

Feltonville Sch of Arts & Sciences

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Feltonville Sch of Arts & Sciences

210 E. Courtland St.
Philadelphia, PA 19120
(215)456-3012

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: John Piniat

Superintendent: William Hite

Stakeholder Involvement

Name	Role
John Piniat	Building Principal : School Improvement Plan
Chalet Willis-Butts	Community Representative
Tamika Purvines	Intermediate Unit Staff Member
Jessica McRae	Middle School Teacher - Regular Education
Carlyn Skipworth	Middle School Teacher - Regular Education
William Rosario	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- District web page
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)

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	1/26/2017 12:00:00 AM	Comprehensive Plan Support
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 development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 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	4/3/2017 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	5/2/2017 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.

At the beginning of each year, teachers work to obtain interim assessments. They utilize data in order to make decisions regarding the achievement of individual students and the overall instructional program.

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	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
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?

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

Federal Grant Program	Amount of Grant
-----------------------	-----------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

School Accomplishments

Accomplishment #1:

The Promotion Rate is 100.00

Accomplishment #2:

26% increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Accomplishment #3:

27% increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Accomplishment #4:

Establishment of a School Advisory Council with parents enrolled and signed up for monthly participation

Accomplishment #5:

Average Daily Attendance Rate is 93.2%

Accomplishment #6:

Out of School Suspension rate 7.6%

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 37.9. The Federal Designation is "Focus".

Concern #2:

6.46 Proficient and Advanced in Math

34.40 in Closing the Achievement Gap for All Students in Math

34.89 in Closing the Achievement Gap for Historically Underperforming Students

Concern #3:

Did not meet the Annual Academic Standards in Mathematics.

Concern #4:

Did not meet the Annual Academic Standards in Reading.

Concern #5:

Did not meet the Annual Academic Standards in Science.

Concern #6:

15.79 in Advanced and Proficient in Science on PSSA.

Concern #7:

20.07 Proficient and Advanced in Reading on PSSA

0.00% in Closing the Achievement Gap in Reading for All Students

0.00% in Closing the Achievement Gap in Reading for Historically Underperforming Students

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 37.9. The Federal Designation is "Focus".

6.46 Proficient and Advanced in Math

34.40 in Closing the Achievement Gap for All Students in Math

34.89 in Closing the Achievement Gap for Historically Underperforming Students

Did not meet the Annual Academic Standards in Mathematics.

Did not meet the Annual Academic Standards in Reading.

Did not meet the Annual Academic Standards in Science.

15.79 in Advanced and Proficient in Science on PSSA.

20.07 Proficient and Advanced in Reading on PSSA

0.00% in Closing the Achievement Gap in Reading for All Students

0.00% in Closing the Achievement Gap in Reading for Historically Underperforming Students

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Systemic Challenge #3 (*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

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: School Performance Profile 2017-2018

Specific Targets: Increase in Building Level Score on School Performance Profile

Type: Annual

Data Source: PVAAS

September 2017 – May 2018

Specific Targets: Increase in PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Annual

Data Source: Emetric September 2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced in all tested subjects and student groups.

Type: Interim

Data Source: Early Warning Indicators

2017 - 2018

Specific Targets: Reduce the number of students listed for multiple course failure, suspension, chronically truant and chronically tardy

Type: Interim

Data Source: Performance Management Dashboard

Specific Targets: Increase in the amount of students scoring 50%+ in Math and Reading compared to last year as measured in the benchmark data

Type: Interim

Data Source: DRA

Quarterly

2017- 2018

Specific Targets: 26% increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Type: Interim

Data Source: Benchmark assessments

2017- 2018

Specific Targets: 27% increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: Differentiated Instructed Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure challenging learning expectations for all students Teachers will proactively plan varied approaches to learning in order to increase the likelihood that each student will learn as efficiently as possible.

SAS Alignment: Standards

Informal and Formal Observations

Description:

Informal and Formal Observations: Administrator will conduct informal and formal observations to fully ensure the consistent implementation of effective instructional practices across all classrooms.Charlotte Danielson’s Framework for Teaching Formal and informal observations using to monitor instruction of 21st century skills.

SAS Alignment: Standards

Professional Development

Description:

Professional Development will be offered in a variety of areas to increase fidelity in the delivery of instruction in reading and math in order to increase student achievement. Professional Development will be offered to all staff, teachers and leadership to fully ensures the consistent implementation of effective instructional in reading and math practices across all classrooms.

SAS Alignment: Standards

Bi-Weekly Department Meetings where teachers will meet with content area teachers to discuss data

Description:

During SY 2016-2017, where this approach was utilized there was a 27% increase in the amount of students scoring 50%+ compared to SY 15-16

SAS Alignment: Instruction

Informal Feedback Cycle

Description:

During SY 2016-2017, where this approach was utilized there was a 27% increase in the amount of students scoring 50%+ compared to SY 15-16

SAS Alignment: Instruction

Interim Assessment Cycle

Description:

During SY 2016-2017 where this approach was utilized there was a 26% increase in the amount of students scoring 50%+ compared to SY 15-16

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 that reflect challenging learning expectations for all students

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrators will review lesson plans to ensure plans are differentiated by content, process and product that reflect challenging learning expectations for all students

Indicator of Implementation:

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- Feedback on lesson plans

Description:

Provide written and face to face feedback on weekly lesson plans so teachers can assess/focus the use of effective strategies in their plans and interventions

Indicator of Implementation:

100% of lesson plans contain effective 21st century skills and teaching strategies, evidence of differentiated instruction, and a variety of student achievement assessments

Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Lesson Implementation

Description:

Teachers and staff will implement differentiated lessons and practices as needed.

Lesson Plans reflective differentiated instruction by process, product and content

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:

Develop a year long walkthrough calendar to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices

Indicator of Implementation:

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 use the Danielson Framework for informal and formal observation for all classrooms and for all grades and subjects

Indicator of Implementation:

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 -Share protocol

Description:

The Leadership Team will share to the staff that they will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Indicator of Implementation:

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:

Conduct formal observations, including pre and post conferences and 2-3 informal observations daily with written feedback, to ensure faithful execution of lesson plans, implementation of instructional strategies and the four domains of teaching framework. Observations will ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Indicator of Implementation:

Pre and post observation conferences, and informal and formal observation documentation

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

I

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Instructional Coaching

Description:

Instructional Coaching will be offered to teachers and staff who fail to implement practices with fidelity.

Schedule of Instructional Coaches'

instructional Coaching Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Indicator of Implementation:

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:

Administrator will review and analyze results from the needs assessment and observation protocols to determine PD needs.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A year long professional development calendar will be developed that addresses areas highlighted by the needs assessment, observations and student data

Indicator of Implementation:

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.

Indicator of Implementation:

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.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

Instructional coaching will be offered to teachers and staff who determined by the observation process fail to implement strategies with fidelity

Indicator of Implementation:

Instructional Coaching Log

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Interim Assessment Cycle.

Description:

During SY 2016-2017, where this approach was utilized there was a 27% increase in the amount of students scoring 50%+ compared to SY 15-16

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

Program Area(s): Professional Education

Supported Strategies:

- Interim Assessment Cycle

Informal Feedback Cycle

Description:

Meetings with content area teachers to discuss data on a regular basis to make informed instructional decisions

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

Program Area(s): Professional Education

Supported Strategies:

- Informal Feedback Cycle

Bi-Weekly Department Meetings

Description:

Teachers will meet with content area teachers to discuss data on a regular basis to make informed instructional decisions

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

Program Area(s): Professional Education

Supported Strategies:

- Bi-Weekly Department Meetings where teachers will meet with content area teachers to discuss data

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Feltonville Sch of Arts & Sciences.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Feltonville Sch of Arts & Sciences 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 Sch of Arts & Sciences 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:

Math: An increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Literacy: An increase in the amount of students scoring 50%+ compared to last year as measured in the benchmark data

Climate: Decrease in Out of School Suspensions

Describe the continuing areas of concern from the past year.

The School's continuing areas of concern consist of:

Math: Increase the percent of students reaching the 50%+ mark as the cumulative average for 3 Math benchmark assessments to increase by 10%

Literacy: Increase the percent of students reaching the 50%+ mark as the cumulative average for 3 Literacy benchmark assessments to increase by 10% as evidenced by PMD

Decrease: Increase the percent of students reaching the 50%+ mark as the cumulative average for 3 Literacy benchmark assessments

Describe the initiatives that have been revised.

The School Level Plan Guiding Questions 4 were revised to include:

PBIS and 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.

Through the use of a strong PBIS, implementation of Second Step, as well as putting a strong focus on the emotional and behavioral health of our students we have dramatically decreased our out of school suspensions.

1035 suspensions in 13-14

606 suspensions in 14-15

130 suspensions in 15-16

88% Average attendance in 13-14

90% Average attendance in 14-15

92% Average attendance in 15-16

By putting a major focus on attendance by discussing attendance every afternoon at the end of the day announcements as well as giving each student an updated “Attendance Scorecard” that informs them of how many absences they currently have our attendance has gone up. On average, students are attending 8 more school days during the year compared to 13-14.

Math Benchmark Scores went up 5% from last year.

Literacy Benchmark Scores went up 11% from last year.

Through the use of Interim Assessments using a 6-8 week cycle, teachers design assessments, teach the content, and then analyze the data of the assessment to see where students are struggling before the Benchmarks approach. This allows the teachers to adjust and modify instruction to meet the needs of all students, address deficiencies before it is too late, and offer enrichment to students that are successful. (SLGQ 2) (SLGQ 4) (SLGQ 6)

Describe the continuing areas of concern from the past year.

Math and Literacy are still a concern. Benchmark scores can still increase dramatically as we continue to implement the interim assessment cycle, analyze and discuss the data to modify instruction. (SLGQ 2)

Our attendance goal is 95%. While we have increased from 88 to 92% over the previous 2 years, we still need to research and implement strategies to assist us in reaching the 95% attendance goal. (SLGQ 4) (SLGQ 6)

Describe the initiatives that have been revised.

Our PBIS initially was to give out tickets to the students for positive behaviors and then randomly select students at the end of the day to win a certificate. Mid-way through the year, we realized that the majority of our students were not valuing the tickets. The school got together, we formed a PBIS committee, and transformed the PBIS program to create a menu of options that the students can use their tickets for. We also came up with monthly PBIS events such as outside courtyard time, basketball tournament, Ice Cream Social, etc. where students could use their PBIS tickets to purchase entry into these events. This has increased student buy-in and reduced negative behavior. (SLGQ 6)

This was the first year my staff implemented the Interim Assessment cycle on a 6-8 week basis. We will revise this program to write all 4 assessments at the beginning of the year and add 4-6 questions to each assessment that addresses the weak skills that the data from the previous assessment showed. (SLGQ 2)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4 and 6 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. Lesson plans are monitored on a bi weekly basis and feedback provided about the implementation of differentiated instruction within the classroom. Formal and informal observations are used to provide feedback on the implementation of lesson plan activities. Professional Development has been geared to address the implementation of the Instructional models that are the focus of SDP and for improving teaching and learning school wide.

Leadership Meetings, Academy Meetings and the use of RTII have been used to address the academic needs of students. Students are offered extended learning opportunities after school and Saturday School.

The Positive Behavior Support Program is being implemented school-wide on a daily basis and has reduced the number of suspensions.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2, 4, and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2, 4, and 6 to ensure increased academic performance of all students.

An area of concern is that the academy/grade group meetings could only happen on half days that were designated for professional development. Professional development still needs to be ongoing

Although RTII is being implemented, lack of funds and released staff, led to limitations that prevented full implementation and more impacted results .

The PBS system needs to have involvement from all stakeholders, students, parents and teachers.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, and 4 we will continue to assess and amend the implementation of strategies to increase student achievement.