

Anderson Add B Sch
School Improvement Plan
07/01/2014 - 06/30/2018

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
Schoolwide Status: Yes
Principal: Lauren Towson
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Andrew Byard	Administrator
Laurena Tolson	Building Principal : School Improvement Plan
Karen Lightford	Community Representative
Claire Burris	Ed Specialist - Other
Terri Swan Long	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Kenyatta Hastings	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Parent-Teacher Conferences
- Home-school visits

- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

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, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	10/27/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	11/29/2016 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	12/15/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/5/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal	1/24/2017	Comprehensive Plan Support

Programs Design and Implementation	12:00:00 AM	
IU 26 / Office of Federal Programs Design and Implementation	2/1/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/8/2017 12:00:00 AM	17-18 Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	4/28/2017 12:00:00 AM	Comprehensive Plan Support with the School

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.

The strategies that have been used include weekly Professional Learning Communities and coaching sessions with the Principal, Early Literacy Specialist and School Based Teacher Leader.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes

Lunch/Study Periods	Yes
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Met the Academic Growth Standard for Science.

Accomplishment #2:

Each grade has grown an average of 5% on each Benchmark Assessment on both Benchmark 1 and Benchmark 2.

Accomplishment #3:

Student attendance rate is at 90.69%

Accomplishment #4:

Promotion rate is at 97.24%.

Accomplishment #5:

Test participation rate in Math for all students is at 96.96.

Accomplishment #6:

Test participation rate in ELA/Literature for all students is at 97.57.

Accomplishment #7:

Test participation rate in Science for all students is 99.24.

School Concerns

Concern #1:

37.8 School Performance Profile Building Level Score Designation Focus

Concern #2:

3.03 proficient or advanced on Mathematics PSSA

Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

Concern #3:

16.28 proficient or advanced on Reading PSSA

Grades 4, 5, and 6 did not show a positive three year trend in Reading

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

Concern #4:

20.66 proficient or advanced in Science/Biology

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

Concern #5:

18.6% proficient or advanced in ELA

Concern #6:

4.3% proficient or advanced in Math

Concern #7:

Closing the achievement gap for all students in Math, ELA/Literature, and Science/Biology is at 0.0%

Concern #8:

40.9% Tardiness YTD

Concern #9:

21.6% Truancy YTD

Concern #10:

69 Suspensions YTD

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:

37.8 School Performance Profile Building Level Score Designation Focus

3.03 proficient or advanced on Mathematics PSSA

Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

16.28 proficient or advanced on Reading PSSA

Grades 4, 5, and 6 did not show a positive three year trend in Reading

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

20.66 proficient or advanced in Science/Biology

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

18.6% proficient or advanced in ELA

4.3% proficient or advanced in Math

Closing the achievement gap for all students in Math, ELA/Literature, and Science/Biology is at 0.0%

Systemic Challenge #2 (*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:

37.8 School Performance Profile Building Level Score Designation Focus

40.9% Tardiness YTD

21.6% Truancy YTD

69 Suspensions YTD

Systemic Challenge #3 (*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:

37.8 School Performance Profile Building Level Score Designation Focus

3.03 proficient or advanced on Mathematics PSSA

Grades 3, 4, 5, 6, 7, and 8 did not show a positive three year trend in Mathematics

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

16.28 proficient or advanced on Reading PSSA

Grades 4, 5, and 6 did not show a positive three year trend in Reading

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

20.66 proficient or advanced in Science/Biology

Closing the Achievement Gap for Historically Underperforming Students is at 0.0

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: Benchmark

Quarterly

November 2017, January 2018, April 2018

Specific Targets: 70% of all students in grades 3-8 will score a 3 or higher on constructed responses on each Benchmark as measured by the PSSA Scoring Rubric

Type: Annual

Data Source: PSSA

September 2017 - May 2018

Specific Targets: 70% of all students in grades 3-8 will score a 3 or higher on constructed responses on each Benchmark.

50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q2.

70% of Kindergarten students and 50% of 1st and 2nd grade students will score on target by the Spring Aimsweb Assessment.

Type: Annual

Data Source: PVAAS

September 2017 - May 2018

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: DRA

Quarterly

October 2017 - June 2018

Specific Targets: Decrease the percentage of (K-3) students in the Intensive Category by 10% by May 2018 as measured by the DRA.

Type: Interim

Data Source: AIMSWEB

Quarterly

Specific Targets: 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q2.

Type: Interim

Data Source: AIMSWEB

Quarterly

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score on target by the Spring Aimsweb Assessment.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: 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

Blended Learning

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment. (<https://eric.ed.gov/?q=blended+learning&id=EJ1123136>)

SAS Alignment: Instruction

Lexia Online

Description:

This strategy has been used with our Tier 2 and Tier 3 for our K-2 students. 80% of Tier 2 meet their targeted usage minutes.

SAS Alignment: Instruction

Small Group Instruction

Description:

This strategy will be used in all classrooms daily. Teachers will provide small group instruction on skills identified by the data.

SAS Alignment: Instruction

Mathematics Instructional Block

Description:

Having a cohesive mathematical instructional block will allow for daily time in the day for students to practice on open ended responses on the various skills that they are learning.

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

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

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

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

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

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

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development - Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Analyze Data From Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment, Needs Assessment Results, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Calendar

Description:

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

Year-Long PD Calendar, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Trainings

Description:

Staff and leadership will be selected to facilitate and deliver professional development over the course of the year.

Year-long PD Calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Monitoring the Effectiveness of the Professional Development Session

Description:

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

Year-Long PD Calendar, Title I Binder

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

Program Area(s):

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework - Develop Lesson Plans based on the Danielson Framework

Description:

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

Lesson Plans, Reflective Feedback

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

Program Area(s): 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: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework - Monitor and Evaluate the Implementation of the Danielson Framework of Instruction

Description:

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

Lesson Plans, Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Blended Learning (Literacy)

Description:

Teachers of grades K-2 in administering and analyzing the AIMSweb data of their students.

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

Program Area(s): Professional Education

Supported Strategies: None selected

Lexia Online- Analyzing student data

Description:

The ELS will assist and support the teachers in utilizing Saxon Phonics Program for Direct Instruction and in analyzing their student data (Lexia) to plan for the skills the students need to advance.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia Online

Lexia Online- Implementation

Description:

The students will complete lessons on Lexia at least 3 times a week totalling 60 minutes. Students in need of intensive interventions will work on Lexia daily for 20 minutes and receive direct instruction from their teacher or Reading Specialist on skills they are struggling on.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia Online

Small group instruction (Guided Reading Groups)

Description:

Provide small group instruction on the skills the students need to advance. Additionally, teachers will be given targeted feedback on lesson structure and implementation.

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

Program Area(s): Professional Education

Supported Strategies:

- Small Group Instruction

Small group instruction

Description:

Teachers will provide small group instruction on skills identified by the data on a daily basis.

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

Program Area(s): Professional Education

Supported Strategies:

- Small Group Instruction

Blended Learning

Description:

Support teachers in using effective strategies for students to solve open ended responses. This support will be through lesson planning, facilitation of content, scoring of student work and analyzing student data.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Goal #2: 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: School Net: Early Warning Indicator Report

Quarterly

Specific Targets: Decrease the number of students who are repeatedly suspended to no more than 15% of total suspensions by May 2018.

Strategies:

Implementation of PBIS, RtII Implementation, STS Referrals

Description:

A tiered model that aims to improve the climate, discipline, and behavioral performances of all students within a school. (ies.ed.gov; Defining Early Warning Systems and Tiered Models)

SAS Alignment: Safe and Supportive Schools

Incentives for PBIS

Description:

A tiered model that aims to improve the climate, discipline, and behavioral performances of all students within a school. (ies.ed.gov; Defining Early Warning Systems and Tiered Models).

SAS Alignment: Safe and Supportive Schools

Professional Development Opportunities for Effective Classroom Management Strategies and Culturally Relevant Strategies

Description:

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implementation of PBIS, Consistent RTII Implementation, STS Referrals - Analyze student data

Description:

The Climate Manager and Principal along with other members of the Leadership Team will analyze data from the previous years to set a purpose/context.

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

Program Area(s): Student Services

Supported Strategies:

- Implementation of PBIS, RtlI Implementation, STS Referrals

Incentives for PBIS

Description:

Teachers will create a PBIS model in their grade band with expected behaviors along with positive and negative consequences.

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

Program Area(s): Student Services

Supported Strategies:

- Incentives for PBIS

Incentives for PBIS- Inform staff/parents of school-wide incentives

Description:

Students and families will be made aware of this system and will be able to track their child's data on Class DoJo.

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

Program Area(s): Student Services

Supported Strategies:

- Incentives for PBIS

Professional Development Opportunities for Effective Classroom Management Strategies and Culturally Relevant Strategies

Description:

Professional Development will be conducted based off of the individual needs of teachers along with trends that have been identified by the Principal during observations.

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

Program Area(s): Student Services

Supported Strategies:

- Professional Development Opportunities for Effective Classroom Management Strategies and Culturally Relevant Strategies

*Implementation of PBIS, RtII Implementation, STS Referrals -
Implementation based on Class DoJo*

Description:

p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; text-align: center; font: 13.0px Arial; -webkit-text-stroke: #000000; background-color: #fef2cb} span.s1 {font-kerning: none}

Students and families will be made aware of this system and will be able to track their child's data on Class DoJo

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

Program Area(s): Student Services

Supported Strategies:

- Implementation of PBIS, RtII Implementation, STS Referrals

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: Schoolnet/ Class DoJo/Parent sign-in sheets

Quarterly

Specific Targets: Host Quarterly parent data driven workshops where at least 8% of parents will be in attendance as measured by parent sign in sheets.

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 and Ongoing execution of Parent and Family Engagement Committee***Description:**

Teacher Committees are effective measures in ensuring that distributive leadership is happening throughout the building.

SAS Alignment: Standards

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

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

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

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

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 from data findings will be used to adjust instructional practices and to develop support opportunities for students.

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

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

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: 9/1/2017 **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.

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

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

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

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

Program Area(s): Student Services

Supported Strategies:

- Common Assessments within grade/subjects

*Parent and Family Engagement Committee -Ongoing Implementation***Description:**

The SAC in collaboration with the Principal and Family Engagement Liasion will meet once monthly.

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

Program Area(s): Student Services

Supported Strategies:

- Implementation and Ongoing execution of Parent and Family Engagement Committee

*Parent and Family Engagement Committee - Implement Data Sessions for Parents***Description:**

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During these meetings, parent concerns will be addressed. Additionally, the SAC will assist with rallying parents to attend these quarterly data sessions for parents. The Parent and Family Engagement Committee will plan and execute these Quarterly Parent Data Driven Workshop.

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

Program Area(s):

Supported Strategies:

- Implementation and Ongoing execution of Parent and Family Engagement Committee

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 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The School Past Year of Success consist of:

Early Literacy: 32.9% of (K-3) students are in the intensive category as measured by DRA data from Quarter 2.

Math: Each grade has grown an average of 5% on each Benchmark Assessment on Both Benchmark 1 and Benchmark 2

Climate: There are currently 12 students who have 2 or more students, compared to 48 students last year a measured by suspension SCN report

Describe the continuing areas of concern from the past year.

The school's continuing areas of concern consist of:

Math: 70% of all students in grades 3-8 will score a 3 or higher on constructed responses on each Benchmark as measured by the PSSA Scoring Rubric.

Early Literacy: Decrease the percentage of (K-3) students in the Intensive Category by 10% by May 2018 as measured by the DRA.

Climate: Decrease the number of students who are repeatedly suspended to no more than 15% of total suspensions by May 2018.

Describe the initiatives that have been revised.

School Level Guiding Question 2 was revised to include the following strategies: Facilitating Data Sessions that will include parents.

School Level Guiding Question 4 was revised to include the following strategies: Supporting the "Intervene" Students in grades 1-3 with a reading specialist and having a SSA in all K-2 classrooms.

School Level Guiding Question 6 was revised to include the following strategies: PBIS Implementation.

2015-2016 Improvement Evaluation

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.

Describe the continuing areas of concern from the past year.

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.

Describe the initiatives that have been revised.

- 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)

2014-2015 Improvement Evaluation

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 concern 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.