

Waring Laura W Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Waring Laura W Sch

1801 Green St
Philadelphia, PA 19130
(215)684-5073

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: April Brown
Superintendent: William Hite

Stakeholder Involvement

Name	Role
April Brown	Building Principal : School Improvement Plan
Cialtin Ward	Ed Specialist - Other
Keesha Ransom	Intermediate Unit Staff Member
Digna Mack	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
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- 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 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	10/10/2016 12:00:00 AM	Overview of OFPD&I
IU 26	12/1/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/27/2017 12:00:00 AM	Progress Monitoring District Plan
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	3/13/2017 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	Budget Session/ School Improvement Plan Support
IU 26	3/24/2017 12:00:00 AM	Budget Session/ School Plan Support
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.

At Waring, teachers have been trained in data analysis during professional development.

Through this professional development, teachers have learned strategies to utilize assessments to paint a picture of each of their students. Teachers are trained to keep data trackers with up to date student assessment data. Data is discussed at weekly grade group meetings and is used to plan instructional lessons and/or provide interventions to students. The data analysis and decision making is an ongoing process to meet the needs of individual students.

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	Yes
Reading	Yes
Math	No
Science	Yes
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
State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	100.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	100.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	73.00
Other Academic Indicators:	
<ul style="list-style-type: none"> Attendance Rate 	92.47
<ul style="list-style-type: none"> Promotion Rate 	100.00
Out-of-School Suspension	8.1 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	47.8
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	7.02
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	19.30
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	41.82

<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	30.77
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> ELA/Literature – 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 	0.00
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	50.00
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	63.50
KPI Attendance:	91.9 %

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: School based Benchmarks September 2017

June 2018

April 2015

Specific Targets: Increase students in grades 3-8 scoring above a 75 on each benchmark by up to 10%

Type: Interim

Data Source: PSSA

September 2017 – June 2018

Specific Targets: Up to a 10% increase in reading, math, science and writing

Type: Interim

Data Source: PVAAS

September 2017- June 2018

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

Type: Interim

Data Source: Emetric

September 2017 – June 2018

Specific Targets: Increase up to 5% or more in all tested areas for all student groups.

Type: Interim

Data Source: DRA 2

Specific Targets: Increase the number of K-3 students reading on target by 10% as evidenced by the DRA

Type: Interim

Data Source: School Performance Profile
2017 – 2018

Specific Targets: Increase building level score.

Type: Interim

Data Source: DRA2 Sept. 2017-June 2018

Specific Targets: Increase the percentage of students in grades 3,4 and 5 grade reading on level by 10% as evidenced by the DRA

Type: Interim

Data Source: Aimsweb Sept 2017- June 2018

Specific Targets: Increase the number of K-8 students achieving Math Proficiency by at least 10% as evidenced by Aims Web

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations

Description:

The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional

practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

Blended Learning Model

Description:

The definition of **blended learning** is a formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
2. at least in part in a supervised brick-and-mortar location away from home;
3. and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. The Rotation model includes four sub-models: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

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.

p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; font: 10.0px Helvetica}

SAS Alignment: Instruction

CLI Best Practices

Description:

Research shows that teacher quality is the lever that raises student achievement. CLI helps teachers use research-based instructional practices to overcome what is often a disconnect between teaching and student learning. CLI's professional development program is unique in providing teachers with the tools they need to put newly learned strategies into practice: large collections of high-quality children's books for reading aloud, for individual reading, and for home lending. This strategy was used with students to ensure an effective learning environment by using best practices.

SAS Alignment: Instruction

Red Bird

Description:

This researched based adaptive programs leverage volumes of high-quality student learning indicators across a diverse population to inform the real-time delivery of instruction our students need, when they need it, how they need it. Real-time evaluation of student behavior against historical outcomes enables the system to tailor the education experience for each student predictively delivering the most appropriate learning curriculum to enhance understanding, accelerate learning and achieve mastery. Redbird helps to close the gap between grade level instruction and the pre-requisites that our student need to be successful.

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. Included with this PD will be an ongoing book study that will be held during house team meetings. The book study will focus on engagement strategies

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include specific engagement strategies (ties to book study). This will ensure students are actively engaged and meet the learning needs of all students across all classrooms

Teacher lesson plans, principal rubric

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Principal will review lesson plans to ensure that plans are differentiated by content, process, and product and include specific engagement strategies that meet student learning needs.

Lesson plan rubric with principal feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction Observation***Description:**

Principal will observe differentiated practices in classroom using the walkthrough process developed by the district to observe the instructional shifts 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.

Completed Observations on framework

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

Program Area(s):**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:** 6/29/2018

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

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Principal will use the EDS based on the Danielson Framework to conduct both informal and formal observations for all classrooms, grades and subjects to ensure consistent implementation of effective instruction practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching.

Completed observations in the EDS system

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation protocol communication

Description:

The leadership team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental expectations. Aligned with the Instructional Rounds book study.

Agenda, sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The leadership team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the

needs of all students across all classrooms and aligns with PA Framework for Teaching

Walkthrough protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

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

- Informal and Formal Observations

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

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

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

Blended Learning Model

Description:

The SBTL will facilitate the identification of students at each grade level(K-2,) assisting with the implementation of Lexia, Reading and Writing workshop to improve and assess reading levels. Based on the results, a Blended Learning model will be utilized to personalize students' learning needs. To measure effectiveness, Lexia, Guided Reading and Writing Workshop artifacts will be collected weekly, and analyzed for progress as corrections are implemented to improve student achievement.

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

Program Area(s):

Supported Strategies:

- Blended Learning Model

Lexia

Description:

The SBTL will facilitate the identification of students at each grade level(K-2,) assisting with the implementation of Lexia, Reading and Writing workshop to improve and assess reading levels. Based on the results, a Blended Learning model will be utilized to personalize students' learning needs. To measure effectiveness, Lexia, Guided Reading and Writing Workshop artifacts will be collected weekly, and analyzed for progress as corrections are implemented to improve student achievement.

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

Program Area(s):

Supported Strategies:

- Lexia

CLI Best Practices

Description:

Staff will be provided with professional development on best practices for the literacy framework. A CLI coach will be provided to coach, co-teach, co-plan and model for K-3 teachers. Informal observations will be conducted by the CLI Coach and SBTL. The principal will conduct formal and informal observations as well to ensure the effective implementation of the best practices.

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

Program Area(s):

Supported Strategies:

- CLI Best Practices

Red Bird

Description:

The SBTL will facilitate the identification of students at each grade level(K-8) assisting with the implementation of Redbird, to improve and assess math levels. Based on the results, a Blended Learning model will be utilized to personalize students' learning needs to create a personalized learning path. To measure effectiveness, artifacts will be collected weekly, and analyzed for progress as corrections are implemented to improve student achievement.

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

Program Area(s):

Supported Strategies:

- Red Bird

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: Referral data and weekly observations

Specific Targets: Decrease Out-of-School suspensions through the implementation of a school-wide behavior support plan thereby increasing student attendance and parental involvement.

Strategies:

SAC Team

Description:

This strategy was implemented to increase parental engagement and shared decision making in school, climate and culture.

SAS Alignment: Safe and Supportive Schools

PBIS

Description:

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. <https://www.pbis.org/>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

SAC Team

Description:

A SAC team was implemented, in order to create a culture that incorporates parental inclusiveness in the decisions of the school, climate and culture. The leadership team and Principal will be responsible for establishing meeting topics, taking minutes from meetings and facilitating survey. Survey data will be reviewed and discussed at the leadership team meetings.

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

Program Area(s):

Supported Strategies:

- SAC Team

PBIS

Description:

At Waring Elementary, we instituted a Positive Behavior Intervention Support program into the our school model to reduce referrals and suspensions. The Climate Manager will facilitate the identification of students at each grade level requiring Tier 2/3 behavioral and attendance interventions. Interventions will be implemented and progress monitored and adjusted to ensure effectiveness of the program.

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

Program Area(s):

Supported Strategies:

- PBIS

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Waring Laura W Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Waring Laura W 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 Waring Laura W 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.

1st administration of DRA, the proficiency was 59.05% and the 2nd administration was 63.3%, yielding a 4% increase

1st administration of the DRA, the proficiency was 46.75 and the 2nd administration was 52.35, yielding a 6% increase

Benchmark 1 3rd-8th proficiency was 38.9% while Benchmark 2, 3rd-8th proficiency was 37.1% yielding a 1% decrease

Based on 2016-17 SPR, Waring is a "Model" school for "students zero in school suspensions" and "98% of students with zero out-of-school suspensions."

Describe the continuing areas of concern from the past year.

Increase the number of K-3 students reading on target by 10% as evidenced by the DRA
 Increase the percentage of students in grades 3,4 and 5 grade reading on level by 10% as evidenced by the DRA

Increase the number of K-8 students achieving Math Proficiency by at least 10% as evidenced by Aims Web

Decrease Out-of-School suspensions through the implementation of a schoolwide behavior support plan thereby increasing student attendance and parental involvement.

Describe the initiatives that have been revised.

The effective instruction practice goals (SLGQ#4) were revised and now contain Lexia, CLI Best practices, Red Bird, and blended learning.

The climate goals (SLGQ#6) were revised and now contains SAC and PBIS.

2015-2016 Improvement Evaluation

Describe the success from the past year.

During the 2015-2016 school year, we have had the following success: Decrease in chronically truant students to 27% and tardy to 17%. Increase in benchmark scores to 43% math and 42% reading. An increase in DRA's to 55% on grade level. The reading intervention teacher and the program Achieve 3000 data shows that there has been an increase reading levels according to our RTII data (SLGQ 4).

Describe the continuing areas of concern from the past year.

Staffing: We have two vacancies (one grade vacancy and one music vacancy). We have a Counselor two days a week. Reading and math scores still below targets (56% in reading

and 54% in math) and 45% of K-3 students are falling below grade level according to the DRA (SLGQ 4).

Describe the initiatives that have been revised.

Blended Learning Initiative in grades 3-8 will be incorporated for Reading and Math. Chrome books purchased out of Title 1 along with Achieve and Redbird math will be used for programming (SLGQ #4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Question (SLGQ) 4 is currently addressed within the Comprehensive Plan. Monitoring of aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implem

School Level Guiding Questions (SLGQs) 4 are currently addressed within the Comprehensive Plan. Monitoring Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful in looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers i aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensu instruction.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reac professional development, revise areas of instructional focus, and develop instructional plans tailored to stud

Professional development was conducted during on half day PD , after school and during grade group meeting Professional development was monitored through informal and formal observation conducted by the principa leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to 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 cl to an individual or small group to vary his or her teaching in order to create the best learning experience poss

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

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

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.