

Dick William Sch

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Dick William Sch*

2498 W Diamond St  
Philadelphia, PA 19121  
(215)684-5081

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Amy Agree

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Amy Williams	Building Principal : School Improvement Plan
Jacqueline Neal	Community Representative
Brian Dunfee	Ed Specialist - Instructional Technology
Sheryl Watson	Ed Specialist - Other
Ellen O'Neill	Elementary School Teacher - Special Education
Keesha Ransom	Intermediate Unit Staff Member
Shuna Neal	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- School newsletter
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26	1/6/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/12/2017 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	2/28/2017 12:00:00 AM	School Improvement Plan Support
IU 26	3/3/2017 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	3/20/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	4/28/2017 12:00:00 AM	Budget Confirmation/ School Improvement Plan Support
IU 26	12/12/2017 12:00:00 AM	Overview of OFPD&I

### **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 will use Common Planning Time for data analysis and adaption of instructional practices to meet the needs of students. Grade group meetings will be scheduled in order to review and analyze data with Leadership and to make appropriate shifts in Professional Development and instructional practices. School District Benchmarks will be followed up by teacher completion and submission (to Principal and SBTL) of Benchmark protocols to analyze data.

Benchmark assessments are used district wide to improve the achievement of individual students and the overall instructional program. Benchmark assessments communicate a strong message to students, teachers, and parents about what knowledge and skills are important for students to learn, what knowledge is valued, and how learning will be measured. Benchmark

assessments support instructional planning by providing educators, principals, and other staff information with needed to develop and adjust curriculum and instruction to meet students' learning needs.

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

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	Yes
Reading	Yes
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

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

- Any federal education program 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.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	85.00
ELA/Literature - Meeting Annual Academic Growth Expectations	72.00
<b>Other Academic Indicators</b>	
Promotion Rate	97.63
Attendance Rate	90.41

## School Concerns

### Concern #1:

<b>2015-2016</b>	
<b>SPP score of for Focus:</b>	42.0
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	2.38
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	7.53

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	18.89
Grade 3 ELA- Percent Proficient or Advanced	8.06
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Mathematics/Algebra I- Percent of Required Gap Closure Met	3.91
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	19.83
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	4.02
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	20.31
<b>Indicators of Academic Growth PVAAS:</b>	
Science/Biology - Meeting Annual Academic Growth Expectations	55.50
<b>KPI Attendance:</b>	

	92.4 %
<b>Out-of-School Suspensions:</b>	9.8 %

## 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

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## Action Plans

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

2017-2018

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

Data Source: PSSA

2017-2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

2017-2018

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

October 2014-June 2015

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

Type: Interim

Data Source: School Pace, DRA2' s and Lexia data

Sept 2017- June 2018

Specific Targets: Increase the number of K-3 students reading on target by 15% (Baseline is 40.7%- 114/281 students on qtr 2 DRAs).

Type: Interim

Data Source: Acuity, Imagine math, and Benchmark data

Sept 2017- June 2018

Specific Targets: Increase the number of students who score proficient/advanced on the Math PSSA to 7% (Baseline is 1.2% on the 2015-16 PSSA per SchoolNet data at end February 2017).

Type: Interim

Data Source: Reading mastery, DRA2, ELA Benchmark, and Corrective data

Sept 2017- June 2018

Specific Targets: Increase the number of all students, K-8, reading on target by 15% (Baseline is 28%- 143/510 students on quarter 2 instructional reading levels).

## ***Strategies:***

### *Differentiated Instruction*

#### **Description:**

**Differentiated Instruction: 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. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage and meet students learning needs across all classrooms.**

**SAS Alignment:** Instruction

### *Informal and Formal Observations*

#### **Description:**

**Informal and Formal Observations: 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:** Professional Development on research based strategies and best practices in reading and math will be offered to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students

**SAS Alignment:** Instruction

## *Extended Learning Time*

### **Description:**

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

**SAS Alignment:** Instruction

## *Parent and Community Engagement System (PCE)*

### **Description:**

A Parent and Community Engagement System will be established to provide information and engage families as active partners in the educational process. Through the use of surveys and community feedback systems, at various points throughout the school year, the principal and other educators will proactively listen and respond to community concerns, as well as, enlist the participation of families and community stakeholders in dialogue pertaining to the educational choices for students. Parental involvement, including monthly parent meetings, Open Houses, classroom visitations by grades, informational sessions on the core curriculum, academic testing and grade expectations, and procedures. The Parent and Community Engagement System will engage families as active partners in the educational process, reduce barriers, and accelerate the academic, social, and emotional growth of students. This will ensure that the school fully ensures a safe and supportive environment for all students.

**SAS Alignment:** Instruction

## *School wide reading intervention period- 4 days per week*

### **Description:**

Corrective Reading programs are SDP approved interventions. Guided Reading is widely recognized as an effective approach in teaching children to read and is a focus area of SDP.

**SAS Alignment:** Instruction

### *Lexia*

**Description:**

Research based intervention on SDP approved RTII list. 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

### *100 Book Challenge*

**Description:**

We have been implementing 100 Book Challenge in all grades K-3 for 2 years or more (depending on grade level). We consistently see growth in our early grades through this program. Currently, at the beginning of March 2017 our school growth in the 100 Book data system (SchoolPace) is 0.53 with a target of 0.5 - 5 classes out of 12 are exceeding that growth. Our two grade 3 teachers that have implemented the program for 4 years each are currently showing growth of 0.89 and 0.84 years.

**SAS Alignment:** Instruction

### *.Imagine Math*

**Description:**

Research based intervention on SDP approved RTII list

**SAS Alignment:** Instruction

### *Professional Development through vendor leading to Greater effectiveness of delivery of new core math programs*

**Description:**

We began using Math Expressions (K-5) and Big Ideas Math (6-8) with the 2016-17 school year as the first implementation year. Teachers will gain greater

effectiveness in delivering the content of these programs as we continue to implement them and provide professional development.

**SAS Alignment:** Instruction

### *Implementation of math test prep item daily*

**Description:**

We began using this strategy in the 2016-17 school year and through formative assessment we are seeing students gaining increased understanding of the format and language of the PSSA. BM2 data in grades 3 and 5 show low percentages of students falling into the lowest scoring category of 0-25% with grade 3 at 15% and grade 5 at 7%.

**SAS Alignment:** Instruction

### *DRA2*

**Description:**

We have used DRA2 to ascertain reading levels in K-3, while we used the Gates/MacGinitie and WRAP assessments in grades 4 and up. DRA2 is a more comprehensive assessment for grades 4 and up than the prior ones, which will give us more effective information to support students in the skills and strategies they need to improve.

**SAS Alignment:** Instruction

### *Guided Reading groups: Focus across grades K-8*

**Description:**

Guided Reading is widely recognized as an effective approach in teaching children to read and is a focus area of SDP. This year we focused on extending guided reading in grades 4 and up, as well as increasing its effectiveness in K-3 (with CLI coach support). We will be continuing this focus into the 2017.18 school year.

**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 - Differentiated Lesson Plans- (Implementation)*

**Description:**

Lesson plans will be developed by all teachers that will address standards aligned differentiated practices by process, content, and product that reflect challenging learning expectations for all students.

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:**

Lesson plans of both general and special education teachers will be monitored for design of standards aligned differentiated instruction and use of inclusion models. Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product. This is to ensure that teachers use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage and meet students learning needs across all classrooms.

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- Extended Instructional Time (Implementation)***Description:**

In order to extend instructional time, Saturday school will be available for students at least four Saturdays prior to the PSSA. An after school program through Communities in Schools will be available to extend learning time Monday-Thursday for grades K-8. This will ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

*Differentiated Instruction – Observation (Evaluation)***Description:**

Principal and Teacher Leader will observe differentiated practices in classroom using the walkthrough process . This is to ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of Teaching.

Reflective Feedback

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

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

- Differentiated Instruction
- Informal and Formal Observations

*Differentiated Instruction – Observation Feedback (Evaluation)***Description:**

Principal and Teacher Leader will provide feedback on research based instructional practices and to monitor instructional fidelity of intervention programs. This is to ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of Teaching.

Reflective Feedback

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

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

- Differentiated Instruction

### *Informal and formal observations- Calendar*

**Description:**

A year-long walkthrough calendar will be developed to ensure implementation of walkthroughs and frequency of visiting classrooms to monitor implementation of effective instructional practices that are aligned to the PA Framework of Teaching.

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:**

An observation protocol based on the Danielson Framework will be used by the leadership team to conduct informal and formal observations for all classrooms and for all grades and subjects 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.

Walk through 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 share and explain the walkthrough protocol to all teachers and staff to ensure understanding of expectations. This will ensure that teachers are knowledgeable of expectations and use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage and meet students learning needs 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

*Informal and formal observations -Conduct Walk Throughs***Description:**

The Leadership Team will conduct walkthroughs weekly and monthly to enhance instructional practices in order 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.

Schedule

Logs of walkthroughs

feedback sheets

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - 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:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Instructional Coaching based on Evaluation (Evaluation)*

**Description:**

Staff or teachers who struggle with implementing differentiated instructional practices with fidelity will be offered instructional coaching by the Leadership team. This will 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.

Schedule/Agenda of Instructional Coaching Session

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Instructional Coaching based on Evaluation (Evaluation)*

**Description:**

Teachers who request additional support and those who show needs in effectively implementing strategies and best practices will be scheduled to observe peers who are masters at their craft. This will 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.

Schedule/Agenda of Instructional Coaching Session

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

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

- Informal and Formal Observations

*Professional Development - Professional Development Needs Assessment (Development)*

**Description:**

Administrators will conduct a professional development needs assessment to identify areas of concern and interests to support enhanced teacher practice. This will ensure professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Needs Assessment

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development - Analyze Data from Needs Assessment  
(Development)*

**Description:**

Administrators will review and analyze results from the needs assessment to address concerns and interests to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development - Professional Development Calendar  
(Development)*

**Description:**

Student data, observations and areas highlighted by the needs assessment will be used to develop a professional development calendar.

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development



*Professional Development - Professional Development Trainings  
(Implementation)*

**Description:**

Professional development will be delivered by the Principal, Teacher Leader, Special Education Liaison, and other appropriate members of the Leadership team, as well as by master teachers, or through outside professional development opportunities. This will 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:** 6/30/2018

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

**Supported Strategies:**

- Professional Development

*Professional Development - Monitoring the Effectiveness of the  
Professional Development Session (Monitoring)*

**Description:**

The observation process will be used by Leadership 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:** 6/30/2018

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

**Supported Strategies:**

- Professional Development

*Professional Development-Instructional Coaching***Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity. Teachers who request additional support and those who show needs in effectively implementing strategies and best practices will be scheduled to observe peers who are masters at their craft. Teachers who observe their peers will be given the opportunities to debrief in order to ask questions and clear up any inconsistencies. This will ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Schedule/Agenda Instructional Coaching Sessions

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

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

- Professional Development

*Extended Learning Time***Description:**

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gap

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

*Parent and Community Engagement System - Establish a Parent and Community Engagement (PCE) Team*

**Description:**

Establish a community of school stake holders (school leadership, staff, teachers, parent volunteers and school community members) to create a Parent and Community Engagement team (PCE team). This will ensure that a team exists at school to actively involve parents and provide proactive supports and interventions to implement a safe and supportive environment for all students.

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

*Parent and Community Engagement System -Establish the PCE Team Responsibilities and Expectations*

**Description:**

The Parent and Community Engagement (PCE) Team including the Leadership Team, will identify the key initiatives (surveys, feedback, open houses, visits, monthly meetings and curriculum sessions) and school personnel responsible to execute the key initiatives. This will ensure that the principal and all other educators frequently provide information to and engage families as active partners in the educational process to reduce barriers and accelerate the academic, social and emotional growth of students.

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

*Parent and Community Engagement System - Communicate the Key PCE Initiatives*

**Description:**

The PCE team will share the PCE initiatives, meetings dates, open houses, curriculum sessions, surveys, and expectations with staff, teachers, leadership, students and school community members. This will ensure that the principal and all other educators frequently provide information to and engage families as active partners in the educational process to reduce barriers and accelerate the academic, social and emotional growth of students.

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

*Parent and Community Engagement System - Monitor Implementation of the Key PCE Initiatives*

**Description:**

The PCE Team will monitor implementation of the key initiatives by reviewing feedback on the surveys, participation rate at the open houses, school visits, monthly meetings, and curriculum sessions. This will ensure that that the school supports and implements a safe and orderly learning environment.

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

*Parent and Community Engagement System - Evaluate the Effectiveness of the PCE Program*

**Description:**

The PCE team will evaluate the effectiveness of the key initiatives and adapt supports, if needed, by reviewing feedback and survey data, as well as, participation rates for open houses, school visits, monthly meetings and curriculum sessions. This will ensure that that the school supports and implements a safe and orderly learning environment. The PCE team will evaluate the effectiveness of the key initiatives and adapt supports, if needed, by reviewing feedback and survey data, as well as, participation rates for open houses, school visits, monthly meetings and curriculum sessions. This will ensure that that the school supports and implements a safe and orderly learning environment.

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

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

**Supported Strategies:**

- Parent and Community Engagement System (PCE)

### *School wide reading intervention period- 4 days per week*

**Description:**

In addition to the 120 literacy minutes, the reading intervention block takes place 4 days per week for an additional 45 minutes. Technology will facilitate the use of the Lexia program to be used during reading intervention as well as during the literacy framework minutes. Technology will also be purchased in order to enhance the instructional program and the digital components of the core reading programs (Ready Gen/ Collections). Additional guided reading books and/or the Anchor Comprehension Workshop program will be purchased in order to enhance our focus on guided reading. Classroom Libraries will motivate and enhance independent reading for continued practice in reading and instructional strategies. Teachers purchased will support the reduction of class size so that instruction can be further individualized, smaller reading intervention groups can be formed, and to provide additional prep teachers so that PD and grade groups may take place. SSAs are assigned to classrooms to support the literacy environment as well as to practice literacy skills with small groups of students. The SBTL provides PD on programs through whole staff development, grade groups, and individualized coaching and feedback. The SBTL also collects, monitors, analyzes, and provides feedback of data to Leadership and whole staff in order to make adjustments as appropriate to move the whole school community towards our goals.

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

**Program Area(s):**

**Supported Strategies:**

- School wide reading intervention period- 4 days per week

## *Lexia*

### **Description:**

Technology will facilitate the use of the Lexia program to be used during reading intervention as well as during the literacy framework minutes. Technology will also be purchased in order to enhance the instructional program and the digital components of the core reading programs (Ready Gen/ Collections). Additional guided reading books and/or the Anchor Comprehension Workshop program will be purchased in order to enhance our focus on guided reading. Classroom Libraries will motivate and enhance independent reading for continued practice in reading and instructional strategies.

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

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

**Supported Strategies:** None selected

## *100 Book Challenge*

### **Description:**

The SBTL and SEL will facilitate the identification of students at each grade level (K-8), placing them into the appropriate levels of the school wide reading intervention programs (Reading Mastery, Corrective Reading, Read to Achieve, Rewards, Wilson Phonics, Lexia, Imagine It Intervention, Ravenscourts Books, RoundTable, Jr. Great Books) additional targeted guided reading to support students who need additional supports/ and enrichment to support students reading at target to continue to progress at target or above. 100 Book Challenge will be implemented daily in grades K-3 to give students continued practice at their independent reading levels as research shows that this continued practice of reading for 1 hour per day at independent levels along with teacher conferencing will support growth of reading levels by 1 or more years by the end of the school year.

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

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

### **Supported Strategies:**

- Lexia

## *Imagine Math*

### **Description:**

The SBTL and SEL will facilitate the identification of students needing additional support in math skill areas through the initial Acuity Diagnostic Assessment Baseline given in September. In addition, the Imagine Math program will identify areas of student need through an initial placement screener and create individual student growth pathways. As this is now the second implementation year of the new core math programs, teachers, with the support of PD gained through grade groups and publisher in school trainings, will be better equipped to deliver focused and targeted instruction. Students will complete focused practice during the classroom math period by working through the Imagine Math growth pathways.

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

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

### **Supported Strategies:**

- .Imagine Math

## *Professional Development through vendor leading to Greater effectiveness of delivery of new core math programs*

### **Description:**

The SBTL and SEL will facilitate the identification of students needing additional support in math skill areas through the initial Acuity Diagnostic Assessment Baseline given in September. In addition, the Imagine Math program will identify areas of student need through an initial placement screener and create individual student growth pathways. As this is now the second implementation year of the new core math programs, teachers, with the support of PD gained through grade groups and publisher in school trainings, will be better equipped to deliver focused and targeted instruction. Students will complete focused practice during the classroom math period by working through the Imagine Math growth pathways. Math test prep in the form of sample PSSA items along with test taking strategies will be implemented daily for practice and familiarity of test assessment formats. Teachers will review student progress in Imagine Math weekly along with review by SBTL, SEL, and Principal monthly. BM2 data will be analyzed quarterly by standards and skills analysis. 3 additional Acuity Diagnostic Tests will be administered prior to PSSA to analyze and focus on instructional needs as we approach the PSSA. Technology will facilitate the use of the intervention programs as detailed above during the daily math block.

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development through vendor leading to Greater effectiveness of delivery of new core math programs

### *Implementation of math test prep item daily*

**Description:**

Technology will also enhance delivery of effective instruction and practice as well as allow teachers to access the digital components of the core math programs as well as other online resources. Math test practice materials will allow students the practice necessary to navigate the format of standardized testing items and will provide feedback to teachers as to strengths and weaknesses. Teachers purchased will support the reduction of class size so that instruction can be further individualized. SSAs are assigned to classrooms to support the math environment as well as to practice math skills with small groups of students. The SBTL provides PD on programs through whole staff development, grade groups, and individualized coaching and feedback. The SBTL also collects, monitors, analyzes, and provides feedback of data to Leadership and whole staff in order to make adjustments as appropriate to move the whole school community towards our goals. Extended school time will take place prior to the PSSA in tested grades in order for teachers to have additional opportunity and for students to receive additional practice in the required math standards and testing formats.

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

**Program Area(s):**

**Supported Strategies:**

- Implementation of math test prep item daily

### *DRA2*

**Description:**

The implementation of the DRA2 for grades 4-8 will assist teachers on identifying student strengths and weaknesses and will enable teachers to more effectively



target instruction. We will continue this year's focus on guided reading in all grades so that students will receive more individualized and focused instruction. Teachers will continue to receive PD and coaching in these areas by the ELS for grades K-3 and the SBTL for grades K-8. DRA2 reading levels will be monitored and analyzed quarterly in order to track progress. The Literacy Framework is comprised of 120 minutes, broken down as 30 minutes shared reading, 45 minutes guided and independent reading, and 45 minutes for writer's workshop. In addition to the 120 literacy minutes, the reading intervention block takes place 4 days per week for an additional 45 minutes.

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

**Program Area(s):**

**Supported Strategies:** None selected

### *Guided Reading groups: Focus across grades K-8*

**Description:**

The SBTL and SEL will facilitate the identification of students at each grade level (K-8), placing them into the appropriate levels of the school wide reading intervention programs (Reading Mastery, Corrective Reading, Read to Achieve, Rewards, Wilson Phonics, Lexia, Imagine It Intervention, Ravenscourts Books, RoundTable, Jr. Great Books) additional targeted guided reading to support students who need additional supports/ and enrichment to support students reading at target to continue to progress at target or above. 100 Book Challenge will be implemented daily in grades K-3 to give students continued practice at their independent reading levels as research shows that this continued practice of reading for 1 hour per day at independent levels along with teacher conferencing will support growth of reading levels by 1 or more years by the end of the school year. The implementation of the DRA2 for grades 4-8 will assist teachers on identifying student strengths and weaknesses and will enable teachers to more effectively target instruction. We will continue this year's focus on guided reading in all grades so that students will receive more individualized and focused instruction. Teachers will continue to receive PD and coaching in these areas by the ELS for grades K-3 and the SBTL for grades K-8. DRA2 reading levels will be monitored and analyzed quarterly in order to track progress. The Literacy Framework is comprised of 120 minutes, broken down as 30 minutes shared reading, 45 minutes guided and independent reading, and 45 minutes for writer's workshop. In addition to the 120 literacy minutes, the reading intervention block takes place 4 days per week for an additional 45 minutes. Technology will facilitate the use of the Lexia program to be used during reading intervention as well as during the literacy framework minutes. Technology will also be purchased in order to enhance the instructional program and the digital components of the core reading programs (Ready Gen/ Collections). Additional guided reading books and/or the Anchor Comprehension Workshop program will be purchased in order to enhance our focus on guided reading. Classroom Libraries will motivate and enhance independent reading for continued practice in reading

and instructional strategies. Teachers purchased will support the reduction of class size so that instruction can be further individualized, smaller reading intervention groups can be formed, and to provide additional prep teachers so that PD and grade groups may take place. SSAs are assigned to classrooms to support the literacy environment as well as to practice literacy skills with small groups of students. The SBTL provides PD on programs through whole staff development, grade groups, and individualized coaching and feedback. The SBTL also collects, monitors, analyzes, and provides feedback of data to Leadership and whole staff in order to make adjustments as appropriate to move the whole school community towards our goals.

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

**Program Area(s):**

**Supported Strategies:** None selected

**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: SWIS data

Sept 2017 - June 2018

Specific Targets: Decrease the number of students with at least 1 minor discipline referral as measured by the PBIS SWISS data system from 36.6% to 30% (Baseline percentage was taken at end of January 2017).

**Strategies:**

*PBIS*

**Description:**

PBIS is a nationally research based system that has been shown to increase positive student behaviors and decrease the negative when implemented consistently and with fidelity school wide. We have implemented this system over the last 3 years

through a grant (first 2 years) and the ongoing support of the Devereux Foundation and SDP. We have been recognized by Devereux as a school that has shown great success with the program and will be continuing implementation into the 2017-18 school year.

**SAS Alignment:** Safe and Supportive Schools

### *STS (Student Therapeutic Services)*

**Description:**

The Student Therapeutic Services (STS) Program provides therapeutic services to students who have been identified with behavioral health issues inside the classroom.

**SAS Alignment:** Safe and Supportive Schools

### *Check in Check Out*

**Description:**

PBIS is a nationally research based system that has been shown to increase positive student behaviors and decrease the negative when implemented consistently and with fidelity school wide. We have implemented this system over the last 3 years through a grant (first 2 years) and the ongoing support of the Devereux Foundation and SDP. We have been recognized by Devereux as a school that has shown great success with the program and will be continuing implementation into the 2017-18 school year. Check In Check Out is a part of the PBIS program for that level of student behaviors that require a greater level of intervention.

**SAS Alignment:** Safe and Supportive Schools

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

#### *PBIS*

**Description:**

Our school has implemented PBIS for 3 years as a school wide initiative. Teachers continue to receive training and ongoing PD at various Tier levels- whole staff review, new teacher support, and teachers who are not new to our school but need additional support with implementation of the program. Our PBIS team meets monthly to review and analyze the data, identify the stand out behavioral issue and make a goal with a plan to achieve that goal. At every whole staff PD session, Swiss Data ( the data based system of PBIS) and the current goals are reviewed with the entire staff. Our PBIS team, including the Principal, track the number of behavior infraction slips written and meet with teachers as necessary to support that

process. Teachers recommend students who do not respond to the normal PBIS structure for additional intervention-

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

**Program Area(s):**

**Supported Strategies:**

- PBIS

### *STS (Student Therapeutic Services)*

**Description:**

Teachers recommend students who do not respond to the normal PBIS structure for additional intervention- first the Check In Check Out structure and then STS, if appropriate. The PBIS team analyzes data monthly through Swiss Data. Case Management meetings bimonthly review the progress of Check In Check Out and STS. SCS will be utilized in order to manage student behavior in the school common areas as well as in the classroom. SCS receive PD in PBIS and handling student situations by the PBIS team as well as by the Community Parent Liaison. The Community Parent Liaison supports student and family relationships which support our students in exhibiting more positive behaviors. The Community Parent Liaison also keeps parents informed of instructional programs, PBIS and STS programs, PSSA, Title I policies, etc. in order to build and maintain a whole school community and parent involvement activities. Our counselor also supports students and families with mental health issues and difficult behavioral concerns in order to service the whole community and to increase the outcome of the instructional outcomes.

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

**Program Area(s):**

**Supported Strategies:**

- STS (Student Therapeutic Services)

### *Check in Check Out*

**Description:**

Teachers recommend students who do not respond to the normal PBIS structure for additional intervention- first the Check In Check Out structure and then STS, if appropriate. The PBIS team analyzes data monthly through Swiss Data. Case Management meetings bimonthly review the progress of Check In Check Out and STS. SCS will be utilized in order to manage student behavior in the school common areas as well as in the classroom. SCS receive PD in PBIS and handling student situations by the PBIS team as well as by the Community Parent Liaison. The Community Parent Liaison supports student and family relationships which support our students in exhibiting more positive behaviors. The Community Parent Liaison also keeps parents informed of instructional programs, PBIS and STS programs, PSSA, Title I policies, etc. in order to build and maintain a whole school community and parent involvement activities. Our counselor also supports students and families with mental health issues and difficult behavioral concerns in order to service the whole community and to increase the outcome of the instructional outcomes.

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

**Program Area(s):**

**Supported Strategies:**

- Check in Check Out

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Dick William Sch.*

# Assurance of Quality and Accountability

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

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

In early literacy, 77% of Kindergartners are reading on target as indicated by Qtr 2 DRA's. In math, 42% of 3rd grade responses and 42% of 5th grade responses were correct on BM2. As for our climate, we had a increase in our SPR score of 32% for climate on the 2015-16 measure.

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

In early literacy, we need an increase the number of K-3 students reading on target by 15% (Baseline is 40.7%- 114/281 students on qtr 2 DRAs). in math, we need an increase the number of students who score proficient/advanced on the Math PSSA to 7% (Baseline is 1.2% on the 2015-16 PSSA per SchoolNet data at end February 2017). We need to increase the number of all students, K-8, reading on target by 15% (Baseline is 28%- 143/510 students on quarter 2 instructional reading levels). Also for our climate we need to, decrease the number of students with at least 1 minor discipline referral as measured by the PBIS SWISS data system from 36.6% to 30% (Baseline percentage was taken at end of January 2017).

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

SLGQ 4: School wide reading intervention period- 4 days per week, Lexia, 100 Book Challenge, Imagine Math, Professional Development through vendor leading to Greater effectiveness of delivery of new core math programs, Implementation of math test prep item daily, PLC's, and Guided Reading groups: Focus across grades K-8 were added in response to guiding question # 4.

SLGQ 6: PBIS, STS (Student Therapeutic Services), and Check in Check Out were added in response to guiding question # 6.

## 2015-2016 Improvement Evaluation

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

Addressing SLGQ #2 and 4: Currently our school is focusing on early literacy with our strongest teachers placed in the primary grades. This focus is supported by the incorporation of 100 Book Challenge which increases reading engagement, growth, and parental participation in their child's learning progress. We have updated our curriculum materials to be more rigorous and Common Core aligned for literacy and math with a technology component in both subject areas. Another area of strength is our PBIS program used to create a positive school climate. Incorporating common planning time into the prep schedule enables teachers to meet on a consistent basis to plan lessons, evaluate data, share student work, and problem solve. We continue to have a consistent leadership team and retention of committed staff members.



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

An increase in class size due to an increase in population along with a lack of space continues to be a challenge. We continue to work on consistent inclusion of professional development for teachers to increase data informed instruction. An increase in the number of staff members that comprise our STS and SSA staff would serve to maximize instructional support. We are re-evaluating the effectiveness of reading intervention programs in order to ensure supporting diverse student needs. Increasing the materials in 100 Book Challenge is important in order to provide developing readers with engaging reading materials. We struggle with having only a 2 day/week nurse and the inconsistency and sometimes a lack of a school police officer to better support our students and families. An increase in smart board technology to update our students to 21st century technology skills and more consistent implementation of academic instruction and programming would more effectively support student improvement on PSSAs. We continue to work on professional development to support the learning curve for implementation of new programs (both imposed and self selected) and to develop teacher ability in differentiation and effective small group instruction models (SLGQ #4)

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

Our major focus is on literacy instruction across all grades with an emphasis on the Read by 8 initiatives. We are working to maximize instruction due to greater than optimal class sizes and lack of physical space by increasing SSAs and STS personnel. We continue to provide consistent PD for teachers (from multiple sources-both within and outside of the school building) to increase effective implementation of academic instruction and programming to support student achievement, as well as to develop teacher ability to differentiate and provide effective small group instruction. We are planning a greater focus on effective reading intervention. Our push is to make Smart board and other technology available for every classroom, along with teacher PD for effective implementation. We are continuing with consistent inclusion of PD and support for teachers to increase data informed instruction. Common Planning Time will continue as a necessary initiative. Extended instructional time for PSSA review and a 5 day/week nurse and a 5 day a week School Police Officer are essential. We are planning continued growth of our school wide PBIS system. Personnel needed for these initiatives include (but are not limited to): Community Relations Liaison, School Counselor, SBTL, SEL, School Nurse, School Police Officer, SSAs, NTAs, STS personnel. Resources need for these initiatives include (but are not limited to): Core curriculum materials, 100 Book Challenge Materials, guided reading materials, Classroom libraries, science materials, Test practice materials, online reading and math intervention programs (i.e. Lexia, Compass Odyssey, Think Through Math), reading intervention materials (i.e. Reading Mastery, Corrective reading, Read to Achieve, Rewards, Imagine It Intervention, Ravenscourt), Enrichment reading (i.e. Jr. Great Books, Roundtable, chapter book sets), Smart boards, projectors, bulbs, accessories, Chromebooks, Chromebook carts, accessories, calculators, Common Planning Time supports (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.

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.

**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.**

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.