

Edison HS/Fareira Skills
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

Edison HS/Fareira Skills

151 West Luzerne Street
Philadelphia, PA 19140
(215)324-9440

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Awilda Ortiz
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Nicholas Rotoli	Academic Recovery Liaison : School Improvement Plan
Awilda Ortiz	Building Principal : School Improvement Plan
Adonis Banegas	Community Representative
Dena Bassett	Ed Specialist - Other
Stephen Chicano	Ed Specialist - Other
April Claytor	Ed Specialist - Other
Donald Meiscke	High School Teacher - Regular Education
Nate Diehl	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Marva Langdon	Parent
Selena Mendez	Student

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan

- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure

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:

Yes

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal 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.

Provider	Meeting Date	Type of Assistance
Office of Federal Programs Design and Implementation	1/24/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/3/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs	2/14/2017 12:00:00 AM	Network Sessions on June

Design and Implementation		2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/23/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
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
Office of Federal Programs Design and Implementation	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget
Office of Federal Programs Design and Implementation	4/7/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3

Student Assessment of Progress

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

The school leadership team will continually focus on improving instructional practices through analyzing student data, establishing goals for instructional improvement, and make quick changes that directly affect instruction. Develop common planning opportunities for instructional staff during normal school hours. Keystone Course related department teachers will reference the curriculum engine and pacing guides when creating three interval common assessments. Teachers during monthly data meeting will use data review and analysis to address academic weakness and apply immediate instruction modification and differentiation.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No

Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

100% participation in PSAT Plan

Accomplishment #2:

3% increase in students scoring proficient on the Algebra 1 benchmark 2 assessment.

School Concerns

Concern #1:

45.4 School Performance Profile Building Level Score Designation Priority

Concern #2:

11.8% proficient or advanced on Algebra I Keystone Exams

Concern #3:

25.3% proficient or advanced on Literature Keystone Exams

Concern #4:

4.17% proficient or advanced in Biology Keystone Exams

Concern #5:

School did not meet the academic growth standard in Algebra I Keystone Exams

Concern #6:

64% Truancy YTD

Concern #7:

63.4% Tardiness YTD

Concern #8:

240 YTD Suspensions

Concern #9:

School did not meet the academic growth standard in Literature Keystone Exams

Concern #10:

School did not meet the academic growth standard in Biology Keystone Exams

Concern #11:

51.17% Cohort Graduation Rate

Concern #12:

Test Participation Rate:
ELA/Literature – 81.82%

Concern #13:

Test Participation Rate:
Mathematics/Algebra I - 86.72%

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:

45.4 School Performance Profile Building Level Score Designation Priority

11.8% proficient or advanced on Algebra I Keystone Exams

25.3% proficient or advanced on Literature Keystone Exams

4.17% proficient or advanced in Biology Keystone Exams

School did not meet the academic growth standard in Algebra I Keystone Exams

School did not meet the academic growth standard in Literature Keystone Exams

School did not meet the academic growth standard in Biology Keystone Exams

51.17% Cohort Graduation Rate

Test Participation Rate:
ELA/Literature – 81.82%

Test Participation Rate:
Mathematics/Algebra I - 86.72%

Systemic Challenge #2 (*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:

45.4 School Performance Profile Building Level Score Designation Priority

11.8% proficient or advanced on Algebra I Keystone Exams

25.3% proficient or advanced on Literature Keystone Exams

4.17% proficient or advanced in Biology Keystone Exams

School did not meet the academic growth standard in Algebra I Keystone Exams

64% Truancy YTD

63.4% Tardiness YTD

240 YTD Suspensions

School did not meet the academic growth standard in Literature Keystone Exams

School did not meet the academic growth standard in Biology Keystone Exams

51.17% Cohort Graduation Rate

Test Participation Rate:
ELA/Literature – 81.82%

Test Participation Rate:
Mathematics/Algebra I - 86.72%

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.

Aligned Concerns:

64% Truancy YTD

63.4% Tardiness YTD

240 YTD Suspensions

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Specific Targets: 4% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 4% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

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: Standards

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: Standards

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: Standards

Edgenuity

Description:

Edgenuity's online and blended learning solutions continue to have a positive impact on student achievement. To measure this impact, we've partnered with schools and districts throughout the country to study the effects of our programs across grade levels and student populations. Our solutions are driving student achievement.

SAS Alignment: Instruction

Blended Learning

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

SAS Alignment: None selected

Reduced Class Size

Description:

Baker, B. D., Farrie, D. and Sciarra, D. G. (2016), Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps. ETS Research Report Series, 2016: 1–37. “...ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this ... Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention); that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers.” The authors’ analysis shows that states with higher teacher/student staffing ratios in higher poverty districts tend to have lower than expected achievement gaps in Grade 4 and Grade 8 on the NAEPs.

SAS Alignment: Instruction

Credit Recovery

Description:

As of May 2015, no studies of Credit Recovery Programs were found that fell within the scope of the Dropout Prevention review protocol and met WWC evidence standards. Therefore, the WWC is unable to draw any research based conclusions about the effectiveness or ineffectiveness of Credit Recovery Programs to improve outcomes in this area.

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.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

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

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and Formal Observations- Calendar

Description:

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

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Observation Protocol

Description:

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

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and Formal Observations -Walkthrough Protocol Communication***Description:**

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and Formal Observations -Conduct Walkthroughs***Description:**

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and formal Observation - Instructional Coaching***Description:**

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

Schedule of Instructional Coaches

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

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

- Informal and Formal Observations

*Develop Professional Learning Communities***Description:**

Administrators and Roster chair will develop rosters where teachers will have the opportunities in the schedules to meet by Career Academy, PLC, and or by content area.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Implement, Monitor, and Evaluate Professional Learning Communities

Description:

Administrators will monitor the PLCs and teacher leaders will facilitate PLC Career Academy and or by content area. Administrators will evaluate the objective and activities of the PLCs. Roster chair will readjust or modify teachers schedule to optimize the effectiveness of the PLCs.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development – Conduct and Analyze Professional Development Needs Assessment

Description:

Administrators will conduct a professional development needs assessment
Administrators will review and analyze results from the needs assessment.

Needs Assessment

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data. School Staff, Leadership, and district support staff will be selected to facilitate and deliver Professional Development over the course of the year.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness of the Professional Development Session

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

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

Program Area(s):

Supported Strategies:

- Professional Development

Edgenuity - Implementation

Description:

Through the purchase of additional math teachers, Edgenuity Achieve intervention computer based programs and additional licenses and by developing the staff through professional development we are able to monitor the success of the students through the blended learning weekly computer assessments, formal and informal observations and quarterly benchmark and CFU assessments.

Formal and Informal Observations, Edgenuity weekly assessments

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

Program Area(s):

Supported Strategies:

- Edgenuity

Edgenuity - Data evaluation

Description:

Measure of effectiveness through data to ensure that the edgenuity program is being implemented with fidelity

Formal and Informal observations

walkthroughs

Exit tickets

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

Program Area(s):

Supported Strategies:

- Edgenuity

Blended Learning - Implementation

Description:

Through utilization of both computers based programs (Edgenuity) and teacher instruction, students will have multiple learning tools at their disposal.

Formal/Informal Observations

Exit Tickets

Teacher assessments

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning - Measure of Effectiveness

Description:

Measure the effectiveness of the blended learning process through teacher evaluations and monitoring of student progress

Exit tickets

Teacher assessments

Formal and Informal Observations

Walkthroughs

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

Program Area(s):

Supported Strategies:

- Blended Learning

Reduced Class Size

Description:

Reduced class size will allow for effective intervention planning for struggling students throughout year. AP will utilize Title 1 funds to complete an in grade after school grade improvement course for all students in danger of failing following the second marking period.

Formal and Informal observations, CFU's Benchmark assessments

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

Program Area(s):

Supported Strategies:

- Reduced Class Size

Credit Recovery

Description:

Ninth Grade Academy AP will utilize KPI data from 8th grade year as well as initial testing data for reading levels to group student cohorts and create targeted interventions with teachers. Teachers will utilize the curriculum engine to ensure pacing, proper instructional materials, and planning and preparation for students targeted by early warning indicators. AP will progress monitor student's attendance, academic achievement, and behavior via google drive spreadsheet. Weekly pure teacher collaboration time along with reduced class size will allow for effective intervention planning for struggling students throughout year. AP will utilize Title 1 funds to complete an in grade after school grade improvement course for all students in danger of failing following the second marking period.

Student database credit tracking

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

Program Area(s):

Supported Strategies: None selected

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Reduced Class Size

Description:

Reduced class size will allow for effective intervention planning for struggling students throughout year. AP will utilize Title 1 funds to complete an in grade after school grade improvement course for all students in danger of failing following the second marking period.

Formal and Informal observations, CFU's Benchmark assessments

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

Program Area(s):

Supported Strategies:

- Reduced Class Size

Credit Recovery

Description:

Ninth Grade Academy AP will utilize KPI data from 8th grade year as well as initial testing data for reading levels to group student cohorts and create targeted interventions with teachers. Teachers will utilize the curriculum engine to ensure pacing, proper instructional materials, and planning and preparation for students targeted by early warning indicators. AP will progress monitor student's attendance, academic achievement, and behavior via google drive spreadsheet. Weekly pure teacher collaboration time along with reduced class size will allow for effective intervention planning for struggling students throughout year. AP will utilize Title 1 funds to complete an in grade after school grade improvement course for all students in danger of failing following the second marking period.

Student database credit tracking

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

Program Area(s):

Supported Strategies: None selected

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: Graduation Rate

2017- 2018

Specific Targets: 20-point increase in the graduation cohort rate

Type: Annual

Data Source: Keystones

2017 - 2018

Specific Targets: 4% Increase in the percent of students scoring proficient or advanced on Keystone Exams.

Type: Interim

Data Source: Attendance Weekly and Monthly

September 2017 - 2018

Specific Targets: 10% increase in average percentage of all student attendance by the end of the year.

Type: Annual

Data Source: Suspensions and Serious Incidents September 2017 - 2018

Specific Targets: 10% decrease in the number of suspensions and serious incidences that lead toward persistently dangerous status.

Type: Annual

Data Source: Report Card Grades /Interim Reports September 2017 - 2018

Specific Targets: 10% reduction in the percentage of overall school failure in reading and math

Type: Interim

Data Source: Early Warning Indicators

2017 - 2018

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

Type: Interim

Data Source: Reading Lexile Scores (Achieve 3000 or Read 180)

September 2017 - 2018

Specific Targets: 50 -100 points Overall Lexile Growth by the end school term

Strategies:

Data Analysis Procedures-

Description:

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

SAS Alignment: 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

Individualized Learning Plan (ILP)-

Description:

Individualized Learning Plan will be implemented to assist students in developing their own learning plan with counselors, teachers, and other supportive adults. The ILP will be based on students' data, individual interests, needs, supports, transition placements and other learning experiences both in and out of school. The ILP documents will enable students to chart progress toward their goals during each school year; ensuring that they are on the path to graduation. This will ensure the school-wide use of data is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Credit Recovery Program (After school) -

Description:

To offer credit recovery opportunities for students and opportunities for extended learning for struggling students in order to increase academic achievement and provide interventions based upon student needs in order to fully ensure that students who enter school as 9th graders will complete the academic program and graduate in four years.

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 may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

List of Data Team Members:

Assistant Principals, School Based Instructional Specialist, School Improvement Support Liaison, RTII Champion, and Department Chairs

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

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 informing decisions for improving student learning.

Copy of Data Protocols

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

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, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures -Analyze Data

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures- 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 Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures- Data Analysis Evaluation

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

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 Data Team Members

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

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

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

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

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

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

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

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

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

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

- Data Informed Instruction:

*Individualized Learning Plan (ILP)- Create an ILP Team***Description:**

The Principal and leadership will recruit staff including guidance counselors, teachers and administrators to create an ILP team.

Teacher Lists

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

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

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP) – Create a Process to Develop ILP

Description:

The ILP team will develop a process to create, implement, monitor and evaluate individualized learning plans for students

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

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

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Develop ILPs

Description:

Students will work with the individual guidance counselors, staff and administrators to develop Individualized Learning Plans

Student ILPs

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

Program Area(s): Professional Education

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP) – Analyze Data

Description:

The ILP team will analyze student level data and student failure rate and early indicator warning reports to identify areas of greatest need.

Student Report Cards

EWI Reports

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

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

- Individualized Learning Plan (ILP)-

*Individualized Learning Plan (ILP)- Develop ILPs***Description:**

Students will work with the individual guidance counselors, staff and administrators to develop Individualized Learning Plans

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

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

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

- Individualized Learning Plan (ILP)-

*Individualized Learning Plan (ILP)- Monitor***Description:**

Leadership will monitor the implementation of the action steps embedded within the ILPs.

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

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

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Evaluate

Description:

Leadership will evaluate the effectiveness of ILPs via data analysis procedures

Student Reports

Intervention Program Reports

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

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Revise and Maintain

Description:

Students will be supported in the process of revising their Individualized Learning Plans on a yearly basis.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Credit Recovery – Create Student Profiles

Description:

Guidance counselors will run credit profiles on students and identify students who lack credits and should enroll in credit recovery.

List of students who need credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery Program (After school) -

Credit Recovery – Sign Up Students

Description:

Guidance counselors will sign students up for credit recovery program. Credit recovery meets either after school, Saturdays, or in the PASS program (a special program for students who are over-aged and under-credited that meets during the school day).

Completed registration forms of students for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery Program (After school) -

Credit Recovery – Recruit certified teachers

Description:

Leadership team will advertise teaching positions for credit recovery. Leadership team will select teachers to deliver credit recovery instruction after school and on Saturdays.

Faculty list of teachers for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery Program (After school) -

Credit Recovery – Implementation

Description:

School will implement credit recovery program and ensure that students master course content. Credits recovery will occur after school, on Saturdays, or in the PASS Program (a special program for students who are over-aged and under-credited that meets during the school day).

- Student sign in sheets

Student work

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

Program Area(s):

Supported Strategies:

- Credit Recovery Program (After school) -

Credit Recovery – Awarding of Credits

Description:

Teachers will compile lists of students who successfully complete the credit recovery program. The roster office will award students credits based on the teacher evaluations.

Updated credits for students who complete the program

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

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

- Credit Recovery Program (After school) -

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: Annual

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: 20% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: 20% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarship

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 20%

Strategies:

Restorative Practices

Description:

Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

SAS Alignment: None selected

School-wide Attendance Incentive Program:

Description:

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

SAS Alignment: None selected

In School Suspension

Description:

Successful in-school suspension programs require thoughtful planning in order to reconnect students to the school community, address underlying behavioral issues and avoid lost instructional time. An effective ISS program can allow schools to maintain safety and order in the school building and intervene to address behavioral issues without excluding students from school. Exclusion from the classroom should be considered thoughtfully in order to be productive and avoid further disconnecting students from the regular classroom. The first task for school superintendents in examining their ISS program operations is to determine the goals and desired outcomes for the program. Chief among these considerations is to determine whether ISS is an integral part of a school-wide system of positive behavior supports, and whether ISS can provide students with the support necessary for behavior modification to occur. If so, then the superintendent and leadership team should evaluate the structure of the ISS program.
www.childrendefense.org

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Data Analysis - Establish a Restorative Practices Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a restorative practice team that will develop clear, consistent, and 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 Restorative Practices Team Members

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Establish the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. 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.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Communicate the Restorative Practices, Policies, and Expectations

Description:

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

Meeting Schedule

Meeting Minutes

Agenda

Restorative Practices Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Implement and Reinforcement of Restorative Practices

Description:

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

Calendar of school-wide Incentives

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Monitor Progress of Restorative Practices

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program

Description:

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

SchoolNet Data

Data Protocol

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

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

- Restorative Practices

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

Description:

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

Attendance Monitoring Team Members

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

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

- School-wide Attendance Incentive Program:

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

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

Description:

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

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

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

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

Calendar of School-wide Incentives

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

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

- School-wide Attendance Incentive Program:

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

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

In School Suspension

Description:

Through the addition of climate support staff and the implementation of In-School Suspension the reduction of out of school suspension by 4% of the students receiving out of school suspension.

KPI Dashboard data monitored on a daily basis **Start Date:** 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- In School Suspension

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Edison HS/Fareira Skills.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Edison HS/Fareira Skills 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 Edison HS/Fareira Skills in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Naomi Wyatt on 6/15/2016

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 6/14/2016

Board President

Affirmed by Naomi Wyatt on 6/15/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

3% of 9th graders who took the Benchmark 2 assessment scored proficient.

88% of students had zero out-of-school suspensions as evidenced by SCN Suspension Data.

Increase the number of students who earn quality credits to move to the tenth grade (data set once 16-17 data retrieved)

Increase in on time graduation for graduation 2017.

14.6% **Increase of ninth grade students attending 95% of days or more.**

Describe the continuing areas of concern from the past year.

Increase the number of students performing at proficient and/or advanced on the Algebra 1 Keystone by 4%, with incremental progress monitored through Math Benchmark Assessments. Baseline is 2%

Decrease the percentage of students receiving out of school suspensions by 4% through the implementation of a restorative in-school suspension. Baseline 87.6% of students have not had out of school suspension

increase the percentage of 9th grade students who earn quality credits to move on to the 10th grade by 10%. (Baseline: 16-17 Data end of year data)

Increase the percentage of students graduating on time by 5% (Baseline: 16-17 Data 86%)

Increase the percentage of Freshman students attending more than 95% of days by 10% as measured by the KPI dashboard data.

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Edgenuity, Blended Learning, Reduced Class Sizes and Credit Recovery. Guided question #6 was revised to include In-School Suspension.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Success from the past year includes the following:

- Reductions in the number of out of school suspensions;
- CTE students' performance very well on the NOCTI assessments;
- With the inclusion of credit recovery opportunities 85% of the class of 2015 graduated on time.
- Diverse leadership team members from all sections of the building helps to maximize school-wide input.

Describe the continuing areas of concern from the past year.

Continuing areas of concerns from the first two years:

- Staff vacancies were very problematic.
- Teachers lost prep time covering for classes without teachers.
- Vacancies in Keystone tested subject were most problematic.
- Students lost valuable instructional time and lost opportunities to establish effective student-teacher relationships.
- The lack of climate personnel resulted in reduced control of student transitional traffic in the hallways and corridors.

Describe the initiatives that have been revised.

Initiatives that have been revised.

PRIORITY 1: Effective academic delivery with clear evidence of engaged student performance in all classrooms and CTE shops (SLGQ #4)

PRIORITY 2: Effective use of school-wide data systems for improving educational practice and increasing student achievement. (SLGQ #2)

Through SMS Edison [Operating and Title I] will purchase the appropriate highly qualified instructional staff and industry certified CTE instructors in addition (3) assistant principals instead the current one will greatly increase administrative review and oversight.

PRIORITY 3: Safe and supportive school-wide environment for students and staff. Through SMS [Title 1, Promise Academy, and Operating] Edison is purchasing a Conflict Resolution specialist, Student Climate personnel, a School Improvement Specialist, and a Community Relation Liaison. (SLGQ #6)

Finally, Promise Academies and Title I funds are allocated for staff professional development, mathematics and literary intervention.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4, and 6 are currently addressed within the Comprehensive Plan. Monitoring of Strategies and Action Steps aligned to those SLGQs have

provided tangible evidence that we making progress towards meeting our criteria of successful implementation.

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.

Danielson Teaching Framework for observations was utilized; Formal and Informal observations are on target for required quota, 97% of formals complete; emphasis on DI and student engagement in every lessons; monitor adherence to standards.

Informal and formal observations enabled the administrators to critically view the application of lessons and gauge the effectiveness on student achievement along with positive change in teacher practice.

- The PDE Standards Aligned System of Assessment (SAS) provided resources and training opportunities to teachers. These resources assisted teachers in designing and implementing effective lessons, assessment [formative and summative] to ensure differentiated instruction as needed by students.

The new SDP Curriculum Engine and Scope and Sequence allowed teachers to create rigorous PA Common Core standard-based lessons that helped to ensure opportunities for students to engage in outcomes as aligned in the curriculum framework. Professional development meetings in September, November and January centered on new Curriculum Engine and PA Common Core standards.

- Department meetings are the main vehicles to share data, where teachers viewed Keystone 2014 and SDP Benchmarks 1 and 2 results in Algebra 1, Literature, and Biology. The teachers review the disaggregated data to identify areas of concern that needs to be addressed. Teachers adjust their instructional focus in terms of re-teaching and deploying intervention or enrichment strategies.
- Study Island Benchmarks in Algebra 1, Literature, and Biology provided teachers similar disaggregated data to identify areas of concern that needs to be addressed.

School-wide Attendance Incentive Program: Attendance Committee headed by Ms. Reveron –Average Daily Attendance is at 79%: Ideas for membership, incentives, prizes, recognition are shared.

After school credit recovery program has been successfully implemented with participation of @130 students and used as an Alternative Ed. Model and staffed by 7 teachers and 2 counselors

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

Due to the limited implementation period, Edison-Fareira High School will continue to implement and monitor the evaluation of Strategies and Action Steps through a review of PDE and locally relevant data sources to ensure viable outcomes. The school will focus on implementing restorative practices with a focus on training and establishing consistent restorative practices policies, and expectations.

Describe the initiatives that have been revised.

Due to the limited implementation period, Edison-Fareira High School will continue to implement, monitor and evaluation of Strategies and Action Steps to increase student achievement.