

Morton Thomas G Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

---

## Demographics

### *Morton Thomas G Sch*

2501 S 63rd St  
Philadelphia, PA 19142  
(215)727-2164

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Carolyn Allen-Glass  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Dr. Carolyn Allen-Glass	Building Principal : School Improvement Plan
Shoprite, Dunkin Donuts Aladdin Market	Community Representative
Tara Giovanetti	Ed Specialist - Other
Wendy Sharpe	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Tiereane Majette	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:

- School newsletter
- District web page
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

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

No

## **Coordination of Programs**

### **Technical Assistance**

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

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

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, 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	11/4/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/6/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	12/15/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/12/2017 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	2/24/2017 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
IU26/Office of Federal Programs Design and Implementation	10/27/2017 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.

### 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.

Regular Classroom Observations, Grade Group / Team Meetings, Progress Monitoring in addition to regular Professional Development Sessions after school are used to include teachers in the decisions regarding the achievement of individual students.

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

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	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.

Federal Grant Program	Amount of Grant
-----------------------	-----------------

State/Local Grant Program	Amount of Grant
---------------------------	-----------------



# Needs Assessment

---

## School Accomplishments

### Accomplishment #1:

#### Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 83.00

ELA/Literature - Meeting Annual Academic Growth Expectations 86.00

#### Other Academic Indicators:

Promotion Rate 98.35

Attendance Rate 91.29

**Out-of-School Suspensions:** 5.1%

## School Concerns

### Concern #1:

**SPP score of for Focus:** 47.0

#### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 5.19

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 15.49

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 29.20

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

Grade 3 ELA- Percent Proficient or Advanced 9.78

SAT/ACT College Ready Benchmark N/A

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

Mathematics/Algebra I- Percent of Required Gap Closure Met 0.00

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	14.57
---	-------

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

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
---	------

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	12.68
---	-------

**Indicators of Academic Growth PVAAS:**

Science/Biology - Meeting Annual Academic Growth Expectations	58.00
---	-------

<b>KPI Attendance:</b>	92.9 %
------------------------	--------

## 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:**

<b>SPP score of for Focus:</b>	47.0
--------------------------------	------

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	5.19
---	------

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	15.49
--	-------

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	29.20
--	-------

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

Grade 3 ELA- Percent Proficient or Advanced	9.78
---	------

SAT/ACT College Ready Benchmark	N/A
---------------------------------	-----

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

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
--	------

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	14.57
---	-------

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

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
---	------

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	12.68
---	-------

**Indicators of Academic Growth PVAAS:**

Science/Biology - Meeting Annual Academic Growth Expectations	58.00
---	-------

<b>KPI Attendance:</b>	92.9 %
------------------------	--------

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

<b>SPP score of for Focus:</b>	47.0
--------------------------------	------

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	5.19
---	------

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	15.49
--	-------

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	29.20
--	-------

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

Grade 3 ELA- Percent Proficient or Advanced	9.78
---	------

SAT/ACT College Ready Benchmark	N/A
---------------------------------	-----

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

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
--	------

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	14.57
---	-------

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

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
---	------

ELA/Literature – Percent of Required Gap Closure Met	0.00
--	------

Science/Biology – Percent of Required Gap Closure Met	12.68
---	-------

**Indicators of Academic Growth PVAAS:**

Science/Biology - Meeting Annual Academic Growth Expectations 58.00

**KPI Attendance:** 92.9 %

# 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: School Performance Profile

2017 – 2018

Specific Targets: Increase in School Level Building Level Profile

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 10% decrease in the number of below proficient students compared to previous school year.

Type: Annual

Data Source: PVAAS

September 2017- May 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: Interim

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

Specific Targets: Increase in the number of students scoring 70% or above on end of unit assessments

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in number of students scoring proficient or advanced in Grade 3 Reading

Type: Annual

Data Source: Emetric

September 2017– May 2018

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

Type: Interim

Data Source: DRA (Developmental Reading Assessment) Quarterly

Specific Targets: \_80\_% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test

Quarterly

October 2014-June 2015

Specific Targets: 80\_% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: AimsWeb

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

Type: Interim

Data Source: Teacher Made Assessments

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- ELA

Type: Interim

Data Source: Benchmark Data

Specific Targets: Describe Goal: 5% of students in grades third through fifth will receive a score of proficient or above on the Mathematics Benchmark Assessment

### ***Strategies:***

#### ***Differentiated Instruction***

##### **Description:**

**Differentiated Instruction** – Differentiated instruction will be offered by content, process and product. Teachers will differentiate activities to ensure the consistent implementation of standards-aligned, differentiated instruction that reflects challenging learning expectations for all students in reading and math. They will utilize flexible grouping, individualized and small group instruction and Tiered strategies to support achievement for This process will ensure that all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students

**SAS Alignment:** Instruction

### *Informal and Formal Observations*

**Description:**

**Informal/Formal Observations Danielson Framework** –Teachers will be observed based upon the four domains of teaching responsibility:

1. Planning and preparation
2. Classroom environment
3. Instruction
4. Professional responsibilities.

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

**SAS Alignment:** Instruction

### *Professional Development*

**Description:**

**Professional Development and Training** - professional development will be provided to support best practices for teacher and to enhance academic achievement for all student groups.

**SAS Alignment:** Instruction

### *Common Planning Time*

**Description:**

Common Planning Time 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

### *Guided Reading*

**Description:**

The American Institutes for Research, a nationally recognized evaluation firm, found that CLI positively impacts student learning, the quality of teachers' literacy instruction and the classroom 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

### *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:** Instruction

### *Think Through Math*

**Description:**

Since 2005, Think Through Math has helped students learn to analyze and solve word problems by applying a pedagogy derived from: contemporary cognitive science,



including principles of active problem solving (Anderson, 1994), explicit instruction (National Mathematics Advisory Panel, 2008; Adams & Engelmann, 1996; Hall, 2002; Gersten, 2003; National Council of Teachers of Mathematics, 2007), gradual release (Pearson & Gallagher, 1983; Rose, 2004; Routman, 2003), elaboration theory (Riegeluth, 1987, 1992), categorization by prototype (Rosch, 1988a, 1988b), mastery learning (Bloom, 1984), zone of proximal development (Vygotsky, 1978), assessment and differentiation (National Mathematics Advisory Panel, 2008; Askew, 2002) and worked examples (Ward & Sweller, 1990).

**SAS Alignment:** Instruction

### *First In Math*

**Description:**

The program was designed with focus, coherence and rigor as its cornerstones. Self-paced activities target mastery of procedural skills and fluencies that are essential for internalizing and demonstrating conceptual understanding. FIM's comprehensive content fully aligns with the CCSSM, as well as various state and other established standards. (First In Math)

**SAS Alignment:** Instruction

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

#### *Differentiated Instruction Professional Development*

**Description:**

Professional development on Differentiated Instruction will be offered to all teachers, to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheets

Exit Slips

**Start Date:** 9/8/2017    **End Date:** 6/23/2018

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

**Supported Strategies:**

- Differentiated Instruction
- Professional Development

### *Differentiated Instruction- Professional Development*

**Description:**

Professional Development will include use of book study to 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

Lesson Plans

Reflective Feedback

**Start Date:** 9/8/2017    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction in Lesson Planning*

**Description:**

Lesson plans will be developed with differentiated strategies embedded by process, content and product on a daily basis to ensure alignment with the Common Core curriculum. They will be submitted weekly. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Written feedback – informal observation form and/or conversation

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

*Differentiated Instruction in Lesson Planning***Description:**

will submit lesson plans on a weekly. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Written feedback – informal observation form and/or conversation

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

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

- Informal and Formal Observations

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

Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs.

Walk through protocol

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

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

- Informal and Formal Observations

## *Differentiated Instruction – Observation through Instructional Walkthroughs*

### **Description:**

Informal and formal observations will be conducted on a weekly basis by administrator(s) and leadership team to monitor implementation, determine level and frequency use of differentiated strategies as identified in lesson plans. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Written feedback – informal observation form and/or conversation

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

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

### **Supported Strategies:**

- Informal and Formal Observations

## *Feedback from Instructional Walkthroughs*

### **Description:**

Leadership team will meet with teachers to discuss feedback from Walkthrough protocols to allow readjustment of instructional practices if needed. This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Agenda

Sign-in sheet

Written feedback – informal observation form and/or conversation

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

*Professional Development - Trainings***Description:**

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

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 - Needs Assessment***Description:**

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Lesson plans, agendas, sign-in sheets, minutes, evaluations

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

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

- Professional Development

### *Professional Development- Calendar*

**Description:**

This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Lesson plans, agendas, sign-in sheets, minutes, evaluations

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development-- Implementation*

**Description:**

Professional development will be implemented on a monthly basis during Common Planning Time or afterschool to support best practices that will help to increase achievement for all student groups. Professional development will center on Differentiated Instruction, Student Engagement, Marzano's Effective Instruction Data-Driven Instruction and other areas that are identified through data analysis to support increased achievement for all student groups. This process will help to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Lesson plans, agendas, sign-in sheets, minutes, evaluations

**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:**

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

*Common Planning Time- Develop a Schedule*

**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will 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' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

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:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

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:**

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

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- Evaluate*

**Description:**

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. 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

### *Small Group Instruction - Student Identification*

**Description:**

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them in small group instruction.

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

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

- Small Group Instruction

### *Guided Reading- Small Group*

**Description:**

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them in small group Incorporating the use of guided reading.

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

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

- Guided Reading

### *Small Group Instruction - Progress Monitoring*

**Description:**

To measure effectiveness, monthly AIMSweb, quarterly DRA2 data , and monthly data from the intergeated learning systems will be collected weekly and analyzed for progress as we move toward 8-week targets.

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

**Program Area(s):**

**Supported Strategies:**

- Small Group Instruction

### *Lexia - Access and Progress Monitoring*

**Description:**

In addition LEXIA will be provided as an intervention and added support for struggling learners. LEXIA usage will be monitored weekly along with quarterly Progress Monitoring of student progress.

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

**Program Area(s):**

**Supported Strategies:**

- Lexia

### *Think Through Math - Student Identification*

**Description:**

**The Math SBTL will facilitate the identification of 5th grade students through the use of Benchmark 2 and AIMSWeb data, placing them in quintile groups (20% lowest-highest).**

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

**Program Area(s):**

**Supported Strategies:**

- Think Through Math

### *Think Through Math - Implementation*

**Description:**

All 5th graders will be placed on Think Through Math to diagnose Math proficiency levels and implement an action plan to increase growth.

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

**Program Area(s):**

**Supported Strategies:**

- Think Through Math

### *First In Math*

**Description:**

First in Math will be use to provide students with a self-paced activities that target mastery and procedural skills and flencie in math.

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

**Program Area(s):**

**Supported Strategies:**

- First In Math

### *First In Math*

**Description:**

Monthly teacher-made formative ans summative assessments via Acuity data, and quarterly Benchmark Data will be utilized to assess growth.

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

**Program Area(s):**

**Supported Strategies:**

- First In Math

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Attendance Reports /Schoolnet Monthly 9/2017-6/2018

Specific Targets: 5% increase in attendance compared to previous school year

Type: Interim

Data Source: Suspension/ Serious Incident reports / Monthly / Schoolnet

9/2017-6/2018

Specific Targets: 10% decrease in student suspensions and serious incident compared to previous school year.

Type: Interim

Data Source: School Net

2017 - 2018

Specific Targets: Decrease in the number of chronically truant or tardy students

**Strategies:**

*Safe School Program Implementation- Positive Behavior Support -*

**Description:**

Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

**SAS Alignment:** Safe and Supportive Schools

***School-wide Attendance Incentive Program:*****Description:**

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

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:******Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team*****Description:**

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBIS Team Members

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

*Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations*

**Description:**

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

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

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

*Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations*

**Description:**

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

Meeting Schedule, Meeting Minutes, Agenda, PBS Documents, Title I Binder

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

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

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

### *Positive Behavior Support Program - Implement and Reinforce PBS*

**Description:**

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

Calendar of school-wide incentives

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

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

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

### *Positive Behavior Support Program - Monitor Progress of PBS*

**Description:**

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

SchoolNet Data

Data Protocol



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

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

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

*Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program*

**Description:**

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

SchoolNet Data

Data Protocol

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

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

**Supported Strategies:**

- Safe School Program Implementation- Positive Behavior Support -

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

**Description:**

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

List of Attendance Monitoring Team Members

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

**Program Area(s):** Student Services

**Supported Strategies:**

- School-wide Attendance Incentive Program:

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

**Description:**

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

**Program Area(s):** Student Services

**Supported Strategies:**

- School-wide Attendance Incentive Program:

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

**Description:**

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community

members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

**Program Area(s):** Student Services

**Supported Strategies:**

- School-wide Attendance Incentive Program:

### *School-wide Attendance Incentive Program - Implement Attendance Incentive Program*

**Description:**

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

Calendar of School-wide Incentives

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

**Program Area(s):** Student Services

**Supported Strategies:**

- School-wide Attendance Incentive Program:

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

**Description:**

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

School attendance data

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

**Program Area(s):** Student Services

**Supported Strategies:**

- School-wide Attendance Incentive Program:

# Appendix: Professional Development Implementation Step Details

---

*No Professional Development Implementation Steps have been identified for Morton Thomas G Sch.*

# Assurance of Quality and Accountability

---

We, the undersigned, hereby certify that the school level plan for Morton Thomas G 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 Morton Thomas G 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.**

According to AimsWeb and DRA2, 79% of Kindergarteners are making growth. 42% on Grade Level compared to 23% & in 2015-2016 SY. 00% of Parents, students and staff actively participate in Morton's Micro-Society. We now have about 300 parents (75%) that attend Parent involvement activities, previously we only had approximately 200 (50%).

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

At least 70% of the students in Kindergarten 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- ELA. 5% of students in grades third through fifth will receive a score of proficient or above on the Mathematics Benchmark Assessment. 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 Small Group Instruction, Lexia Intervention, Think Through Math, and First In Math.

## 2015-2016 Improvement Evaluation

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

We have developed a student centered school where students are taking ownership of their learning through the MicroSociety program. The students have voted on their government, elected a mayor/deputy mayor, created business proposals, hired managers, hosted a job fair, created their own constitution, created resumes and hired employees. The students are able to connect what they are learning to the real world.

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

We have negative trend data in our reading instructional program. We have approximately 60% of our students reading below grade level. We need a Reading Specialist to target the students reading weaknesses and utilize the Fountas and Pinnell Level Literacy Initiative to Tier II students. Our students are underperforming on the Math PSSA. Mastering the common core Math standards and Reading the directions to the Math questions has been a challenge for students. They now have to be fluent in mult-step Math problems. The students no longer have to choose the best answer but the best three answers. We have school climate goals that we would like to address. We want to decrease the number of serious incidences, suspensions and truant students by 10%. Our climate goal is an essential priority. Our school counselor will be used to provide character development lessons, help facilitate our MicroSociety initiative, help our students through their social and emotional

goals to help improve school climate and safety. We need programs and staffs that will help improve our school climate while enhancing our instructional program.

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

We have kept the initiatives that have been previously implemented and will continue to execute the Action Plan, as written, with fidelity.

## **2014-2015 Improvement Evaluation**

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

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. School Level Guiding Questions (SLGQ) 4 is currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to this SLGQ has provided tangible evidence that we are meeting our criteria of successful implementation. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 6 to ensure increased academic performance of all students.



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

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

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