

Feltonville Intermediate School

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Feltonville Intermediate School

238 E Wyoming Ave
Philadelphia, PA 19120
(215)456-3005

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Donald J. Anticoli, Ed.D.

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Dr. Donald Anticoli	Building Principal : School Improvement Plan
D. Michael Black	Community Representative
Marcie Behanna - Erickson	Ed Specialist - Other
Janice Dawson	Ed Specialist - Other
Virgin Gerena	Ed Specialist - Other
Gail Morris	Ed Specialist - Other
Carolyn Ryan	Ed Specialist - Other
Jeffrey Zucker	Ed Specialist - Other
Ann Marie O'Reilly Gindhart, Ed.D.	Ed Specialist - School Counselor
Ophelia Hayes-Wilkerson	Ed Specialist - Social Restoration
Tamika Purvines	Intermediate Unit Staff Member
Myrta Lopez	Parent
Janice Dawson	School-Based Teacher Leader

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- District web page
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- 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 Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the

schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	1/30/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical support with the Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	3/2/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	4/6/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	10/20/2017 12:00:00 AM	Introduction Meeting & Support for 16-17 SY
IU 26 / Office of Federal Programs Design and Implementation	12/21/2017 12:00:00 AM	Comprehensive Plan Support

Student Assessment of Progress

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

Teachers are consulted to analyze the benchmarks scores and find strands and anchors that are in need of further instruction. Also, the teachers are consulted when we purchase school based electronic-interventions such as LEXIA and Imagine Math, to enhance further the opportunities for students to attain proficiency on the common core 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
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

Yes, the school intends to consolidate the funds.

Federal Grant Program	Amount of Grant
Math Counts: Math tutoring after school program	\$20000.00

Title I: Reduced class size, teacher leaders, and electronic purchases(Chromebooks)	\$661000.00
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

We are in the model section of the School Climate area of the SDP School Progress Report, and received a Peer Leader Award for Feltonville Intermediate School.

Accomplishment #2:

Math: The “All Student Group” and every relevant subgroup met the 95% participation target in Math.

Accomplishment #3:

Met the Annual Academic Standards in Mathematics

Accomplishment #4:

The Attendance Rate is 92.85.

Accomplishment #5:

The Promotion Rate is 99.86

Accomplishment #6:

The Test Participation Rate for all students in Mathematics is 97.40.

Accomplishment #7:

The Test Participation Rate for All Students in Reading is 97.04

Accomplishment #8:

The Test Participation Rate for all students in Science is 98.44

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 48.1 for 2015-16 school year. The Federal Designation is “Focus”.

Concern #2:

20.83 in Grade 3 for Proficient or Advanced in Reading

21.42 in Proficient or Advanced in Reading on PSSA

Did not close the achievement gap for all students in Reading

Did not close the achievement gap for historically underperforming students in Reading

Concern #3:

13.69 in Proficiency or Advanced in Mathematics for the PSSA

Did not close the Achievement Gap for all students in Math

Did not close the Achievement Gap for historically underperforming students in Math.

Concern #4:

28.76 in Proficiency or Advanced in Science

Did not close the achievement gap for all students in Science

Did not close the achievement gap for historically underperforming students in Science

Concern #5:

The school did not meet the Standard for PA Academic Growth in Science (50.00).

Concern #6:

Suspensions YTD are 29 as of February 2017

Concern #7:

Chronic Tardiness YTD as of February 2017 is 14.0%

Concern #8:

Truancy YTD is 17.1%

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

The School Performance Profile Building Level Score is 48.1 for 2015-16 school year.
The Federal Designation is "Focus".

Suspensions YTD are 29 as of February 2017

Chronic Tardiness YTD as of February 2017 is 14.0%

Truancy YTD is 17.1%

The school did not meet the Standard for PA Academic Growth in Science (50.00).

20.83 in Grade 3 for Proficient or Advanced in Reading

21.42 in Proficient or Advanced in Reading on PSSA

Did not close the achievement gap for all students in Reading

Did not close the achievement gap for historically underperforming students in Reading

28.76 in Proficiency or Advanced in Science

Did not close the achievement gap for all students in Science

Did not close the achievement gap for historically underperforming students in Science

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: Increase in PSSA scores in reading and math by 10%

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: Benchmark Assessments

(School Level)September 2017-June 2018

Specific Targets: Students will score at or above grade level expectations on school level benchmarks.

Type: Interim

Data Source: DRA Reading Levels

September 2017 - June 2018

Specific Targets: Increase 3rd Graders are reading at or above grade level.

Type: Annual

Data Source: ACCESS September 2017-June 2018

Specific Targets: English Language Learners will make .6 growth in their overall proficiency score.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase building level score.

Type: Interim

Data Source: Benchmark assessments

Quarterly

Specific Targets: Increase Math for students in grades 3-5 in scoring 50% or above on Benchmark assessments

By June 2018

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: None selected

Informal and Formal Observations

Description:

The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: None selected

Professional Development

Description:

Professional Development 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: None selected

Balanced Literacy Approach with focus on Guided Reading and Reader's/Writer's Workshop, through CLI initiative

Description:

The CLI uses a measurement called CPEL where 3.0 is proficient. We scored 2.7 in 2016-17 toward our goal of 3.0 on the Literacy environment area. Also, DRA scores in 2016 -17 rose from the 43% baseline to 56%

SAS Alignment: Instruction

Small Group Instruction with learning centers

Description:

Teachers created literacy block schedules that put 135 minutes of consecutive reading instruction

SAS Alignment: Instruction

Lexia

Description:

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel

SAS Alignment: Instruction

Think Through Math

Description:

As a computer based intervention programs, Imagine Learning Think Through Math is data-driven research- based program that engages, challenges, and monitor students for lasting academic gains. The Program features standards-based content for students at multiple grade levels, including the FIS grades 3-5

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:

Administrator 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 for teaching.

Written feedback to teachers around differentiated practices and trends throughout the building.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Evaluation

Description:

Administrators will evaluate teachers using the Danielson Framework to ensure the use of differentiated instruction to meet the need of all students

Danielson Framework and informal observations

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Coaching

Description:

Administrator will conference with teachers to develop an action plan for steps needed to improve/enhance the use of differentiated instruction in the classroom

Completed action plan listing next steps..

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

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:**

Administrators will visit 4 classrooms a day to implement the use of formal and informal observations to ensure effective instructional practices are used by all teachers.

Informal and Formal Observation protocol, reflective feedback

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 - Instructional Coaching***Description:**

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

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

Administrator will use the Educator Development on schoolnet to input formal and formal observations to ensure that all teachers receive observations consistently to ensure effective instructional practices

Educator Development System feedback form

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. 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 -Evaluate***Description:**

Administrators will evaluate teachers using the Danielson Framework to ensure that professional development on research based instructional strategies and best practices are fully implemented in the classroom for all students.

Danielson Framework and informal observations

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Small Group Instruction with learning centers

Description:

The Early Literacy Intervention (ELI) specialist will work with the SBTL for Literacy to facilitate the identification of students in the third grade level for determining the best fit for small group instruction.

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

Program Area(s): Professional Education

Supported Strategies: None selected

Balanced Literacy Approach with focus on Guided Reading and Reader's/Writer's Workshop, through CLI initiative

Description:

Guided Reading in concert with Reader's/Writer's Workshop will be the main strategies used in the Balanced Literacy Framework

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

Program Area(s): Professional Education

Supported Strategies:

- Balanced Literacy Approach with focus on Guided Reading and Reader's/Writer's Workshop, through CLI initiative

Lexia - Data

Description:

Monthly data from the Computer Based Intervention(LEXIA) will be gathered and analyzed for progress on reaching each eight week milestone targets.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Think Through Math - Identify students

Description:

The Math SBTL will facilitate the identification of all grade students through the use of Benchmark data, placing them in quartile groups (25% lowest-highest). All students will be placed on Think Through Math to diagnose Math proficiency levels and implement an action plan to increase growth.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Think Through Math - Review Data

Description:

Weekly teacher data, trimester AIMS Web data, and three times per year Benchmark Data will be utilized to assess growth toward the goal.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Think Through Math - Professional Development

Description:

The following teaching strategies will be introduced in PD, and developed in the classroom: 1.: Teaching students how to use visual representations. 2. Exposing students to multiple problem-solving strategies. 3. Helping students recognize and articulate mathematical concepts and notation.and 4.: Building on students' informal understanding of sharing and proportionality to increase knowledge of fraction concepts.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Feltonville Intermediate School.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Feltonville Intermediate School 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 Feltonville Intermediate School in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The School Past Year of Success consist of:

Early Literacy: 56% of third graders are reading on target as indicated by Q2 DRAs

Math: 35.3% of grades 3-4-5 students scored 50% or higher on Benchmark 2

Climate: 35.3% of grades 3-4-5 students scored 50% or higher on Benchmark 2

Describe the continuing areas of concern from the past year.

The School' continuing areas of concern consist of:

Early Literacy: There will be an increase in grade 3 students reading on target using the DRA assessment from September 2017 DRA level to an increase of 4% in June 2018

Math: The overall average in Math for students in grades 3-5 scoring 50% or above on Benchmark assessments will increase from 36% to 39% by June 2018.

Climate: To reduce the number of OSS suspensions / days suspended from 60/78 to 54/66 days as measured by PMD as of June 2018.

Describe the initiatives that have been revised.

The School Level Plan Guiding Questions 4 were revised to include: School Base Teacher Leader will assist the school with addressing the reading and math targets. The student support specialist will assist the school with decreasing suspensions to address the school's climate goal and to ensure a safe supportive environment.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Our current strengths at FIS include 93.6% student attendance, and benchmark average scores at or near District and Network levels: 44 % in math and 40.8% in ELA. The science PSSA is 34.5% Proficient /Advanced. (SLGQ 4)

Describe the continuing areas of concern from the past year.

The challenges of the FIS program include very low achievement in PSSA math at 7.8% proficient/ advanced, 22.1% in ELA. Another challenge is providing technology access to our students so that they can engage with rigorous interventions and instructional resources. (SLGQ 4) School climate is a challenge as we attempt to reduce suspensions from the past year level of 66, and increase student attendance above 95%. Additionally, personnel are needed for positive intervention supports, and academic tutoring. (SLGQ 6)

Describe the initiatives that have been revised.

As a result of analyzing student achievement data and results from RTII, several initiatives have been revised and new initiatives will be implemented. Cabrini College is collaborating with us to involve parents and the community. City Year will be involved to improve climate. New programs for Math and Language Arts will be implemented. (SLGQ 4) (SLGQ 6)

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. School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students. Professional Development was 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. Success was evident in informal and formal observations using the Danielson Framework.

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

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps associated with SLGQ's 2 and 4 to ensure viable outcomes.

The school will continue to provide PD on research based strategies best practices that align with the analysis of data to increase student achievement.

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.