

Girard Stephen Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Girard Stephen Sch*

1800 Snyder Ave  
Philadelphia, PA 19145  
(215)952-8554

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Thomas Koger  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Thomas Koger	Building Principal : School Improvement Plan
John Williams	Community Representative
Maria Carpenter Yanga	Ed Specialist - Other
Michelle Dangler	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Elita Smith	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

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

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU26/Office of Federal Programs Design and Implementation	10/26/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	12/5/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/9/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis
IU26/Office of Federal Programs Design and Implementation	2/27/2017 12:00:00 AM	School Level Planning Tool support
IU26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU26/Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	3/13-3/17: Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal

### **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 will create a grade appropriate assessment during their weekly grade group meetings. Create a common assessment for each grade and use the assessment to better support student needs.

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	No
Science	No
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.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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#### Other Academic Indicators:

Cohort Graduation Rate		N/A
Promotion Rate		99.46
Attendance Rate		89.99
Out-of-School Suspensions:	2.6%	

56.6% of K-3 students are reading at a target DRA level- in June 2016 there were 40% of K-3 Students working at the target level.

34.7% of grade 4 students are scoring in the proficient category on Aimsweb winter benchmark testing, compared to 26.5% in the fall assessment.

The average score for benchmark one math scores for grade 3 and 4 was 38.9% compared to 39.5% in benchmark 2.

6% of parents participate in monthly parent cafe classes compared to 5% in previous years.

## School Concerns

### Concern #1:

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SPP score of for Focus:	44.5
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#### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
10.10

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 24.64

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	35.96
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Industry Standards-Based Competency Assessments- Percent Competent or Advanced N/A	
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Grade 3 ELA- Percent Proficient or Advanced	25.25
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SAT/ACT College Ready Benchmark	N/A
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**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met	41.83
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ELA/Literature – Percent of Required Gap Closure Met	0.00
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Science/Biology – Percent of Required Gap Closure Met	0.00
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**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met	38.53
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ELA/Literature – Percent of Required Gap Closure Met	0.00
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Science/Biology – Percent of Required Gap Closure Met	0.00
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**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	57.00
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ELA/Literature - Meeting Annual Academic Growth Expectations	68.00
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Science/Biology - Meeting Annual Academic Growth Expectations	50.00
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<b>KPI Attendance:</b>	91.9 %
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## 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:**

SPP score of for Focus: 44.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
10.10

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
24.64

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
35.96

Industry Standards-Based Competency Assessments- Percent Competent or  
Advanced N/A

Grade 3 ELA- Percent Proficient or Advanced  
25.25

SAT/ACT College Ready Benchmark  
N/A

**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met  
41.83

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met  
38.53

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations  
57.00

ELA/Literature - Meeting Annual Academic Growth Expectations  
68.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:** 91.9 %

**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:**

SPP score of for Focus: 44.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
10.10

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
24.64

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
35.96

Industry Standards-Based Competency Assessments- Percent Competent or  
Advanced N/A

Grade 3 ELA- Percent Proficient or Advanced  
25.25

SAT/ACT College Ready Benchmark  
N/A

**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met  
41.83

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met  
38.53

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations  
57.00

ELA/Literature - Meeting Annual Academic Growth Expectations  
68.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:** 91.9 %

**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:**

SPP score of for Focus: 44.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
10.10

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
24.64

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
35.96

Industry Standards-Based Competency Assessments- Percent Competent or Advanced  
N/A

Grade 3 ELA- Percent Proficient or Advanced  
25.25

SAT/ACT College Ready Benchmark  
N/A

**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met  
41.83

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met  
38.53

ELA/Literature – Percent of Required Gap Closure Met  
0.00

Science/Biology – Percent of Required Gap Closure Met  
0.00

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations  
57.00

ELA/Literature - Meeting Annual Academic Growth Expectations  
68.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:**

91.9 %

# 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: End-of-Unit Assessments

September 2017-2018

Specific Targets: 70% or more of all students, including students with IEPs, will receive a passing grade of "C" or better on the end of unit assessments

Type: Annual

Data Source: PSSA Data in Reading & Math

Annually/2017-2018

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

Type: Annual

Data Source: PVAAS Data

2017-2018

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

Type: Annual

Data Source: School performance Profile

2017-2018

Specific Targets: Increase in Building Academic Score on SPP by 6 points.

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading.

## **Strategies:**

### *Differentiated Instruction*

#### **Description:**

**Differentiated Instruction:** 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:**

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

### *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 instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

**SAS Alignment:** Instruction

### *Saxon Phonics*

#### **Description:**

Florida Center for Reading Research states that Saxon Phonics/Spelling is a K-3 supplemental Phonics program that should be used with any core reading program. The daily lessons were developed based on information gained from



scientific reading research shows that small incremental instruction along with continual practice and review will increase the development of young readers.  
<http://www.fcrr.org/for-educators/sca.asp>

**SAS Alignment:** Instruction

### *Small Group Instruction*

**Description:**

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small- group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.

**SAS Alignment:** Instruction

### *Guided Reading*

**Description:**

One particular research-based strategy, guided reading, is an important “best practice” associated with today’s balanced literacy instruction. Additionally, guided reading practices as part of a balanced literacy program conforms to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998), and the National Council of Teachers of English (2002).

**SAS Alignment:** Standards

### *Lexia*

**Description:**

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel (What Works Clearing House).

**SAS Alignment:** Standards

### *Extended Day*

**Description:**

After-school, weekend and summer programs offer many opportunities to complement and enhance the academic learning that takes place in school. These programs are promising strategies for engaging children and youth in a variety of positive social, recreational and academic activities. <http://files.eric.ed.gov/fulltext/ED454360.pdf>

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Differentiated Instruction Professional Development*

**Description:**

Professional development on Differentiated Instruction will be offered to all teachers, to demonstrate how to appropriately adjust lessons to address student needs and ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in Sheets

Exit Slips

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

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

**Supported Strategies:**

- Differentiated Instruction

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

**Description:**

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

Lesson Plans

Reflective Feedback

**Start Date:** 9/1/2017    **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 that plans are appropriately adjusted to address student needs and differentiated by content, process, and product to actively engage and meet student learning needs.

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):** Professional Education

**Supported Strategies:**

- Differentiated Instruction

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

**Description:**

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

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations -Walkthrough protocol communication*

**Description:**

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

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations -Conduct Walk Throughs*

**Description:**

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):** Professional Education

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Feedback*

**Description:**

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

Feedback 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 Observation - Instructional Coaching*

**Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing how to appropriately adjust lessons to address student needs and ensure consistent implementation of effective instructional practices that meet the needs of all students with fidelity.

Schedule of Instructional Coaches

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Professional Development - Needs Assessment***Description:**

Administrators will review and analyze results from the needs assessment

Needs Assessment

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development -Analyze Data from Needs Assessment***Description:**

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):** Professional Education

**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.

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development - Trainings*

**Description:**

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

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.

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):** Professional Education

**Supported Strategies:**

- Professional Development

### *Saxon Phonics- Implementation*

**Description:**

**We plan to make use of Saxon Phonics (Whole Class/Small Group Instruction) with the teacher and (Small Group Instruction) with Experience Corp and Classroom Assistants who provide support for students in the classrooms.**

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

**Program Area(s):**

**Supported Strategies:**

- Saxon Phonics

### *Small Group Instruction- Implementation*

**Description:**

**We provide small group instruction for students in need of extra support provided by the classroom teacher and the Experience Corp support person.**

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

**Program Area(s):**

**Supported Strategies:**

- Small Group Instruction

### *Small Group Instruction- Student Identification*

**Description:**

**We based these groups on benchmark data, and place students in small groups according to the skills that data showed they needed help with.**

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

**Program Area(s):**

**Supported Strategies:**

- Small Group Instruction

*Guided Reading Groups - Student Identification***Description:**

**We will provide Guided Reading Instruction for all students**

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

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

- Guided Reading

*Guided Reading - Professional Development***Description:**

**Guided Reading professional development for all teachers with the support of the school's Literacy Specialist and SBTL (Site Based Teacher Leader).**

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

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

- Guided Reading

*Extended Day -Teachers***Description:**

**We planned both during school and after school literacy professional development for teachers.**

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

**Program Area(s):**

**Supported Strategies:**

- Extended Day

### *Extended Day -Students*

**Description:**

**We will provide extended day in reading for students.**

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

**Program Area(s):**

**Supported Strategies:**

- Extended Day

### *Lexia-Intervention*

**Description:**

**We will provide students with Lexia (computer based reading program) and Guided Reading during their regular literacy block.**

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

**Program Area(s):**

**Supported Strategies:**

- Lexia

**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: Interim

Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly /

9/2017-6/2018

Specific Targets: 15% or more students will increase in reading skills by one grade level

Type: Annual

Data Source: Emetric

9/2017-6/2018

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

Type: Annual

Data Source: PVAAS 9/2017-6/2018

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

Type: Annual

Data Source: School performance Profile

September 9/2017-6/2018

Specific Targets: Increase in Building Academic Score on SPP by 6 points

Type: Annual

Data Source: School Performance Profile

9/2017-6/2018

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading.

Type: Interim

Data Source: AIMSWeb

Specific Targets: At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4

### ***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. This will help to identify instructional practices that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives and to identify strengths and concerns, supports and enrichments and adjust interventions.

**SAS Alignment:** Instruction

### ***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

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

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

**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 results from assessments to prioritize curricular content and instructional practices by assessment anchor, eligible content, or standards-aligned learning objective. Calendar of Monthly Meetings, Agendas, Sign-in Sheets,

Copy of Data Protocols

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

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

**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 results from assessments to prioritize curricular

content and instructional practices by assessment anchor, eligible content, or standards-aligned learning objective.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

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

**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 and to ensure school-wide use of data that is focused on school improvement and the academic growth of all students. Data Binders

PDE and Locally Relevant Student Data Lesson Plans

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

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

**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 use established protocols to analyze results from assessments to prioritize curricular content and instructional practices by assessment anchor, eligible content, or standards-aligned learning objective.

PDE and Locally Relevant Student Data Lesson Plans

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

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

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

PDE and Locally Relevant Student Data Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

**Goal #3:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: SchoolNet

Specific Targets: Describe Goal: Reduce school serious incidents by 15%

Type: Interim

Data Source: Parent Communication Logs

Specific Targets: Describe Goal: Parent involvement at report card conferences will increase by 10 percentage points. Moving from 70% of parents attending to 80% of parents attending.

Type: Interim

Data Source: Parent Meeting Sign-in Sheets

Specific Targets: Describe Goal: Parent involvement at report card conferences will increase by 10 percentage points. Moving from 70% of parents attending to 80% of parents attending.

Type: Interim

Data Source: Home and School Meeting Agendas

Specific Targets:

Describe Goal: Parent involvement at report card conferences will increase by 10 percentage points. Moving from 70% of parents attending to 80% of parents attending.

**Strategies:**

### *Socialized Recess*

**Description:**

Reumann-Moore, R; Sues, G. ( 2006) Children at Play: An Evaluation of EW/NSC's Socialized Recess Program. Research for Action, Inc., Philadelphia, PA 1-36  
<https://eric.ed.gov/?id=ED490194>

**SAS Alignment:** Safe and Supportive Schools

### *Second Step*

**Description:**

A prevention program designed to reduce impulsive and aggressive behavior in children and adolescents by increasing their social competency skills. The program is rated Effective. The intervention group showed significant gains in social competence at varying times. There were improvements among students in measures of anxiety.  
<https://www.crimesolutions.gov/ProgramDetails.aspx?ID=221>

**SAS Alignment:** Safe and Supportive Schools

### *Praise Program*

**Description:**

Praise Program starts with improving social and friendship skills, then entrenching positive behavior with a partnership among kids, teachers and parents.  
<http://www.chop.edu/news/no-more-bullies>

**SAS Alignment:** Safe and Supportive Schools

### *Parent Contact*

**Description:**

Two-way communication involves interactive dialogue between teachers and parents. Conversations may occur during telephone calls, home visits, parent-teacher conferences, open houses, and various school-based community activities. Teachers should actively incorporate both strategies to maximize sharing information with parents.  
<http://www.adi.org/journal/ss05/Graham-Clay.pdf>

**SAS Alignment:** Safe and Supportive Schools

### *Home and School Meetings*

**Description:**

According to the NEA Education Policy and Practice Department Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

[http://www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf)

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:******Socialized Recess - Implementation*****Description:**

**Most incidents happen during recess. This happens because all students are not properly engaged. We will established socialized recess and use Education Works and the School Climate Liaison to manage a socialized recess program to kept students properly engaged during school recess time.**

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

**Program Area(s):**

**Supported Strategies:**

- Socialized Recess

***Second Step - Student Engagement*****Description:**

**We will encourage proper student social engagement by using Second Step to teach social skills.**

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

**Program Area(s):**

**Supported Strategies:**

- Second Step

### *Praise Program - Student Engagement*

**Description:**

**We will encourage proper student social engagement by using the Praise Program to teach social skills.**

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

**Program Area(s):**

**Supported Strategies:**

- Praise Program

### *Parent Contact-Communication*

**Description:**

**Make use of support staff with calling parents on the phone to encourage their participation in the teacher-parent report card conferences.**

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

**Program Area(s):**

**Supported Strategies:**

- Parent Contact

### *Home and School Meetings - Incentives*

**Description:**

**We will provide incentives for participation by rewarding classes with the most parent attendance.**

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

**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Girard Stephen Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Girard Stephen 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 Girard Stephen 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.**

56.6% of K-3 students are reading at a target DRA level- in June 2016 there were 40% of K-3 Students working at the target level. 34.7% of grade 4 students are scoring in the proficient category on Aimsweb winter benchmark testing, compared to 26.5% in the fall assessment. The average score for benchmark one math scores for grade 3 and 4 was 38.9% compared to 39.5% in benchmark 2. 98.2% of students have not had an OS compared to 93% in the '15/'16 SY. 6% of parents participate in monthly parent cafe classes compared to 5% in previous years.

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

At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4. No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment. Reduce school serious incidents by 15%. Parent involvement at report card conferences will increase by 10 percentage points. Moving from 70% of parents attending to 80% of parents attending. At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

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

Revisions have been made to guiding question 4 to include Saxon Phonics, Small Group Instruction, Guided Reading, Lexia, and Extended Day. Additionally, revisions have been made to guiding question 6 to include Socialized Recess, Second Step, Praise Program, Parent Contracts, and Home and School Meetings.

## 2015-2016 Improvement Evaluation

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

Early literacy (% of grades K-2 reading on grade level) for young readers is an area of strength for our program as evidenced by the SPR. School Culture of Kindness as a part of our morning recitation as a result we have 91% of our students have zero out of school suspensions. Model school for ELL rate of ACCESS scoring 4.5 or above as a result many of the ELL students perform well in the PSSA.

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

Closing the achievement gap in Reading and Math as measured by PSSA.

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

Increase proficiency on Guided Reading instructional practice and gradual release through PD. Dedicated teacher for small group instruction to provide support for struggling

students. SBTL to assist with grade group meetings and PD. The SSA for Spanish and Mandarin to classroom support early literacy by providing guided reading and small group in each Kindergarten classes. SSAs also support parent involvement. Education Works will support school climate and the socialized recess program. Experience core in small group instruction for early literacy. Art instructional support for student self-expression. It is a priority to increase technology in grades K and 1 by providing SmartBoards to support the reading program Story Town. Contract with Children's Literacy Initiative (CLI) for professional development and extended support in guiding reading. Power Hour after school program for struggling students in Math and Reading.

## **2014-2015 Improvement Evaluation**

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

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-through using the Danielson Framework to ensure effective delivery of instruction.

### **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.**

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