

Longstreth William C Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Longstreth William C Sch

5700 Willows Ave
Philadelphia, PA 19143
(215)727-2158

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tisha Douglas
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Tisha Douglas	Building Principal : School Improvement Plan
Dr. Caroline Harris	Community Representative
Nakia Harpi	Ed Specialist - Other
Fred Miller	Elementary School Teacher - Regular Education
Nakia Harpi	Elementary School Teacher - Special Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Karla Tyler	Parent

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:

- Yearly letter to parents

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

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
IU26/Office of Federal Programs Design and Implementation	11/1/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation
IU26/Office of Federal Programs Design and Implementation	11/16/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/8/2016 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	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	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.

Grade group meetings are held to review data and plan for instruction. We conduct professional development that integrates achievement data in attempts to increase student achievement.

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	No
Before School	No
After School	Yes
Lunch/Study Periods	Yes
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 administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Out-of-School Suspensions: 4.5%

Other Academic Indicators:

Promotion Rate 100.00

Attendance Rate 92.13

School Concerns

Concern #1:

SPP score of for Focus:	40.2
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	3.24
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.15
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	12.05
Grade 3 ELA- Percent Proficient or Advanced	15.69
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	19.99
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	25.73
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	75.00
ELA/Literature - Meeting Annual Academic Growth Expectations	61.00
Science/Biology - Meeting Annual Academic Growth Expectations	58.00
KPI Attendance:	92.4 %

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:	40.2
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	3.24
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.15

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	12.05
Grade 3 ELA- Percent Proficient or Advanced	15.69
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	19.99
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	25.73
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Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	75.00
ELA/Literature - Meeting Annual Academic Growth Expectations	61.00
Science/Biology - Meeting Annual Academic Growth Expectations	58.00
KPI Attendance:	92.4 %

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:	40.2
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	3.24

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.15
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	12.05
Grade 3 ELA- Percent Proficient or Advanced	15.69
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	19.99
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	25.73
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	75.00
ELA/Literature - Meeting Annual Academic Growth Expectations	61.00
Science/Biology - Meeting Annual Academic Growth Expectations	58.00
KPI Attendance:	92.4 %

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:	40.2
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	3.24

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.15
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	12.05
Grade 3 ELA- Percent Proficient or Advanced	15.69
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	19.99
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	25.73
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	75.00
ELA/Literature - Meeting Annual Academic Growth Expectations	61.00
Science/Biology - Meeting Annual Academic Growth Expectations	58.00
KPI Attendance:	92.4 %

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: Compass Report

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Type: Annual

Data Source: PA School Performance Profile

Specific Targets: Increase Building Level Score

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: 25% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Interim

Data Source: End of Unit Assessments

Monthly

2017-2018

Specific Targets: 25% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: Utilize anecdotal records from Guided Reading

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Type: Interim

Data Source: DRA

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Type: Interim

Data Source: Utilize anecdotal records from Teacher Led Stations and Interventions

Specific Targets: Describe Goal: The number of students performing at proficiency will increase by 5% each grade (8 per grade) as determined by the SPP growth index. The number of students performing at an advanced level will double.

Type: Interim

Data Source: Utilize anecdotal records from Guided Reading/Small Group Instruction

Specific Targets: Describe Goal: The number of students performing at proficiency will increase by 5% each grade (8 per grade) as determined by the SPP growth index. The number of students performing at an advanced level will double.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations - Observation Protocol

Description:

The leadership team will create an observation protocol based on Danielson's Framework that will be used to conduct informal and formal observations for all classrooms to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

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

*Compass Learning***Description:**

Throughout a more than 30-year history, CompassLearning has worked with schools to gather data to evaluate the effectiveness of its student achievement solutions. These evaluations have taken several forms: from qualitative research to stringent, quantitative research studies conducted by external evaluators. CompassLearning has a proven track record of positively influencing student outcomes through the use of technology-based online assessment and instruction.

<http://it.dadeschools.net/CompassLearning/ResearchBehindOdyssey.pdf>

SAS Alignment: Instruction

*Guided Reading***Description:**

Clark, J. (2000). Guided Reading Making it Work. 16-111.

<https://books.google.com/books?hl=en&lr=&id=yQzGpF85HGYC&oi=fnd&pg=PA5&dq=guided+readin&ots=AKjQ2Z2ktR&sig=dUafA5YJ99LU1ooXkLxc0OHYAvA#v=onepage&q=guided%20readin&f=false>

SAS Alignment: Instruction

*Saxton 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

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: 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

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Differentiated Instruction will be offered as professional development to all instructional staff for product, process and content to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

*Differentiated Instruction- Differentiated Lesson Plans***Description:**

In order to ensure that all students are actively engaged, and that teaching and learning are aligned with the Pennsylvania Framework for Teaching teachers will develop lesson plans that differentiate practices by process, content, and product that reflect learning practices that are appropriate for all learners. Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction -Lesson Plan Review***Description:**

The administrator will review lesson plans weekly to ensure that instruction is differentiated by content, process, and product to actively engage all students.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Teacher Collaboration

Description:

Teachers will meeting monthly to share differentiated strategies that have been successful in meeting student needs to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Leadership will observe differentiated practices in classroom using the walkthrough process and provide reflective feedback to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Student Enhancement

Description:

Struggling students that are not meeting proficiency will receive additional instructional in differentiated practices in reading and math several times a week to ensure the school meets 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- Develop Calendar

Description:

A yearly walkthrough calendar will be developed to track the frequency and consistency of visiting classrooms in order to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations - Observation Protocol

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.

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations - Observation Protocol

Informal and formal observations -Walkthrough Protocol communication

Description:

Teachers will receive information and expectations about the walk-through process verbally and in writing by the Leadership Team. Leadership will share and explain the walkthrough protocol to all teachers and staff to ensure common understanding of rigorous, differentiated instructional expectations to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations - Observation Protocol

Informal and formal observations -Conduct Walk Throughs

Description:

Walkthroughs will be conducted by the leadership team using Danielson's Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Informal and Formal Observations - Observation Protocol

Informal and formal Observation - Feedback

Description:

The leadership team will provide constructive feedback on observed teaching practices to ensure consistent implementation of effective differentiated instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Lesson Plans

Reflective Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations - Observation Protocol

Informal and formal Observation - Instructional Coaching

Description:

Struggling teachers will receive coaching in differentiated instructional practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

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 - Observation Protocol

Professional Development -Needs Assessment

Description:

A professional development needs assessment will be conducted by Administrators to identify areas that need support to enhance teacher practice and identify areas of interest and need to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms. Needs Assessment

Title I Binder

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

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

- Professional Development

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

The leadership team will review and analyze results from the needs assessment to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

- Professional Development

*Professional Development- Calendar***Description:**

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, student data and instructional observation walkthroughs to ensure that professional education increases all educators' teaching skills based on effective 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):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

The leadership team and selected staff will facilitate professional development throughout the school year 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):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

The leadership team will monitor teachers implementation of strategies taught from professional development to ensure practices are utilized in lesson plans and classroom practices.

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:

Struggling staff members will be offered instructional coaching that addresses differentiated best practices to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Development

Compass Learning - Student Identification

Description:

Students will receive early diagnostic assessments to place them in intervention groups for additional time in lab on compass learning.

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

Program Area(s):

Supported Strategies:

- Compass Learning

Compass Learning - Progress Monitoring

Description:

DRA testing will be used to determine if a student has moved up in reading levels prior to the administration of the Compass Diagnostic Assessments.

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

Program Area(s):

Supported Strategies:

- Compass Learning

Compass Learning-Report

Description:

Teachers will review weekly compass learning progress monitoring reports.

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

Program Area(s):

Supported Strategies:

- Compass Learning

Compass Learning - Technology

Description:

Students will receive time on laptops to work on Compass Learning Pathways to proficiency.

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

Program Area(s):

Supported Strategies:

- Compass Learning

*Compass Learning- Data Review***Description:**

Teachers will meet as teams and during data meetings to plan for strategic instruction. Teachers will plan and teach daily phonics lessons that are content specific.

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

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

- Compass Learning

*Guided Reading - Assessments***Description:**

Early diagnostic assessments for all grades using DRA, Aimswebb and compass learning.

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

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

- Guided Reading

*Guided Reading- Compass Report***Description:**

Students will be grouped in Guided Reading groups according to Compass Reports.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading- Small Group

Description:

In guided reading and small group instruction will teachers will focus on close reading strategies, text dependent analysis and constructed responses in order to have students cite textual evidence and determine central meaning.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading- Skills

Description:

Guided reading groups will focus on deficit skills as well as grade appropriate skills.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Saxon Phonics - Intervention

Description:

Students will receive early intervention using phonics program Saxton phonics.

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

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

- Saxton Phonics

*Saxon Phonics- Daily Instruction***Description:**

Teacher will provide consistent rigorous daily instruction and guided reading, with implementation of all of the components of the Saxton phonics lessons with fidelity.

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

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

- Saxton Phonics

*Blended Learning - Centers***Description:**

Students will engage in the blended learning model skill specific centers that build word recognition in isolation and in context.

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

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

- Blended learning

Blended Learning - Differentiate

Description:

During the blended model students will engage in the prescribed program for the amount of time needed to show growth and improvement. Bi-weekly data meeting will be held to analyze data and inform instructional decisions.

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

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

- Blended learning

Blended Learning- Progress Monitoring

Description:

Students will continue to self-monitor as they move through the leveled activities and receive feedback.

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

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

- Blended learning

Small Group Instruction - Independant Praticce

Description:

Students will work on word study identifying letter sound relationships, spelling patterns comparisons using Words their way during small group instructing as well as independent practice.

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

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

- Small Group Instruction

*Small Group Instruction - Teacher Focus***Description:**

Teachers will focus on phonics, word study so that students will reach mastery of meanings of root words, prefixes, suffixes and affixes and the relationships.

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

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

- Small Group Instruction

*Small Group Instruction- Teacher Focus***Description:**

Teachers will use graphic organizers(Frayer model, KIM, word webs, etc.) to teach vocabulary word meanings literal and non-literal as well as shades of meaning among related words.

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

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

- Small Group Instruction

*Small Group Instruction - Intervention***Description:**

Interventions such as Think Through Math and Study Island Science will be utilized to close achievement gaps and to inform instruction. These interventions will be utilized during the blended learning model (rotation stations). The SBTL will work to ensure that all interventions are implemented with fidelity.

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

Program Area(s):

Supported Strategies:

- Small Group Instruction

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 /

2017-2018

Specific Targets: 25% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2014-6/2015

2017-2018

Specific Targets: 25% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: W.R.A.P.(Writing and Reading Assessment Profile) / Quarterly /

2017-2018

Specific Targets: 25% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Truancy and Tardiness Data / Monthly 2017-2018

Specific Targets: 5% decrease in Truancy and Tardiness compared to previous school year

Type: Interim

Data Source: Suspension Data

Monthly 2017-2018

Specific Targets: 5% decrease in student suspensions compared to previous school year

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: 50% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual

Data Source: Emetric

2017-2018

Specific Targets: Increase up to 25% or more in reading and math for all student groups.

Strategies:

Common Planning Time

Description:

(CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

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: Instruction

Data Informed Instruction

Description:

Data Informed Instruction will be implemented to inform instruction through data analysis. Teachers will review and analyze academic, behavioral and perceptual data for decision making, as well as, ensure that measurable outcomes are supported and evaluated by data. Leadership, teachers and staff will collaborate to gather, suspension data monthly, discuss behavioral trends, and share accurate and reliable perceptual data on school climate. Interventions will be developed to address areas of concern. This process will ensure teachers identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

Implementation Steps:

Common Planning Time – Develop a schedule

Description:

The leadership team will develop a master schedule that will identify dates for weekly meetings for data analysis within Common Planning Time (CPT) for all teachers. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time – Share Rosters

Description:

Leadership will share schedules to ensure teachers' meet weekly to analyze data, collaborate on best practices and modify and adapt identified instructional practices within their classrooms. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar,

Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

*Common Planning Time – Implement Practices***Description:**

Teachers will consistently meet during common planning time to analyze and discuss data, discuss best practices, and discuss student achievement.

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

*Common Planning Time – Monitor***Description:**

Common Planning Time will be monitored by The leadership team to ensure it is being used to analyze data, identify interventions, monitor student progress, and the sharing of professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Notes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time - Evaluate

Description:

The Leadership team will evaluate the effectiveness of Common Planning Time by using analyzed data to determine its impact on student achievement. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Data Analysis Procedures – Establish a Team

Description:

A Data Analysis Team will be formed to collect, review and analyze data to ensure school-wide use of data is focused on school improvement and the academic growth of all students.. The team members will include the Principal, School Based Teacher Leader (SBTL), Response to Intervention and Instruction (RTII) Champion, the Counselor, the Math and Reading Teacher Leaders and a Special Education Teacher.

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:

Leadership and the Data Analysis Team will create protocols to analyze multiple sources of student data to address academics, attendance and behavior. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students..

Copies 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:

The leadership team will provide professional development on data analysis to all teachers to support understanding of how to use established protocols to analyze appropriate data for informing decisions. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students improving student learning and adjusting instruction to meet students' needs.

Agendas, Sign in sheets, PD Schedule, PD evaluations, Title I Binden

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures – Analyze Data

Description:

All teachers, staff, and leadership will meet weekly to analyze student assessment data for academics, attendance and behavior to ensure that school-wide use of data 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-

Data Analysis Procedures - Monitor Data Analysis

Description:

The leadership team will monitor analyzed data that teachers are using to adapt and modify their instructional practices and interventions to ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

Lesson Plans, Common Assessments, Data Binders

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures – Data Analysis Evaluation

Description:

The leadership team will evaluate data analysis procedures to ensure that teachers are effectively using data to drive instruction to ensure that school-wide use of data 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-

Data Informed Instruction-Establish a Data Team

Description:

T

A Data Analysis Team will be formed consisting of the leadership team, specialists and grade teacher leaders, 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. Agenda

List of Data Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

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

Description:

The RtII 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 common core standards or standards aligned learning assessments. 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, Agendas,
Sign-in Sheets,

Reflection Sheets including next steps

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Professional Development

Description:

Central Office, Leadership Team and the Data team will professionally develop the

staff on using data to drive instruction, to ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Develop a Schedule of Data Meetings

Description:

Bi-monthly data team meetings will be scheduled to analyze both state and locally relevant student data to address academics and behavior to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students. Schoolnet Dashboard for RtII

Calendar of Monthly Meetings

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Collect Data

Description:

Data will be consistently collected from the School Performance Profile, PVAAS, Emetrics, PSSA as well as, locally relevant data (DIBELS, Gates, end-of-Unit Assessments, Attendance, Truancy and Tardiness, by the Data Analysis Team to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.Schoolnet Dashboard for RtII

Data Binders

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will support staff with identifying and disaggregating current academic and behavioral data based on relevant assessments, to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

Teachers and the leadership team will establish measurable goals in reading, math, science writing, attendance, truancy and suspensions, that addresses student strengths and weaknesses to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

Grade Level Goals

Student Specific Goals

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Select Instructional Strategies

Description:

Educators will identify and select academic and behavioral strategies that directly address the target area(s) as indicated by the disaggregated data to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

Standards Aligned System Materials and Resources

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Intervention Implementation

Description:

Teachers and staff will implement academic and behavioral interventions during scheduled class period or scheduled intervention period to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

SAS Materials and Resources

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction – Monitor

Description:

The Data Analysis Team and teachers will monitor implementation of interventions and their results to ensure the positive impact on student results and make the necessary adjustments to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction – Evaluate

Description:

The Data Analysis Team and teachers will evaluate the implementation of interventions and their results to ensure the positive impact on student results and make the necessary adjustments to ensure that school-wide use of data is focused on school improvement and the academic and behavioral growth of all students.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

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: PBIS Tracker

Specific Targets: The implementation of a Normative Culture will decrease the number of students suspended by 60%; the number of staff phone call to the office for minor offenses by 50%; the number of students sent to the Restorative Action Room (old ISS) by 25%; the number of negative parent conferences by 50%. It will increase the number of student opportunities for positive reinforcement to 80% from the current 40%.

Type: Interim

Data Source: Track the number of Scholar Dollar students are earning

Specific Targets: The implementation of a Normative Culture will decrease the number of students suspended by 60%; the number of staff phone call to the office for minor offenses by 50%; the number of students sent to the Restorative Action Room (old ISS) by 25%; the number of negative parent conferences by 50%. It will increase the number of student opportunities for positive reinforcement to 80% from the current 40%.

Type: Interim

Data Source: Informal Observations

Specific Targets: The implementation of a Normative Culture will decrease the number of students suspended by 60%; the number of staff phone call to the office for minor offenses by 50%; the number of students sent to the Restorative Action Room (old ISS) by 25%; the number of negative parent conferences by 50%. It will increase the number of student opportunities for positive reinforcement to 80% from the current 40%.

Strategies:

Leader in Me

Description:

<http://www.theleaderinme.org/what-is-the-impact/>

SAS Alignment: Safe and Supportive Schools

Paths Curriculum

Description:

Greenberg, M., Kusche, C., Cook, E., & Quamma, J. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. *Development and Psychopathology*, 7(1), 117-136.
doi:10.1017/S0954579400006374

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Learner In Me - Student Involvement

Description:

The Leader In Me program will be used to create an intrinsic motivation for student leadership.

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

Program Area(s):

Supported Strategies:

- Leader in Me

Leader in Me - Incentives

Description:

Students will earn scholar dollars and track the amount of money they earn, participate in morning circles and participate in a Leadership Day.

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

Program Area(s):

Supported Strategies:

- Leader in Me

Paths Curriculum - Summer Leadership

Description:

In the summer there will be a leadership team retreat where the leadership team will be professionally developed on Climate and Culture goals, expectation and initiatives.

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

Program Area(s):

Supported Strategies:

- Paths Curriculum

Paths Curriculum - Professional Development

Description:

In August during professional development the leadership team alongside the principal will professionally develop teachers on the PATH curriculum and the teachers will contribute to the norms.

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

Program Area(s):

Supported Strategies:

- Paths Curriculum

Paths Curriculum - Professional Development

Description:

The Climate Manager will work with teachers by providing coaching and professional development opportunities.

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

Program Area(s):

Supported Strategies:

- Paths Curriculum

Paths Curriculum - Norms

Description:

The leadership team will set norms for the building which will include classrooms, hallways, lunchroom, etc.

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

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

- Paths Curriculum

Paths Curriculum - Professional Development

Description:

At the end of the professional development series all staff will be clear on the expectations and the whole school climate processes/procedures.

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

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

- Paths Curriculum

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Longstreth William C Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Longstreth William C 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 Longstreth William C Sch in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Increased the number of students reading on grade level as opposed to the number of students reading on grade level last quarter. Increase in Math by 1.3% from Benchmark 1 to Benchmark 2.

Describe the continuing areas of concern from the past year.

At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment. No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment. The number of students performing at proficiency will increase by 5% each grade (8 per grade) as determined by the SPP growth index. The number of students performing at an advanced level will double. General Education students performing below basic, basic and high proficient will move one performance level on Constructed Response. General Education students performing advanced on Constructed Responses will remain advanced and move two tiers within the advanced rubric domain. Special Education students will increase two tiers within their identified rubric domains. The implementation of a Normative Culture will decrease the number of students suspended by 60%; the number of staff phone call to the office for minor offenses by 50%; the number of students sent to the Restorative Action Room (old ISS) by 25%; the number of negative parent conferences by 50%: It will increase the number of student opportunities for positive reinforcement to 80% from the current 40%. 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

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Compass Learning, Guided Reading, Saxon Phonics, Blended Learning, and Small Group Instruction. Additionally, revisions have been made to guiding question 6 to include the Leader in Me program, and Paths Curriculum.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The current school program has 65% veteran teachers; partnerships with 12th District Police District for the development of the Teen Esteem program; Praise Program, which focuses on conflict resolution during lunch and socialized recess, a 30% complement of male teachers to provide a quality balance to students in the instructional program. Supports for AS classes through Philly Aims, Extracurricular activities such as Intramural Sports and male mentoring programs. School wide committees to empower teachers to make wise decisions based on various types of data. (SLGQ 4) (SLGQ 6)

Describe the continuing areas of concern from the past year.

Academics are a challenge as our students are not at the proficient level in reading and math. There were six new teachers hired by the School District of Philadelphia who currently work at Lognsthreth School. As a result of learning various aspects of the job, classroom management and implementing high quality lessons with fidelity is a problem. This problem results in an increase in disciplinary concerns. New Teachers Climate is a problem as the school has seen an immediate increase in neighborhood violence and social media issues carrying over into the academic school day. As such, an inordinate amount of time is being spent with conflict resolution. Only having a counselor two days out of the week adds to the problem as students with immediate student needs are not being met in a timely manner. Attendances, parental involvement, special education legal cases, are also challenges to the school program.

(SLGQ 4) (SLGQ 6)

Describe the initiatives that have been revised.

There are several priorities that we will focus on. (1) We need an effective intervention program to enhance our instructional program; to address below level students in reading and mathematics (2) We need to address having adequate supports to our lunchroom and recess program. (3). Attendance and lateness continue to be a priority. (4) Parental involvement occurs but more needs to be done to ensure optimal participation. (5) The number of special education legal cases continues to rise and rigorous monitoring and adequate supports must be in place. In order to strengthen our academic environment, it is necessary to make the following purchases; SCS-NOON TIME AIDES to support the lunchroom and recess program; a counselor to help with peer mediation, character education, conflict resolution, and career awareness. The purchase of SSAs will provide the necessary small group instruction (interventions) support to students at risk. Lastly, an in-school suspension room will provide out of class accommodations to students in need while allowing students the opportunity to stay in school.

The goals under the Systems Leadership are: 1) Provide additional support through intensive small group instruction for at-risk students in Reading and Mathematics 2) Effective communication to all stakeholders. For school climate, the goals are to increase number of students attending school equal or greater than 95%. Further, to provide mentoring programs, conflict resolution sessions, and town hall sessions to promote positive behaviors. In order to improve student behavior, it is necessary to meet monthly with parents to actively engage parents in workshops centered on bullying, social media & technology, etc. In order to accomplish these goals, the following purchases were made:

SCS-NOON TIME AIDES

Counselor

Supportive Service Assistants

In school suspension room

Socialized recess program

(SLGQ 4) (SLGQ 6)

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 and instructional strategies are aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2 and 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2 and 4 to ensure increased academic performance of all students.

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.