Prince Hall

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Prince Hall

6101 North Gratz Street
Philadelphia, PA 19141
(215)276-5255

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Donna Ragsdale
Superintendent: William Hite

Planning Committee

Name	Role
Donna Ragsdale	Building Principal : School Improvement Plan
Elaine Johnson	Community Representative
Joy Jackson	Elementary School Teacher - Regular Education
Ronald Creighton	Ed Specialist - Other
Tracie Cobb	Parent
Mary Coe Collins	Intermediate Unit Staff Member

Assurances

Title I Schools

Title I Priority or Focus Schools

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

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

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

The school met the measure for PSSA participation

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 51.8. The Federal Designation is “Focus”.
30.47% Proficient or advanced in Mathematics No grades levels (3, 4, or 5) show a positive three year trend in Mathematics. The Black, ED and the All Students Groups did not show a positive three year trend in Mathematic.
32.03% Proficient or advanced in Reading Grade 3 Proficient or Advanced is 37.18% Grades 3 and 5 did not show a positive three year trend in Reading Black, ED and the All Students Groups did not show a positive three year trend in Reading.
42.47% Proficient or advanced in Science
32.91% Proficient or advanced in Writing
PA Academic Growth Measure not met in Math (50.00) or Science (50.00)
Attendance YTD is 92.5%
Suspensions YTD are 37 Mutual Fighting / Simple Assault
Tardiness YTD is 21.8% /
Truancy YTD is 8.8%

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

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: 2014 – 2015
PSSA Jumpstart coach books

Specific Targets: Bi weekly assessments. Targeted instruction for students where interventions are needed. Students will show a 20% increase in PSSA jumpstart assessment scores.

Type: Interim
Data Source: 2014 – 2015
Reading Mastery Tests and Achieve 300 Reports

Specific Targets: RTII Programs- Research based programs for all at risk students. 20% increase in students scoring between 80 and 100% correct on reading mastery tests and achieve 3000 multiple choice activities.

Type: Annual
Data Source: School Performance Profile
2014 – 2015

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Annual
Data Source: Emetric
September 2014 – May 2015

Specific Targets: Increase up to 10% or more in reading, math, science and writing for all student groups.

Type: Annual
Data Source: PVAAS
September 2014- May 2015

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

Type: Interim
Data Source: RTII
2014 – 2015

Specific Targets: Decrease in the number of students prescribed Tier II and Tier III interventions

Strategies:

Data Analysis Procedures

Description:
Data Analysis Procedures will be implemented school-wide by all teachers, staff and leadership during Common Planning Time teachers to to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery**.**

SAS Alignment: None selected

Benchmark Assessments-

Description:

-Standards aligned assessments will be implemented school-wide by all grade levels and content areas to be used formatively by teachers and students at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.

SAS Alignment: None selected

Data Informed Instruction:

Description:

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure

school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Implementation Steps:

Data Analysis Procedures-Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members will include the Principal, Assistant Principal, School Based Instructional Specialist (SBIS), Technology Teacher Leader (TTL), Assessment Coordinator, Roster Chair, Response to Intervention and Instruction (RTII) Champion, Department Chairs, Academy Coordinators, ESOL Coordinator, and Special Education Liason. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

Program Area(s):

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 making decisions actionable towards student improvement.

Copy of Data Protocols

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

Program Area(s):

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 in order to ensure that school staff members understand how to use established protocols for analyzing appropriate data, make data sets actionable in improving student learning, and adjust instruction to meet students' needs.

Agenda

Sign in Sheets

PD Evaluation sheet and schedule

Title I Binder

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Present Vision

Description:

Leadership team will establish as a clear vision for the use of student level data to be shared with all staff members.

PDE and Locally relevant students data

Data analysis procedures ppt

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures

Description:

Through scheduling of Common Planning time data analysis will be made a part of the ongoing cycle of school improvement data will be used formatively by teachers at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.

PDE and Locally relevant students data

Common Planning Time Schedules

Agendas

Minutes of meetings

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis – Collect and Prepare Data

Description:

Designated staff will collect and prepare data for review from a variety of sources to discuss during data analysis meetings.

PDE and Locally relevant students data

Lesson Plans

Data Protocols

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

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 students data

Lesson Plans

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures-Monitor Data Analysis

Description:

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally relevant students data

Lesson Plans

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

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. and to use all data as well as teacher reports from all programs to see student movement toward achieving proficiency in all skill areas in literacy and math..

PDE and Locally Relevant Student Data

Agendas

Meeting Minutes

Lesson Plans

Formal/Informal Observations

Pre- & Post-Observations Meetings

Reflective Feedback Forms

Data Protocols

Data Room Updates

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis - Adjust Instructional Practices

Description:

Teachers and staff will modify instruction to address deficiencies revealed by the data.

Lesson Plans

Observations

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Benchmark Assessments

Description:

Benchmark assessments will be administered in reading and math to all students three times per year.

Calendar indicating administration of Benchmark Assessements

Benchmark assessments reading and math

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

Program Area(s):

Supported Strategies:

- Benchmark Assessments-

Benchmark Assessments

Description:

Benchmark data will be disaggregated and monitored by teachers, staff and leadership by learning targets and used by teachers, staff and leadership to make decisions related to curricular content and instructional practices.

Calendar indicating administration of Benchmark Assessements

Benchmark assessments reading and math

Start Date: 9/9/2014 **End Date:** 5/7/2018

Program Area(s):

Supported Strategies:

- Benchmark Assessments-

Benchmark Assessments

Description:

Teachers and staff will adjust instructional practices via lesson planning to ensure adjustment of instructional practices once benchmark data is analyzed.

Calendar indicating administration of Benchmark Assessements

Benchmark assessments reading and math

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Benchmark Assessments-

Data Informed Instruction – Establish a Data Team

Description:

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

List of team members

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Professional Development

Description:

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.\

Agenda

Sign-in
Sheet

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings

Description:

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar of Monthly
Meetings

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction - Collect Data

Description:

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data pt. 2

Description:

Teachers and the leadership will establish measurable goals that address student strengths and weaknesses as indicated by the disaggregated data.

Grade Level
Goals

Student Specific Goals

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Select Instructional Strategies

Description:

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Intervention Implementation

Description:

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction – Monitor and Evaluate

Description:

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

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

November 2014, January 2015, April 2015

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

September 2014 – May 2015

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

September 2014- May 2015

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

Strategies:

Professional Development

Description:

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

SAS Alignment: None selected

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

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: None selected

Implementation Steps:

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

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

List of Teachers

Year-long PD calendar

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students..

Observation Protocol

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development – Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Knowledge Design System

Description:

Teachers will have access to Knowledge Design System as a way to improve instructional practice

KDS registration

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

Program Area(s):

Supported Strategies:

- Professional Development

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: 9/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Differentiated Instruction:

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students. 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: 9/1/2014 **End Date:** 6/30/2017

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

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: 9/9/2014 **End Date:** 6/6/2017

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: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations -Observation Protocol

Description:

Leadership will use the observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walk through protocol

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations -Walkthrough protocol communication

Description:

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations.

Agenda

Sign-in sheet

Start Date: 9/8/2014 **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations - Conduct Walk Throughs

Description:

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

Agenda

Sign-in sheet

Start Date: 9/8/2014 **End Date:** 6/23/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

Start Date: 9/9/2014 **End Date:** 5/1/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal Observation - Instructional Coaching

Description:

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

Schedule/Agenda of Instructional Coaching Session

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

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: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

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: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

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.

Agenda
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Meeting Minutes

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

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: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

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: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

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: Principals Information Board

Suspension Data

September 2015- June 2016

Specific Targets: reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2015 – June 2016

Specific Targets: reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2015- June 2016

Specific Targets: Decrease the number of Chronically Tardy and Truant students

Strategies:

Positive Behavior Support Program

Description:

Positive Behavior Support Program: Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: None selected

Conflict Resolution/Climate Manager/Climate

Description:

Conflict Resolution/Climate Manager/Climate Coordinator will be implemented as a method and process in facilitating the peaceful ending of conflict and retribution. Group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group

(e.g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation with the dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: None selected

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement

a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations

Description:

The PBS team will share the PBS practices, policies, and expectations 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.

PBS Team Members
Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

PBS Team Members

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

- Conflict Resolution/Climate Manager/Climate

Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program

Description:

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Prince Hall.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Prince Hall 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 Prince Hall in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Paul Kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 8/1/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

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.
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.

Monthly Professional development opportunities have centered around district instructional practices, differentiation of instruction, as well as applying intervention to students in need. Professional Development was monitored through walk-throughs, information, and formal observation using the Danielson Framework. Through the use of data analysis and data analysis procedures the school was able to identify strengths and weakness whole school, grade level and student group and adjust instructional practices.

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.
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.
Positive Behavior Support Program (PBS) was implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilized the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS

program ensured that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions. In addition, individual PBSPs was done for all students who are chronically late or absent.

Describe the continuing areas of concerns 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 to ensure increased academic performance of all students.
The school will continue to implement Professional Development Schoolwide to ensure the fidelity of implementation of effective instructional practices. Data analysis will continue to drive Professional Development needs as well as a tool to identify school wide concerns.

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.

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the ***Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.***

Planning Team:

Name of Team Member	Position/Representation
Donna Ragsdale	**Building Level Principal**
Joy Jackson	**Teacher**
Tracie Cobb	**Parent**
Elaine Johnson	**Business/Community Member**
Ronald Creighton	**Educational Specialist**
Mary Coe Collins	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
	Academic Recovery Liaison (ARL)-*Priority Schools*

SW Planning Period: X☐ **1 Year Planning Period** ☐ **Less Than 1 Year**

Planning Period**

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

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 a schoolwide program and requirements

1. ***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, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

Date	Provider	Type of Assistance
3/11/2016	Keshawn Golson / Cheryl Proctor Executive Director - Federal Programs Design and Implementation Director - School Improvement (IU-26)	Overview of Comprehensive Plan process

4/1/2016	Mary Coe Collins Senior Associate - Federal Programs Design and Implementation (IU-26)	Provided technical assistance to support alignment between the Comprehensive Plan and Title I Budget Submission
4/28/2016	Mary Coe Collins Senior Associate - Federal Programs Design and Implementation (IU-26)	Provided technical assistance to support school with completion of Addendum / Renewal Guide
5/3/2016	Mary Coe Collins Senior Associate - Federal Programs Design and Implementation (IU-26)	Provided technical assistance by reviewing and supporting revisions to complete Comprehensive Plan and Addendum / Renewal Guide

Student Assessment of Progress

1. ***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 Prince Hall School has Grade Group Metings where teachers learn and discuss strategies and interventions to meet the needs of all students. Prince Hall also has a Leadership team that researches products to see if the product would improve the academic areas of the Prince Hall students.

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

Yes _ Extended School Day/Tutoring Programs (Prince Hall has created an afternoon program titled Leadership In Progress which reiterates Literacy skills)

_yes Reading
_No Math
_No Science
_No Before School
_yes After School
_yes Lunch/Study Periods

yes
Summer School Program (Summer Bridge Books are provided for students and a Connection with the Neighborhood Library
Yes **Reading**
Yes **Math**
Yes **Science**

Yes **In-class Instructional Support**

No **Pull Out Instructional Support**

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. ***Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Prince Hall School uses Aimsweb, DRA, Benchmarks Assessments, Lexia and Teacher Made Assessments to identify students that are having difficulty with skills.

2. ***Describe how timely assistance and services will be provided for your struggling learner***

Students will be provided with daily small group instruction with Instructionalists to work with Lexia and reading skills to improve Developmental Reading scores and Math Skills.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be

Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

The Prince Hall Site Selection team will visit Education Fairs as well as revisit the interview questions that pertain to the job vacancy. They interview candidates to identify the most highly qualified candidate that fits the need of the school.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

Teachers and other staff members are introduced to leadership roles within the school to build relationships and show mastery skills for peer teachers and staff members. Teachers are provided with Teacher Coaches as well as on- going Professional Development.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

There will be 8 meetings. There will be Open House, Title I meetings as well as a Transition Meetings for students entering K and 6th grade. There will be a Literacy Night, Math Night, and Science Night. We will hold quarterly meetings to discuss how we can improve our data. (Instruction, Climate and Attendance) We will continue to use our self created surveys to see how we can improve our school and better serve our parents and students.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

Prince Hall parents are kept informed of their child's academic achievement by Interim Reports, phone calls, emails and letters to parents home. Prince Hall staff members also create Newsletters for each grade and subject so that parents are

aware of expectations. Prince Hall also has an up to date website so that parents who are not able to attend meetings will receive information. Parents are also called with important information with the School Messenger which is an automated telephone server.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

Yes. We have 1 family that is Korean and 5 families that are Spanish speaking. We also use the translation services provided by the school district when making phone calls to parents.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. ***Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.***

Prince Hall Pre School children and Parents are provided with an Open House to come and visit the Prince Hall School to visualize the school day and expectations. Pre School students are interviewed with parents before school starts so that teachers can discuss strengths and weaknesses. Students are given a Summer Bridge workbook upon registration to prepare them for Kindergarten.

2. ***Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.***

The Prince Hall Counselor holds a meeting with parents and students of 4th and 5th grade to discuss Middle School selection process. Parents are provided one to one support throught the process. Fifth grade students also visit the Neighborhood Middle School (Wagner) to receive answers of expectations as well as listen to current students to alleviate anxiety or nervousness for middle school.

3. ***Describe on-going coordination with other community programs and agencies that support transitions for students.***

Prince Hall has an on going coordination with Johnson Day Care program to support transitioning students.

Coordination and Integration of Services and Programs

The purpose of a Title I 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;
  - **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? If yes, please complete chart below.**

Yes **No _X**

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	*Amount of Grant*		*State/Local Grant Progr am*	*Amount of Grant*

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

- **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.

X By checking the box, the school assures all of the preceding statements.

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

- ☐ **School web site**
- **X School newsletter**
- ☐ **PTA/PTO website**
- ☐ **District web page**
- ☐ **WikiSpaces, Yahoo, Facebook, etc.**
- ☐ **Board meeting presentations**
- ☐ **Town hall meetings**
- **X District's annual report**
- ☐ **District report card**
- ☐ **Press releases to local media**
- **X Yearly letter to parents**
- ☐ **Periodic mailings/letters, postcards, etc.**
- **X Short Message Systems (phone blasts)**
- ☐ **Short Message Systems (email blasts)**
- ☐ **Invitations to planning (etc.) meetings**
- **X Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.**
- ☐ **Special all-school evening event to present improvement plan**
- **X Monthly PTO meetings**
- ☐ **Regular Title 1 meetings**
- ☐ **Parent advisory committee meetings**
- **X Parent-Teacher Conferences**
- **X Home-school visits**
- ☐ **School Improvement Brochure**
- ☐ **Student Handbook**

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

Have you completed an evaluation with the assistance of our Academic Recovery Liaison ?

☐ **Yes, the school has completed an evaluation with the assistance of it's Academic Recovery Liaison**

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year.

The strength of the Prince Hall School is a stable staff, with low staff turnover and a positive climate. The school implements Positive Behavior Support and strategies to support student climate. (SLGQ 6)
We have successfully improved our school-wide literacy intervention program, and implemented the daily 5 instructional program to increase small group literacy instruction. (SLGQ 4)

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years.

The challenges of the Prince Hall School is to raise the Literacy, Math and Science scores on PSSA testing. The goal is also to raise all DRA levels in grades K-3. (SLGQ 4)

Revised Initiatives

Describe the initiatives that have been revised

Literacy- In order to continue to decrease the number of students identified as Intensive readers there is a need to renew the licenses for Lexia . In order to create small group instruction with Literacy, SSAs are purchased, trained in Lexia to improve Literacy Scores. (SLGQ 4)

Math-To decrease the number of students identified as Below Basic there is a need to purchase a School Based Teacher Leader for Math and the intervention titled I READY. The SBTL will provide Professional Development to all teachers and show integration of the program during the Math Block. The SBTL will collect data of student progress. (SLGQ 4)

Climate- In order to continue to decrease the number of suspensions and promote positive behavior supports there is a need for a Climate Manager. Through these purchases and continuations, Prince Hall can move from the Intervene status to Watch on the SPR. (SLGQ 6)