

Washington Grover Jr Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Washington Grover Jr Sch*

201 E Olney Avenue  
Philadelphia, PA 19120  
(215)456-0422

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Javon Moore

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Jovan A. Moore	Building Principal : School Improvement Plan
Christina Patton	Community Representative
Tamika Purvines	Intermediate Unit Staff Member
Shannon Egenolf	Middle School Teacher - Regular Education
Amy Gottesman	Middle School Teacher - Regular Education
Rachel Brown	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- District web page
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Student Handbook

### **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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Technical support with the Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	2/15/2017 12:00:00 AM	Comprehensive Plan Support
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	3/7/2017 12:00:00 AM	District wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility
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	12/15/2017 12:00:00 AM	Comprehensive Plan Support

### **Student Assessment of Progress**

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

Teachers collaborated during data team and grade-group meetings to develop common assessments. Additionally, the use of various data points and protocols were utilized to enhance teacher practice and develop strategies to improve student performance.

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

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

### Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
State/Local Grant Program	Amount of Grant

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The school has met the annual and exceeded the three year average Academic Standard in English Language Arts

### Accomplishment #2:

The school has exceeded the annual and three year average for academic standards in Math.

### Accomplishment #3:

The Promotion Rate is 98.76

### Accomplishment #4:

The Attendance Rate is 93%

### Accomplishment #5:

The Test Participation Rate for all student in math is 97.70.

### Accomplishment #6:

The Test Participation Rate in Reading for all students is 97.51

### Accomplishment #7:

The Test Participation Rate for all students in Science is 97.35

## School Concerns

### Concern #1:

55.8 School Performance Profile Building Level Score Designation Focus

### Concern #2:

18.93% proficient or advanced on Mathematics PSSA

Closing the achievement gap for historically underperforming student in Math has not been met

Closing the achievement gap for all students in Math has not been met

**Concern #3:**


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36.70% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in Reading has not been met

Closing the achievement gap for historically underperforming students has not been met

**Concern #4:**


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24.2% proficient or advanced on Science PSSA

Closing the achievement gap for historically underperforming student in Science has not been met

Closing the achievement gap for all students in Science has not been met

**Concern #5:**


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School did not meet the academic growth standard in Science.

**Concern #6:**


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18.2% out of school suspension rate

## 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:**

55.8 School Performance Profile Building Level Score Designation Focus

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18.93% proficient or advanced on Mathematics PSSA

Closing the achievement gap for historically underperforming student in Math has not been met

Closing the achievement gap for all students in Math has not been met

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36.70% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in Reading has not been met

Closing the achievement gap for historically underperforming students has not been met

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School did not meet the academic growth standard in Science.

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24.2% proficient or advanced on Science PSSA

Closing the achievement gap for historically underperforming student in Science has not been met

Closing the achievement gap for all students in Science has not been met

**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.

**Aligned Concerns:**

55.8 School Performance Profile Building Level Score Designation Focus

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18.2% out of school suspension rate

**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

**Aligned Concerns:**

55.8 School Performance Profile Building Level Score Designation Focus

# School Level Plan

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## Action Plans

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

**Indicators of Effectiveness:**

Type: Interim  
 Data Source: School Performance Profile  
 September 2017- May 2018

Specific Targets: Increase school performance by 10 points.

Type: Annual  
 Data Source: PVAAS  
 September 2017- May 2018

Specific Targets: 10% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Interim  
 Data Source: Common Assessment Data  
 October 2017-June 2018

Specific Targets: The cumulative average of all students scoring 50% or more on the math and literacy Benchmark assessments will increase by a total 10%

Type: Interim  
 Data Source: Redbird Online Student Progress Data  
 2017-2018  
 Specific Targets: Improve student achievement in Mathematics

**Strategies:**

*Differentiated Instruction*

**Description:**

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

**SAS Alignment:** Instruction

### *Informal and Formal Observations:*

**Description:**

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

**SAS Alignment:** Instruction

### *Redbird*

**Description:**

Developed by Stanford University, the Redbird Mathematics curriculum features the latest in adaptive instruction, gamification, and digital project-based learning. This K-6th grade curriculum is designed to meet the requirements of national and state math standards.

**SAS Alignment:** Instruction

### *Common Assessments*

**Description:**

"A common assessment is any means of measuring student performance that meets these criteria for: Content of the test, Timing of the tes, Use of the results. Common assessment should be collaboratively developed so that every teacher has an understanding of what the expected learning outcomes for their students and a greater understanding of the curriculum. Creating common assessments is a significantly important PLC task  
(<http://www.rock.k12.nc.us/cms/lib6/NC01000985/Centricity/Domain/142/What%20is%20a%20Common%20Assessment.pdf>)

**SAS Alignment:** Instruction

## *Professional Development*

### **Description:**

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

**SAS Alignment:** Instruction

### ***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. Administration and staff will create differentiated instruction school wide strategies to address the needs of students in Math and Reading aligned with the Common Core.

Agenda

Sign-in sheets

Exit Slips

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

#### *Differentiated Instruction- Differentiated Lesson Plans*

**Description:**

Teachers will develop lesson plans that include differentiated practices aligned to the Common Core that reflect challenging learning expectations for all students. Lesson plan should indicate the strategies that are being used by the teachers. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**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 engage and meets student learning needs.

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction - Monitor*

**Description:**

Administrators will review lesson plans to ensure that plans show evidence of differentiation strategies according to content area and student learning needs.

Lesson Plans

Reflective Feedback

Walk Throughs

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction - Evaluation*

**Description:**

Administrators and teachers will use common planning time to conduct teacher lesson study and reflection with the goal of sharing differentiated instructional strategies. Teacher sharing and analysis of student work and strategies that they employ to improve student outcomes based on differentiated instruction.

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Informal and formal observations- Develop Calendar*

**Description:**

A yearlong walkthrough calendar will be developed to ensure the regular classroom visits to monitor implementation of effective instructional practices. The Danielson tool will be the instrument used to conduct informal and formal observations.

Walkthrough schedules

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

### *Informal and formal observations -Implement*

**Description:**

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

Walk through protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

### *Informal and formal observations - Pre and Post Meetings*

**Description:**

Administrators will follow calendar and conduct pre and post meeting with the teachers to share their findings after formal observations.

Agenda, Sign-in sheet

Pre/Post Meeting Schedule

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

### *Informal and Formal Observations - Feedback*

**Description:**

Administrator has regular reflective feedback conversations with teachers as a result of informal observations.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

### *Informal and Formal Observation - Evaluate*

**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.

Walkthrough protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

*Professional Development -Analyze Data from Needs Assessment*

**Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Professional Development- Research -Based Best Practice Strategies.*

**Description:**

Leadership will develop a professional development calendar for Reading based on Student teen literature by Johns' Hopkins and for Mathematics based on 8 principles of what great Mathematicians do. Year-long PD calendar

Feedback protocol

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development - Professional Development Trainings*

**Description:**

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

Year-long PD calendar

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development of research based best practice strategies- Instructional Coaching*

**Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity. The focus will be on Student Teen Literature by Johns Hopkins and the 8 principles of what great mathematicians do.

### Schedule of Instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development of research based best practice strategies- Monitor*

**Description:**

Administrators and teachers will conduct collegial walk throughs with a walk through protocol looking for evidence of instructional strategies based on Student Teen Literature by Johns Hopkins and the 8 strategies that great mathematicians do.

Needs Assessment

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development of research based best practice strategies- Evaluate*

**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 student Teen Literature by Johns Hopkins and the 8 strategies that great mathematicians do.

Needs Assessment

Needs Assessment Results

Title I Binder

**Start Date:** 9/1/2017    **End Date:** 6/2/2018

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

**Supported Strategies:**

- Professional Development

### *Redbird-Intervention Implementation*

**Description:**

Let's comprehend ELA and an online reading intervention will be taught by teachers, to students, during intervention periods that are held three times a week for every student. This data will be analyzed weekly to track student progress.

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

**Program Area(s):**

**Supported Strategies:**

- Redbird

### *Common Assessments- Evaluation*

**Description:**

Students will take common assessments based off of standardized released items in bi-weekly intervals. The students answers will be analyzed in grade group meetings. That data will be used to make new lessons and data based groupings. This will help us track student achievement.

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

**Program Area(s):**

**Supported Strategies:**

- Common Assessments

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: 5 % reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Truancy and Tardy

September 2014 – June 2015

Specific Targets: 5 % reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

5% reduction in truancy rates

5% reduction in tardy rates

### **Strategies:**

#### *Restorative Practice*

**Description:**

"Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships" (<http://www.iirp.edu/what-we-do/what-is-restorative-practices>).

**SAS Alignment:** Safe and Supportive Schools

### **Implementation Steps:**

#### *Restorative Practice- Data Evaluation*

**Description:**

Data will be evaluated on a weekly basis to determine student in need of additional emotional supports.

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practice

#### *Restorative Practice- Professional Development*

**Description:**

Teachers will begin the school year with SEL lessons and school expectations. Teachers will be trained in Restorative practice and will implement on an on going basis with assistance of the Climate Manager and School Climate Liaison.

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practice

### *Restorative Practice- Mediation/Referrals*

**Description:**

Grade forums will be held weekly with students to review consequences and expectations. School deans will monitor/track suspensions and hold mediations using students as well as restorative practice models when needed. Mizzoni and W.A.R. will hold bi-weekly classes with grades 6-8 teaching modules on healthy relationships and friendships. Referrals to STS will be made when students are not responsive or found to need more intensive support.

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practice

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Washington Grover Jr Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Washington Grover Jr Sch in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Washington Grover Jr Sch in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

10% increase in students scoring 50% or more on quarterly math and literacy Benchmark Assessments. Reduction in school wide suspensions by 10% as measured by PMD. Increase in the average parent participation on SAC and monthly parent meetings as evidenced by sign in sheets.

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

Increase the cumulative average of all students scoring 50% or more on the district ELA and Math Benchmark assessments. Decrease out of school suspensions. Increase parental involvement.

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

SLGQ 4 was revised to include the addition of Common assessment and Redbird Math intervention. SLGQ 6 was revised to include Restorative Justice practices.

## 2015-2016 Improvement Evaluation

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

Student suspensions decreased, school attendance remained steady under new administration. We also had an increase in parent involvement (SLGQ 6). Additionally, we have had success in the creation of an Intervention period for all students 3 times per week. Grade group and EWI meetings are held weekly with alternating grades. 30.1% of students taking last years PSSA in ELA are either proficient or advanced. 37.8% of students in the Science PSSA are proficient or advanced (SLGQ #4).

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

Parental involvement is not consistent. We also have a high number of suspension rates. Based on data we have 11% of students are chronic absent 10 or more days, while 28% of students are chronically late. Math PSSA scores are at 14% proficient or advanced (SLGQ #4). 14 serious incidents to date resulting in disciplinary hearings (SLGQ #6).

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

School climate-Reduce the number of serious incidents by use of Restorative Practice, and the Diplomas Now (SLGQ #6). Implementation of a successful Math program for grades 5-8 with the purchase of a Math Teacher (7-8) and Elementary School (4-6) grade teachers and purchase of Go Math program for all grades. Reduction of class size and targeted interventions in ELA and Math. Assistance with small group intervention Purchase of high interest student novels and intervention class materials for grades 5-8. Professional development through Talent Development and ISTE conference, particularly on lesson planning and differentiation for struggling students. Common assessments and data driven instruction (SLGQ #4 and #2).

## 2014-2015 Improvement Evaluation

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

School Level Guiding Questions (SLGQs) \_\_2\_\_, \_\_4\_\_, are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students. Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

**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.