2 and 4 to ensure increased academic performance of all students.

Describe the initiatives that have been revised

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2 and 4 we will continue to assess and amend the implementation of strategies to increase student achievement.

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the ***Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.***

Planning Team:

Name of Team Member	Position/Representation
Laurena Tolson	**Building Level Principal**
Ms. Terri Swan Long	**Teacher**
Ms. Kenyatta Hastings	**Parent**
Ms. Karen Lightford	**Business/Community Member**
Claire Burris	**Educational Specialist**
Tiffaney Waters	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
n/a	**Academic Recovery Liaison (ARL)-*Priority Schools***

SW Planning Period: ☐X **1 Year Planning Period** ☐ **Less Than 1 Year Planning Period****

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

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 a schoolwide program and requirements

1. ***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 provide 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.

2. ***Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.***

Date	Provider	Type of Assistance
2/18/16-3/10/16	IU26 /Office of Federal Programs Design and Implementation Staff	Neighborhood Network Sessions: Beyond the Data ,Planning for Flexibility
3/28/16 -4/1/16	IU 26/Office of Federal Programs Design and Implementation Staff	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
3/28/16-5/1/2016	IU 26 Office of Federal Programs Design and Implementation Staff	School CP Online Reviews: Profile & Needs Assessment
4/4/16-4/8/16	IU 26/ Office of Federal Programs Design and Implementation Staff	Budget Meetings: Support schools in finalizing FY17 budget.

Student Assessment of Progress

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

Teachers review classroom based assessment data (Homework, Teacher Created Assessments) along with curricular based data (Benchmarks, DRA2, Aimsweb, GATES, Woodcock, KeyMath and etc) in professional learning communities. These meetings are held weekly in order to drive high quality instructional plans.

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

Extended School Day/Tutoring Programs

Yes **Reading**
Yes **Math**
No **Science**
NO **Before School**
Yes **After School**
Yes **Lunch/Study Periods**

NO **Summer School Program**
No _ **Reading**
No _ **Math**
No _ **Science**

Yes **In-class Instructional Support**

Yes **Pull Out Instructional Support**

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. ***Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Students at Anderson are identified using universal screeners (Aimsweb, DRA, Gates, Woodcock) to determine what students are in need of interventions. Teachers are also involved in quarterly benchmark assessment analysis to prioritize and reteach skills and standards that need to need to be addressed in small groups and whole group. This is done in weekly professional learning communities.

2. Describe how timely assistance and services will be provided for your struggling learner

Students that are struggling will receive interventions daily. This will be done in small group instruction, online interventions (Think Through Math and Lexia), and push-in/pull-out support. The identification of these students is done with the universal screeners and progress monitored/reported in professional learning communities amongst staff.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

The School partners with The School District of Philadelphia to create a Site Selection Process in which the team interviews and selects candidates.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

All teachers receive high quality professional development in professional learning communities, afterschool workshops, monthly staff development and feedback conversations on best practices. New teachers also receive mentor teacher support and coaching with the School Based Teacher Leader and New Teacher Coaches.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 2 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

The Add B. Anderson School will hold a Title 1 Meeting for parents in September 2017 that will include the following topics: Right to Know, Title 1 funds, Parent/School Compact, Parental Involvement Policy, Common Core Standards, Intervention Program and Curriculum Programs. Additionally, workshops will be held quarterly to continue to inform and familiarize parents with the curriculum and intervention to help address educational support at home for the child. These workshops will also have opportunities for parents to review their child's progress. The school will invite parents to these workshops and meetings via workshops, letters, phone calls and Facebook. The effectiveness of these activities will be collected through sign in sheets and parent surveys.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

Parents receive Interim Reports and Report Cards on a quarterly basis. Additionally, IEP meetings and other RTII meetings are held on an as needed basis to address individual needs of students that require another level of support.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

Parent documents are available in various languages, upon request. At this time, no translations are needed. In the event that ESL support is necessary, Anderson will work with the Office of Translation and Interpretation and the Office of Multilingual Curriculum and Programs to ensure that the necessary language support is provided to families.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.

Add B. Anderson School works with local daycares and Bright Futures to host two Open Houses for prospective Kindergarten students. They are invited by flyer to attend workshops and meetings at the school before the school year begins. Additionally, the Psychologist and SEL partner to ensure that Early Intervention Reports are done to ensure that FAPE is provided for all students as they begin Kindergarten.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

Middle School Students at Add B. Anderson informally serve as mentors for elementary students to help them with the academic and social transition they face. Seventh and Eighth Grade students are invited to attend a High School Fair.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

The Kindergarten teacher facilitates a Building Bridges workshop create an action plan to transition children.

Coordination and Integration of Services and Programs

The purpose of a Title I 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;**
  - **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? If yes, please complete chart below.**

Yes _ No X

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	*Amount of Grant*		*State/Local Grant Program*	*Amount of Grant*

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

· **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.

X **By checking the box, the school assures all of the preceding statements.**

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

School web site

X School newsletter

PTA/PTO website

X District web page

X WikiSpaces, Yahoo, Facebook, etc.

Board meeting presentations

Town hall meetings

District's annual report

District report card

Press releases to local media

X Yearly letter to parents

X Periodic mailings/letters, postcards, etc.

X Short Message Systems (phone blasts)

Short Message Systems (email blasts)

X Invitations to planning (etc.) meetings

X Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

X Special all-school evening event to present improvement plan

Monthly PTO meetings

X Regular Title 1 meetings

Parent advisory committee meetings

X Parent-Teacher Conferences

X Home-school visits

School Improvement Brochure

X Student Handbook

Assurance for Priority Schools *ONLY* (Annually Updated SIP)

Have you completed an evaluation with the assistance of our Academic Recovery Liaison?

Yes, the school has completed an evaluation with the assistance of it's Academic Recovery Liaison

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year.

The success of the past year includes the following:

- 49.0% of our K-3 students are reading on target as measured by the DRA as of April 2016. (40.0% as of June 2015).
- 40.1% of our students are attending school 95% or more of instructional days. (35% as of June 2015).
- All students in Tier 3 receive daily interventions in both math and reading.
- All K-3 teachers are supported by an Early Literacy Specialist.
- 91% of teachers in K-3 are conducting guided reading lessons daily.
- All teachers participate in weekly professional learning communities meetings with their grade level partners to discuss RTII, lesson planning, objective aligned instruction, targeted instruction and other professional development.

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years.

The continuing areas of concern include the following:

- Our School Progress Report overall score was 26% (Achievement: 4%, Progress: 45% and Climate: 27%).
- Out of school suspension and serious incidents are on track to meet and/or exceed last year's numbers. (SLGQ #6)
- Our YTD attendance is 91.5%, which is still lower than the 95% target.
- PSSA data decrease across all assessments:

  English Language Arts: 31% (2014) to 17% (2015)

  Mathematics: 27% (2014) to 5% (2015)

  Science: 28% (2014) to 27% (2015)

- Teacher's attendance 95% or more of days are on track to meet and/or exceed last year's numbers.

Revised Initiatives

Describe the initiatives that have been revised.

The needs to be revised include:

- Create and foster a positive environment that allows for students to take risks in an orderly manner that allows for teaching and learning.
- Use of school wide positive behavioral intervention support and social skills curriculum to support the social, emotional and behavioral needs of students. (SLGQ #6)
- Provide research-based interventions in both math and reading to students based on individual needs.
- Use objective driven instruction to ensure that teaching is aligned to grade level standards. (SLGQ #2)