

Ludlow James R Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Ludlow James R Sch

550 W Master St
Philadelphia, PA 19122
(215)684-5060

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Carol Williams

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Carol Williams	Building Principal : School Improvement Plan
Ally Jackson	Community Representative
Ryan Sullivan	Ed Specialist - Other
Donna Chapman	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Macoma Spencer	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:

- District report card
- Short Message Systems (phone blasts)
- Regular Title 1 meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

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 Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school 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 effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	12/8/2016 12:00:00 AM	Overview of OFPD&I
IU 26	1/25/2017 12:00:00 AM	Progress Monitoring District Plan/ PDE monitoring Tool
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/1/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/10/2017 12:00:00 AM	School Plan Support
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26	3/16/2017 12:00:00 AM	School Plan Support / Budget Mtg.
IU 26	3/24/2017 12:00:00 AM	School Plan Support / Budget Mtg.
IU 26	3/27/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support

Student Assessment of Progress

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

Teachers meet weekly during Professional Learning Communities (PLC) to plan assessments and collaborate cross grade bands. Teachers will review the assessment data (progress monitoring) and modify practices to meet the IEP and academic goals of all students. Baseline assessment is conducted and we conduct quarterly assessments to monitor student data against the baseline to address growth.

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	No
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 administrated by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	77.14
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	90.24
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	85.71
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	84.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	85.00
Other Academic Indicators:	
Promotion Rate	97.34

Attendance Rate	91.46
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School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	59.0
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	22.47
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	32.04
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	25.49
<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	32.00
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	63.12
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	0.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	63.50
KPI Attendance:	93.5%
KPI Out of School Suspension:	11.5%

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

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.

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: DRA2 Reports – Quarterly
 Sept 2017- June 2018

Specific Targets: 40% of students in grades k-3 will be on target from DRA2 reading assessment

Type: Annual
 Data Source: PSSA
 September 2017 – June 2018

Specific Targets: 21% of students in grades 3-8 will make growth on the Math PSSA from below basic to basic

Type: Annual
 Data Source: PVAAS
 September 2017- June 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: End of Unit Assessments
 Monthly
 September 2017-June 2018

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

Type: Interim
 Data Source: DRA2
 Sept 2017- 2018

Specific Targets: 40% of students in grades 4-8 will be on target from DRA2 reading assessment

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

Accelerated math

Description:

A software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12. Accelerated Math™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software can be used in conjunction with the existing math curriculum to add practice components and aid teachers in differentiating instruction via the program's progress-monitoring data.

SAS Alignment: Instruction

Think Through Math

Description:

This strategy is being used by grades 5-8 and is yielding great results.

SAS Alignment: Instruction

*Guided Reading Groups***Description:**

Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Guided reading is not an exercise to practice reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source.

SAS Alignment: Instruction

*Lexia***Description:**

Provides independent practice in the 5 components of reading; can be used to group students according to need. Supplemental software program; complements any sound core curriculum; students work independently via differentiated practice; alerts teacher when student needs support; provides full reporting of progress and needed skill review; 20 to 30 minutes, 3 to 5 times per week; includes placement testing.

SAS Alignment: Instruction

*Saxon Phonics***Description:**

The meta-analysis revealed that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read. The ability to read and spell words was enhanced in kindergartners who received systematic beginning phonics instruction. First graders who were taught phonics systematically were better able to decode and spell, and they showed significant improvement in their ability to comprehend text. Older children receiving phonics instruction were better able to decode and spell words and to read text orally, but their comprehension of text was not significantly improved.

SAS Alignment: Instruction

Achieve 3000

Description:

Achieve3000 uses a proprietary software engine, LevelSet™ and an online summative assessment tool, to differentiate language arts instruction based on each student's Lexile® level. So while an entire class receives the same assignments and activities, each student receives the assignment tailored automatically and precisely to his or her reading level.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Feedback

Description:

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

Feedback Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

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:** 6/29/2018

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

- Professional Development

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

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

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

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:** 6/29/2018

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 that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development – Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

Schedule of Instructional Coaches

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Accelerated Math Needs Assessment

Description:

Students will be tested through Accelerated Math to determine areas of growth and need.

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

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

- Accelerated math

*Think Through Math***Description:**

Think Through Math data will be used to assess student growth and need.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Think Through Math

*Guided Reading Groups***Description:**

Teachers will engage students in guided reading. Guided reading groups are based on the needs of students. Guided reading anecdotal notes will be used to monitor the needs of the students. DRA2 and Aims Web data will be analyzed each quarter. CLI coach will support teachers in grades k-3 through coaching, model lessons and presented during PLC meetings. Each classroom in k-3 will have an Experience Corp retired staff member. They were purchased to work with small groups of students for 3-days per week. Grades k-3 also will have student supportive assistant (SSA) every day for 3-4 hours. . SSA and Experience Corp. staff will provide support for individual and small groups of students identified by the teacher. Saxon Phonics is part of the daily literacy program.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Guided Reading Groups

Lexia

Description:

Lexia (another phonics program) is a software which will engage every student on their level during center time. Reading Eggs is another phonics program for students in kindergarten and 1st grade. Leveled libraries were purchased (with Title 1 funding) for all k-3 classrooms. Small class sizes, for grades k-3, help to support learning.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Lexia

Saxon Phonics

Description:

Saxon Phonics is part of the daily literacy program. For students in kindergarten and 1st grade. Leveled libraries were purchased for all k-3 classrooms. Small class sizes, for grades k-3, help to support learning.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Saxon Phonics

Achieve 3000

Description:

Achieve 3000 will be used with grades 4-8 and is tailored to provide support for students on their reading levels. In September and at the end of each marking period students will be given DRA2 and Aims Web to determine their reading

progress. Students with an IEP (38 out of 53) will achieve their goals according to their IEP.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Achieve 3000

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: Climate data

Specific Targets: We will have 100 or less out of school suspensions for the school year 2017-2018 (15 or less suspensions each month)

Strategies:

School wide Positive Behavior Program (PBP)

Description:

Referrals are written and submitted for students who exhibit inappropriate behaviors •Students will receive mentoring from counselor and other available staff •Communication often with parents to discuss behavior(s). This PBIS program has been implemented in Ludlow school over the last 2-years.

SAS Alignment: Safe and Supportive Schools

Play Works

Description:

A school in my NN implemented Play Works for their socialize recess model with evidence of positive behaviors and reduction in serious incidents and suspensions.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

School wide Positive Behavior Program (PBP)

Description:

We will use the evidence from the referrals and suspension data to identify which students should be referred for more behavioral support. Our school has behavioral health program. Constant parental contact via text and phone calls. Referrals are written and submitted for students who exhibit inappropriate behaviors. Students will receive mentoring from counselor and other available staff. Communication often with parents to discuss behavior(s). If necessary, a behavior plan is ceated and the appropriate interventions are enforced. This PBIS program has been implemented in Ludlow school over the last 2-years.

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School wide Positive Behavior Program (PBP)

Play Works

Description:

Play Works was purchased to lessen recess conflicts. It will teaach our students fair play and respectful play. Play Works will work in conjunction with the Noontime assistants to train them on strategies to promote safe and healthy play during recess time. Play Works will train teachers and a schedule will be developed for in-class support lessons.

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Ludlow James R Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Ludlow James R 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 Ludlow James R 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 k-2 teachers and students have refined their literacy goals through the implementations of (CLI) Children's Literacy Initiative.

The School District of Philadelphia adopted a new reading series Envision/Pearson and reading achievement has increased.

We have an increase of students at the target level and there is a decrease of students at the intervention level. Approximately 38% of the K-3 students were reading on target in quarter 1 yielding a 7% increase with the number of K-3 students on target giving a total of 45% of students on target for quarter 2. In addition, a 2.20 decrease in the number of students at the intervene level for grades K-3.

Also, there has been a decrease in suspension data, as of April 30, 2017. In 2015-2016 school year there were 84 suspensions from Sept.-Feb. 2016-2017 we had 43 suspensions due to the contracted classroom for grades 6-8. There has been an increase in communications, behavior reports, and students behavior health services.

About 40% of the students (grades 4-8) were reading on target in quarter 1 yielding a 9% increase with the number of students on target giving a total of 46% of students on target for quarter 2. In addition, 8% decrease in the number of students (grade 4-8) at the intervenel level.

Describe the continuing areas of concern from the past year.

Parental involvement continues to be an area of concern. Presently, there is a small but strong core of parents that participate on a regular basis.

Student attendance and lateness continues to be a focus of concern.

Decrease the percent of students performing below basic or basic on the Math PSSA. 21% of students in grades 3-8 will make growth on the Math PSSA going from below basic to basic.

Decrease the percent of students receiving out of school suspensions. We will have 100 or less out of school suspensions for the school year 2016-2017 (15 or less suspensions each month)

Decrease the percent of students performing strategic or intensive intervention on the DRA2 reading assessment. Approximately 40% of students in grades k-3 and 40% of students in grades 4-8 will be on target from DRA2 reading assessment

Describe the initiatives that have been revised.

The effective instructional practices goals (SLGQ#4) contained revisions now includes new strategies such as Accelerated Math, Think Through Math, Guided Reading Groups, Lexia, Saxon Phonics, Achieve 3000

Also climate goals (SLGQQ#6) now incorporates additional strategies such as School-wide Positive Behavior Program and Playworks.

The funds that were allocated for the purchase of Playworks (socialize recess program) had to be reallocated to technology. We purchased SMART boards which were outdated and

could not be repaired. The SMART boards are a vital component for the new reading and math programs.

Another revised initiative was focusing professional development based on the concerns appearing during informal and formal evaluations (ex: higher order thinking questions, differentiated instruction and meeting the needs of the at-risk students).

2015-2016 Improvement Evaluation

Describe the success from the past year.

Technology being utilized in all classrooms, teachers review and utilize the data to improve instruction; small group instruction is being steered by the data (SLGQ #2 and 4).

Describe the continuing areas of concern from the past year.

The area of concerns from the first two years is related to:

Very little growth in parental involvement and the amount of growth in literacy as measured by the benchmarks (SLGQ #4).

Describe the initiatives that have been revised.

School wide implementation of the literacy and the math framework (SLGQ #4).

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.

Weekly Professional development sessions during Professional Learning Community time allowed teachers to have common planning time to share best practices and design interventions that will meet the needs of specific students in order to increase student mastery.

Monthly review of data during Professional Learning Community meeting time allows teachers to review data and have conversation about PVASS and School Net data with colleagues, SBLT and administration in order to increase student mastery. 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.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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.

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes. Although we have made progress with differentiation instruction we have found some problems and we will continue with the process with the need for academic success.

Describe the initiatives that have been revised.

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