



## DRAFT – Additional Targeted Support & Improvement (A-TSI) Plan

Based on the graduation rate data for the 17-18 school year, WPSH was identified by the Pennsylvania Department of Education (PDE) as one of 192 schools in the state to receive the designation status of in need of Additional Targeted Support and Improvement (A-TSI). The WPSH team engaged in a rigorous process over the past six months to assess current strengths and needs in the school data, engage stakeholders in focus groups and surveys for feedback, and design clear and measurable goals for the improvement of the graduation rate for specific subgroups of students identified by PDE (students with disabilities and White students). A summary of the Priority Statements, Measurable Goals, and Evidence-Based Practices identified through the extensive process can be found below.

Comments/Feedback regarding the goals can be shared through June 30, 2019 by clicking on this link to enter specific feedback: [2019 ATSI Draft Plan - Public Comments](#)

<p><b>1) Priority Statement:</b> Train 9th Grade Academy teachers to exhibit instructional flexibility and responsiveness that allows for timely adjustments based on student needs.</p>	
<p><b>Measurable Goal</b></p>	<p><b>Evidence Based Strategies</b></p>
<p>By June 30, 2020, 90-100% of 9th Grade Academy teacher lesson plans (regular education and special education teachers) will include at least one evidence-based instructional strategy to increase flexibility and responsiveness to student needs.</p>	<p><b>READ 180®</b> is designed for struggling readers two or more years below grade level. Combining online and direct instruction, assessment, and teacher professional development, READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-groups include individualized computer instruction, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school (HMH, 2019).</p> <p><b>Improving Adolescent Literacy: Effective Classroom and Intervention Practices (What Works Clearinghouse)</b></p> <p>A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts. (<a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf</a>)</p>

<b>2) Priority Statement:</b> Leadership and staff are provided continuous professional development to develop and sustain practices related to national school climate standards.	
<b>Measurable Goal</b>	<b>Evidence Based Strategies</b>
By June 30, 2020, 75% of William Penn Students will report positive gains on school climate survey questions (baseline to end-of-year).	<p><b>Teacher Study Groups:</b> Teacher Study Groups pair professional development with teacher observation and feedback. “Study groups provide a regular collaborative environment for teachers of varying backgrounds, knowledge, and skills, [and these] settings enable teachers to help one another use new learning.” Explicit and targeted professional development focuses on evidence-based instructional practices and recursive observation assesses the quality of reading instruction. (Gersten, 2009, Murphy, 1992)</p> <p><b>Trauma Sensitive Schools:</b> Trauma-sensitive schools have the potential to increase positive outcomes among all students, regardless of trauma history. Designed to be safe and attuned to the needs of students, families, the community, and school staff, trauma-sensitive schools support the academic competence of students, provide tools to support students and staff in managing emotional and behavioral challenges, and support teachers and other staff in negotiating difficult situations (Blaustein, 2013).</p>

<b>3) Priority Statement:</b> The school actively monitors student achievement, student assessments, instruction, and effectiveness of tiered responses to student needs throughout the school.	
<b>Measurable Goal</b>	<b>Evidence Based Strategies</b>
By June 30, 2020, the graduation rate (4- and 5-year adjusted cohort rate combined) of all eligible seniors will increase by 15%.	<p><b>Early Warning Intervention &amp; Monitoring System:</b> "The Early Warning Intervention and Monitoring System is a systematic approach to identifying students at risk of not graduating on time, assigning them to interventions, and monitoring their progress. The goal is to get at-risk students back on track for on-time graduation." (American Institutes for Research)</p> <p><b>Ninth Grade Academy:</b> The combined interventions of tutoring, adult mentors, and credit recovery delivered in a ninth grade academy setting were observed to be effective in decreasing dropout rate.</p>