

Kelley William D Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Kelley William D Sch*

1601 N 28th St  
Philadelphia, PA 19121  
(215)684-5071

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Amelia Brown

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Dr. Robert Shields	Academic Recovery Liaison : School Improvement Plan
Amelia Coleman Brown	Building Principal : School Improvement Plan
Dorothy Goins	Community Representative
Rachel DeGrigorio	Elementary School Teacher - Regular Education
Angela Fazio	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Laverne Jefferson	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:

- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Regular Title 1 meetings
- Parent-Teacher Conferences

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

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

Yes

## **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	2/2/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	10/17/2016 12:00:00 AM	Overview of OFPD&I
IU 26	10/31/2016 12:00:00 AM	PVAAS Training
IU 26	12/12/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/23/2017 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	3/3/2017 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	3/21/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/28/2017 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.

The Leadership team will be meeting in the Spring of 2017 during an academic focused day of reflection to develop an assessment plan with the input from all teachers. Academy leads (K-2, 3-5, 6-8) and content leads will meet with teachers to solicit feedback on assessments and support the development of a long term assessment plan. Progress monitoring - ANet assessments in Math/ELA will be used to measure the mastery of standards on a quarterly basis. MAP assessments in Math/ELA will be used to measure and predict proficiency by grade-level normed to students across the country through the RIT score. Quarterly science benchmarks will be used for grades 3-5 to measure mastery of PA Science and NGSS standards.

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	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Yes
Reading	Yes
Math	Yes
Science	Not answered
<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.

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

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## School Accomplishments

### Accomplishment #1:

<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Science/Biology – Percent of Required Gap Closure Met	100.00
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Science/Biology – Percent of Required Gap Closure Met	100.00
<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	90.00
ELA/Literature - Meeting Annual Academic Growth Expectations	83.00
<b>Other Academic Indicators</b>	
<b>Promotion Rate</b>	98.60
<b>Attendance Rate</b>	89.12

## School Concerns

### Concern #1:

<b>2015-2016</b>	
<b>SPP score of for Focus:</b>	55.4

<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	6.60
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.75
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	32.31
Grade 3 ELA- Percent Proficient or Advanced	21.74
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Mathematics/Algebra I- Percent of Required Gap Closure Met	4.99
ELA/Literature – Percent of Required Gap Closure Met	64.43
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	6.24
ELA/Literature – Percent of Required Gap Closure Met	73.14
<b>Indicators of Academic Growth PVAAS:</b>	
Science/Biology - Meeting Annual Academic Growth Expectations	67.00

<b>KPI Attendance:</b>	92.3 %
<b>Out-of-School Suspensions:</b>	9.3 %

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Systemic Challenge #2** (*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 #3** (*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 school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly / 2017-2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2014-6/2015  
2017-2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Annual

Data Source: PVAAS  
2017-2018

Specific Targets: 10% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested contents, grade levels and for all student groups.

Type: Annual

Data Source: Emetric  
2017-2018

Specific Targets: Increase up to\_10% or more in all tested contents and for all student groups.

Type: Annual

Data Source: School Performance Profile Building Level Score 2017-2018  
Specific Targets: Increase School Performance Building Level Score

Type: Annual

Data Source: School Performance Profile  
September 2017-2018

Specific Targets: Increase the number of students scoring proficient or advanced in Grade 3 Reading

### ***Strategies:***

#### ***Common Planning Time***

##### **Description:**

**Common Planning Time** (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

#### ***Data Analysis Procedures-***

##### **Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

#### ***Response to Instruction and Intervention -***

##### **Description:**

Response to Intervention will be implemented by all teachers, staff and leadership to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. RtII is a comprehensive, multi-tiered approach that involves reviewing student academic and behavioral data to identify and address students experiencing learning or behavioral difficulties and prevent failure and improve student achievement. This will ensure the school-wide use of data that is focused on school improvement and the academic growth of all students.

**SAS Alignment:** Instruction

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

### *Common Planning Time- Develop a Schedule*

**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

Calendar

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time- Share Rosters*

**Description:**

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery

Calendar, Teacher Schedules

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time- Implement Practices*

**Description:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Lesson plans

Meeting Minutes

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time -Monitor*

**Description:**

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time- Evaluate*

**Description:**

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

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

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

- Common Planning Time

*Data Analysis Procedure – Establish a data team***Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, Dean of Students, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

Data Team Members

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

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

**Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures- Create Data Analysis Protocols***Description:**



The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

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

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

**Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda  
Schedule

Sign-in Sheets ,PD Evaluation Sheet and

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures -Analyze Data*

**Description:**

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures- Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *RTII- Professional development*

**Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure school-wide use of data that is focused on school improvement and the academic growth of all students

Agenda

Sign-in Sheet

Title I binder

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

**Program Area(s):**

**Supported Strategies:**

- Response to Instruction and Intervention -

### *RTII- Implement*

**Description:**

RtII meeting schedule will be provided for teachers to meet and discuss student academic success or failures. A case manager will be determined for all intervention groups and appropriate materials and resources will be determined based on student needs at all three RTII tiers.

RtII Champion, RtII Leadership Team and classroom teachers

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Response to Instruction and Intervention -

### *RTII- Monitor*

**Description:**

RtII Leadership Team will meet monthly to monitor teachers use of interventions with fidelity and to determine if adjustments in interventions should be made to ensure students who are academically at risk are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness of interventions for student success.

RtII meeting minutes and data gathered from RtII data base

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

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

- Response to Instruction and Intervention -

*RTII- Evaluate***Description:**

The principal will review the RTII/ Student report to ensure that there is a decrease in the number of students who are been identified at risk and need support. The RTII team will consider moving students to the next tier level if interventions are not effective.

Student intervention plan.

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

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

- Response to Instruction and Intervention -

**Goal #2:** 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: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading.

Type: Interim

Data Source: DRA2 and Aimsweb data

Sept 2017- 2018

Specific Targets: 75% of K-2 students will move three reading level, as identified measured by DRA, compared to 70% in 2016-2017

Type: Interim

Data Source: Lexia and Benchmark data

Sept 2017-2018

Specific Targets: 70% of 3-8 students will increase at least 1 point, as measured by the PSSA rubric, compared to 50% in 2016-2017

Type: Interim

Data Source: Benchmark data and PSSA data

Sept 2017- 2018

Specific Targets: 50% of 3-8 students will increase at least 1 point, as measured by the PSSA rubric, compared to 35% in 2016-2017

### ***Strategies:***

#### *Differentiated Instruction*

**Description:**

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

**SAS Alignment:** Instruction

#### *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

### *Danielson Framework*

**Description:**

**The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.**

**SAS Alignment:** Instruction

### *Guided Reading*

**Description:**

Over the past two years, as a result of the effective implementation of guided reading across grades k-3 the number of students meeting their target reading goal have increased at least 5-10% every year .

**SAS Alignment:** Instruction

### *Wilson Foundations Phonics*

**Description:**

Evidence of effectiveness has proven to be strong across public and private school settings across the country-supporting the fostering of fluency and comprehension skills among students including those with disabilities(Duff, D Stebbins) To add, student reading data at Kelley has shown a steady increase of at least 10% of students reading on grade level since its adoption during the 2014-2015

**SAS Alignment:** Instruction

### *Lexia*

**Description:**

The Lexia Reading Core Progress Report of Spring 2016 states that out of 9,000 students identified as at-risk across a number of school, across the country 1/3 of those students ended the year working on skills in or above their grade-level. The



percent of students working two or more grade levels below their grade levels was reduced from over half 54% to only a quarter (28%)

**SAS Alignment:** Instruction

### *The use of high-level question and discussion techniques*

**Description:**

As a result of the Kelley School working to implement the effective use of high-level question and discussion techniques student SLO data 2015-2016 showed that 20% more scholars showed an increase of at least 1 point on their SLOs, that measured the growth of students Open ended Responses aligned to PSSA standards and its accompanying rubric.

**SAS Alignment:** Instruction

### *Small Group Instruction/Guided Practice*

**Description:**

The use of guided practice/small group instruction allows for effective instruction of students following the teaching of a particular skill(sometime new and sometimes not) Guided practice allows for active application of the information/skill working to be mastered. Small group allows for teachers to differentiate for students across the class around a particular skill. The Kelley School has adopted the use of SGI and GP two years ago, as a result, PVASS data is showing the in the area of reading of math, a consistent movement of students from below basic to basic.

**SAS Alignment:** Instruction

### *Guided Practice balancing Conceptual, Application, and Procedural instruction*

**Description:**

The use of guided practice/small group instruction allows for effective instruction of students following the teaching of a particular skill(sometime new and sometimes not) Guided practice allows for active application of the information/skill working to be mastered. Small group allows for teachers to differentiate for students across the class around a particular skill. The Kelley School has adopted the use of SGI and GP two years ago, as a result, PVASS data is showing the in the area of reading of math, a consistent movement of students from below basic to basic.

**SAS Alignment:** Instruction

### *The use of high-level question and discussion techniques*

**Description:**

As a result of the Kelley School working to implement the effective use of high-level question and discussion techniques student SLO data 2015-2016 showed that 20% more scholars showed an increase of at least 1 point on their SLOs, that measured the growth of students Open ended Responses aligned to PSSA standards and its accompanying rubric.

**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

***Differentiated Instruction- Lesson Plans*****Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction -Lesson Plan Review*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction – Observation*

**Description:**

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

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Informal and formal observations- Calendar*

**Description:**

A year-long walkthrough calendar will be developed to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Observation Protocol*

**Description:**

Leadership team will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

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 will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

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

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Professional Development -Needs Assessment*

**Description:**

Administrators will conduct a professional development needs assessment

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*

**Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

**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:** 6/30/2018

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

**Supported Strategies:**

- Professional Development

### *Professional Development -Trainings*

**Description:**

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development -Monitoring the effectiveness of the Professional Development Session*

**Description:**

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

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Danielson Framework -Professional Development on Danielson Framework*

**Description:**

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students

Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**



- Danielson Framework

### *Danielson Framework -Develop Lesson Plans based on Danielson Framework*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

### *Danielson Framework -Implement the Danielson Framework of Instruction*

**Description:**

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

### *Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

### *Guided Reading*

**Description:**

The school-wide schedule will provide an opportunity for a comprehensive literacy block to include daily guided reading experiences, the implementation of Wilson Phonics, and the use of computer based intervention programs such as Lexia. Administration will require and monitor lesson plans to ensure that lesson planning includes the planning for high-level guided reading experiences across grades K-3. Frequent walkthroughs and classroom visits supported by a schedule will help to monitor and support the effective implementation of Guided Reading.

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

**Program Area(s):**

**Supported Strategies:**

- Guided Reading

### *Wilson Foundations Phonics*

**Description:**

The school-wide schedule will provide an opportunity for a comprehensive literacy block to include daily guided reading experiences, the implementation of Wilson Phonics, and the use of computer based intervention programs such as Lexia. The principal and school based academic coaches will work to ensure that observation and feedback will support the effective implementation of Guided Reading, Lexia, and Wilson Phonics across grades K-3 beginning by September 2017. Administration will require and monitor lesson plans to ensure that lesson planning includes the planning for high-level guided reading experiences across grades K-3, Wilson phonics implementation with fidelity, and the use of Lexia. Frequent walkthroughs and classroom visits supported by a schedule will help to monitor and support the effective implementation of Guided Reading, Lexia, and Wilson Phonics.

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

**Program Area(s):**

**Supported Strategies:**

- Wilson Foundations Phonics

### *The use of high-level question and discussion techniques*

**Description:**

Kelley educators and admin will utilize the month of September and October to implement a benchmark assessment in support of setting targets. Admin will ensure that PSSA aligned Open-ended responses are available to support monthly formative assessments. Admin will ensure that the Professional Development schedule will provide consistent opportunities for teachers to practice and be exposed to high-level question and discussion techniques.

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

**Program Area(s):**

**Supported Strategies:**

- The use of high-level question and discussion techniques

## *Lexia*

### **Description:**

#### **3-8**

Admin walkthroughs, and observations will help to monitor and support the consistent use of Lexia. Lexia data will be utilized by teachers and admin to monitor student progress and usage. Principal will ensure that Observation and Feedback support the effective implementation of high-level question and discussion techniques and the use of Lexia.

#### **K-2**

The principal and school based academic coaches will work to ensure that observation and feedback will support the effective implementation of Guided Reading, Lexia, and Wilson Phonics across grades K-3 beginning by September 2017. Administration will require and monitor lesson plans to ensure that lesson planning include the planning for high-level guided reading experiences across grades K-3., Wilson phonics implementation with fidelity, and the use of Lexia. Frequent walkthroughs and classroom visits supported by a schedule will help to monitoring and support the effective implementation of Guided Reading, Lexia, and Wilson Phonics.

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

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

### **Supported Strategies:**

- Lexia

## *Small Group Instruction*

### **Description:**

Admin will ensure that the Professional Development schedule will provide consistent opportunities for teachers to practice and be exposed to high-level question and discussion techniques. Lesson plans will ensure that teachers are utilizing model and guided practices co-mingled with high-level questioning and discussion techniques in support of students deepening comprehension of reading. Teachers and admin will work together to ensure that lesson plans identify the what Questions and when Question and Discussion Techniques are being utilized across grades. Admin walkthroughs, and observations will help to monitor and

support the consistent use of Lexia. Lexia data will be utilized by teachers and admin to monitor student progress and usage. Principal will ensure that Observation and Feedback support the effective implementation of high-level question and discussion techniques and the use of Lexia.

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

**Program Area(s):**

**Supported Strategies:**

- Small Group Instruction/Guided Practice

*Guided Practice balancing Conceptual, Application, and Procedural instruction*

**Description:**

Admin will ensure that the Professional Development schedule will provide consistent opportunities for teachers to practice and be exposed to high-level question and discussion techniques, opportunities to learn ways to support the building of conceptual understanding during guided practice. Lesson plans will ensure that teachers are utilizing model and guided practices co-mingled with high-level questioning and discussion techniques in support of students deepening comprehension and application of math skills. Teachers and admin will work together to ensure that lesson plans identify the what Questions and when Question and Discussion Techniques are being utilized and how resources will support conceptual understanding of math concepts/skills, across grades. Admin walkthroughs and observations will help to monitor and support the consistent use of model and guided practices. Principal will ensure that Observation and Feedback support the effective implementation of high-level question and discussion techniques and the use of guided practice in embracing of CAPS in the area of math.

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

**Program Area(s):**

**Supported Strategies:**

- Guided Practice balancing Conceptual, Application, and Procedural instruction

**Goal #3:** 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: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017 – June 2018

Specific Targets: Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Decrease the number of chronically truant students

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Decrease the number of chronically tardy students

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: SWIS data and KPI

Sept 2017-2018

Specific Targets: 70% of students will attend school 85 % of the time compared to 63% in 2016-2017

### ***Strategies:***

#### ***School-wide Attendance Incentive Program:***

##### **Description:**

**School-wide Attendance Incentive Program:** School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

**SAS Alignment:** Safe and Supportive Schools

#### ***Parent Involvement (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:** Safe and Supportive Schools

### *Classroom DOJO (Attendance)*

**Description:**

Classroom Dojo is rewards-based program that encourages student across all grades to come to school daily by providing an oppportunity for them to earn up to Dojo points, that eventuallt convert to social dollars that may be used to attend fun montlhy socials. School-wide data shows that the Kelley school has shown a steady increase of attendance over the past three years.

**SAS Alignment:** Safe and Supportive Schools

### *Win/Win (Middle School Attendance)*

**Description:**

WIN/WIn is rewards-based program that encourages student in grades 6th-8th to come to school by providing an oppportunity for them to earn up to \$100 dollar gift card yearly if they attend school regularly and refrain from behavior conflict. During 2014-2015 school year when the Kelley School implemented Win/Win middle school attendance improved 15%

**SAS Alignment:** Safe and Supportive Schools

### *Intentional Parent/guardian involvement/continuum of supports*

**Description:**

Accordng to the Judith A. Martinez, of the National Center for School Engagement research documents that when parents are involved in their child's education that child most likely to come to school regularly and succeed. School-wide data shows that the Kelley school has shown a steady increase of attendance over the past three years.



**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

***School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team***

**Description:**

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

***School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies***

**Description:**

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

*School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives*

**Description:**

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

*School-wide Attendance Incentive Program - Implement Attendance Incentive Program*

**Description:**

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

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

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

- School-wide Attendance Incentive Program:

*School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program*

**Description:**

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- School-wide Attendance Incentive Program:

*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 Involvement (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 Involvement (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 Involvement (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.

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

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

**Supported Strategies:**

- Parent Involvement (PCE)

### *Classroom DOJO (Attendance)*

**Description:**

Classroom DOJO and Win/Win points will be utilized at the classroom level to reward and acknowledge individual students for coming to school daily. Classroom DOJO points will convert into Social Dollars that will provide scholars opportunities to attend Monthly Socials. Monthly socials are identified prior to the school year beginning and is facilitated by the Dean and our City Cohort. The counselor monitors weekly and monthly classroom attendance data and ensures that classroom data is displayed in the main lobby for every class. Quarterly, the

principal celebrates scholars with perfect attendance publicly and provides a tangible reward

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

**Program Area(s):**

**Supported Strategies:**

- Classroom DOJO (Attendance)

### *Win/Win (Middle School Attendance)*

**Description:**

Quarterly, the principal celebrates scholars with perfect attendance publicly and provides a tangible reward. Student attendance data will be reviewed by the principal and counselor weekly utilizing the SDP attendance protocol. SWISS data is reviewed and addressed monthly and will be utilized in support of providing parents and scholars with a continuum of supports, to include incentives for improved attendance and consequences for poor attendance such as attendance plans that may result in improved attendance or a truancy referral if attendance worsens.

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

**Program Area(s):**

**Supported Strategies:**

- Win/Win (Middle School Attendance)

### *Intentional Parent/guardian involvement/continuum of supports*

**Description:**

SWISS data is reviewed and addressed monthly and will be utilized in support of providing parents and scholars with a continuum of supports, to include incentives for improved attendance and consequences for poor attendance such as attendance plans that may result in improved attendance or a truancy referral if attendance worsens.

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

**Program Area(s):**

**Supported Strategies:**

- Intentional Parent/guardian involvement/continuum of supports

# Appendix: Professional Development Implementation Step Details

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



# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Kelley William D 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 Kelley William D 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, currently 63% of k-3 students are on target based on winter DRA results compared to 50% of students were on target in the fall yielding a 13% increase. In grades 4-8, currently 60% of 3rd-8th grade students are showing to be showing an increase of 1 point on their state aligned TDA assessment, as measured by the PSSA rubric compared to 45% in the fall, yielding a 15% increase. In math, 58% of 3rd grade students are showing mastery on winter benchmark assessment 2 compared to 48% on fall benchmark assessment, yielding a 10% increase. In the area of climate, 46% of 5th grade students showing mastery on winter benchmark assessment 2 compared to 37% on fall benchmark assessment, yielding a 11%.

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

In literacy we need 75% of K-2 students will move three reading level, as identified measured by DRA, compared to 70% in 2016-2017 and 70% of 3-8 students will increase at least 1 point, as measured by the PSSA rubric, compared to 50% in 2016-2017. In math we need, 50% of 3-8 students will increase at least 1 point, as measured by the PSSA rubric, compared to 35% in 2016-2017. Last for our climate goal we need, 70% of students will attend school 85 % of the time compared to 63% in 2016-2017.

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

SLGQ 4: Guided Reading, Wilson Foundations, Lexia, The use of high-level questions and discussion techniques, small group instruction/guide practice, and guided practice balancing conceptual understanding has been added to the guided questions.  
SLGQ 6: classdojo, Win/Win incentive program and Intentional Parent/guardian involvement/comtinuum of supports have been added to support guiding question 6.

## 2015-2016 Improvement Evaluation

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

#### **SLGQ 2 Data Analysis Procedures:**

The school continues to make data analysis an integral part of all school actions. The school has administered benchmark assessments. Data analysis meetings happen frequently in support of weekly and quarterly action planning.

#### **SLGQ 4 Informal and Formal Observation:**

Formal and informal observations are being conducted frequently. In addition to the implementation of the state's evaluation process, the school's administration uses a common protocol for informal walkthroughs.

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

**SLGQ 6**

: School continues to ensure that the school meets attendance goals as outlined in the plan- The school has adopted a school-wide attendance program in support of reaching that goal. The school has adopted a formal Positive Behavioral Intervention and Support (PBIS) program.

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

The William D. Kelley is moving forward with the existing plan.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

**SLGQ 2 Data Analysis Procedures:**

The school continues to make data analysis an integral part of all school actions. The school has administered benchmark assessments. Data analysis meetings happen frequently in support of weekly and quarterly action planning.

**SLGQ 4 Informal and Formal Observation:**

Formal and informal observations are being conducted frequently. In addition to the implementation of the state's evaluation process, the school's administration uses a common protocol for informal walkthroughs

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

SLGQ 6: School continues to ensure that the school meets attendance goals as outlined in the plan- The school has adopted a school-wide attendance program in support of reaching that goal. The school has adopted a formal Positive Behavioral Intervention and Support (PBIS) program.

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

Due to the limited implementation period, the William D. Kelley is moving forward with the existing plan.