

Patterson John M Sch

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Patterson John M Sch*

7000 Buist Ave  
Philadelphia, PA 19142  
(215)492-6453

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Kenneth Jessup  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Kenneth Jessup	Building Principal : School Improvement Plan
Dorothy Polz	Community Representative
Brenda DiGironimo	Ed Specialist - Other
Jessica Gibbs	Elementary School Teacher - Regular Education : School Improvement Plan
Karin Potter-Simmons	Intermediate Unit Staff Member
Carolyn Holloway	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- School web site
- District web page
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee 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	11/1/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	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	2/23/2017 12:00:00 AM	School Level Planning Tool support
IU26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU26/Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	3/13-3/17: Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal

### **Student Assessment of Progress**

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

Teachers are involved in weekly grade group meetings, RTII meetings, and grade chair meetings which are used to analyze data and receive professional development to support achievement for all learning groups.

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	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
<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
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

#### Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	71.00
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Other Academic Indicators:

Promotion Rate	99.83
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Attendance Rate	93.71
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Out-of-School Suspensions:	1.8%
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43.8 % of K-3rd grade students are on target according to DRA as compare to 40% on target for end of school year 2015-2016.

42.7% of 3rd and 4th grade students tested proficient or advance on quarter two benchmark as compared to 39.1% on quarter one benchmark.

## School Concerns

### Concern #1:

SPP score of for Focus:	42.5
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#### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	8.51
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ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	20.00
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Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	24.59
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Industry Standards-Based Competency Assessments- Percent Competent or Advanced  
N/A

Grade 3 ELA- Percent Proficient or Advanced 18.02

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 0.00

**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 0.00

**Indicators of Academic Growth PVAAS:**

ELA/Literature - Meeting Annual Academic Growth Expectations 67.00

Science/Biology - Meeting Annual Academic Growth Expectations 50.00

**KPI Attendance:** 93.3 %

## 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: 42.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
8.51

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
20.00

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
24.59

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

Grade 3 ELA- Percent Proficient or Advanced  
18.02

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  
0.00

**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  
0.00

**Indicators of Academic Growth PVAAS:**

ELA/Literature - Meeting Annual Academic Growth Expectations  
67.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:** 93.3 %

**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: 42.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
8.51

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
20.00

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
24.59

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

Grade 3 ELA- Percent Proficient or Advanced  
18.02

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  
0.00

**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  
0.00

**Indicators of Academic Growth PVAAS:**

ELA/Literature - Meeting Annual Academic Growth Expectations  
67.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:** 93.3 %

**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: 42.5

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
8.51

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
20.00

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
24.59

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

Grade 3 ELA- Percent Proficient or Advanced  
18.02

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  
0.00

**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  
0.00

**Indicators of Academic Growth PVAAS:**

ELA/Literature - Meeting Annual Academic Growth Expectations  
67.00

Science/Biology - Meeting Annual Academic Growth Expectations  
50.00

**KPI Attendance:** 93.3 %

# School Level Plan

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## Action Plans

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

### Indicators of Effectiveness:

Type: Interim

Data Source: Think Think Through Math Report

Specific Targets: Describe Goal: By May 2018, at least 10% of regular education 3rd and 4th grade students will score above 45% on the math benchmark assessments compared to the school-wide average of 42.7% correct from benchmark 1 and 2 in SY 2016-17.

Type: Interim

Data Source: DRA

Specific Targets: Describe Goal: By May 2018, at least 10% of regular education 3rd and 4th grade students will score above 45% on the math benchmark assessments compared to the school-wide average of 42.7% correct from benchmark 1 and 2 in SY 2016-17.

Type: Interim

Data Source: Benchmark

Specific Targets: Describe Goal: By May 2018, at least 10% of regular education 3rd and 4th grade students will score above 45% on the math benchmark assessments compared to the school-wide average of 42.7% correct from benchmark 1 and 2 in SY 2016-17.

### Strategies:

#### *Differentiated Instruction*

##### Description:

Differentiated Instructed Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure challenging learning expectations for all students Teachers will proactively plan varied approaches to learning in order to increase the likelihood that each student will learn as efficiently as possible.

**SAS Alignment:** Instruction

### *Professional Development*

**Description:**

Professional Development will be offered to all staff, teachers and leadership in a variety of areas to increase fidelity in the delivery of instruction in reading and math and to fully ensure the consistent implementation of effective instructional in reading and math practices across all classrooms.

**SAS Alignment:** Instruction

### *Informal and Formal Observations*

**Description:**

Leadership team will conduct informal and formal observations fully ensures the consistent implementation of effective instructional practices across all classrooms. Informal and formal observation tools will provide feedback to teachers immediately and document needed areas for improvement and suggestions for collaboration for teachers to enhance their pedagogy.

**SAS Alignment:** Instruction

### *Extended Math and Reading Block Schedules*

**Description:**

Teachers have an uninterrupted “extended” reading block in morning. Teachers have extended math block. This will allow for optimal instruction.

**SAS Alignment:** Instruction

### *Professional Development:*

**Description:**

**Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.**

**SAS Alignment:** Standards

### *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. Strategies will be addressed during extended instructional time during and Saturday school.**

**SAS Alignment:** Standards

*Danielson Framework***Description:**

**Danielson Framework: The Danielson Framework will be used as the foundation for assessing and supporting teaching practices. Professional development and coaching on all elements of instructional design (e.g. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.**

**SAS Alignment:** Standards

*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



## *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

## *MathCounts Summer Institute*

### **Description:**

In an independent “Gold Standard” study funded by the U.S. Department of Education and conducted by the RAND Corporation, the Carnegie Learning blended approach nearly doubled growth in performance on standardized tests relative to typical students in the second year of implementation.  
<http://www.carnegielearning.com/why/>

**SAS Alignment:** Standards

## *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

## ***Implementation Steps:***

### *Guided Reading- Small Group*

**Description:**

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-3), placing them in small group instruction. Students are also grouped using DRA results. Incorporated into that will be the use of guided reading provided by CLI Early Literacy Specialist and the classroom teacher.

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

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

- Guided Reading

*Lexia-Intervention***Description:**

There is an established Lexia center in each classroom and students also access Lexia in the computer lab for 45 minutes per week.

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

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

- Lexia

*Lexia-Intervention***Description:**

Students have Lexia passwords for home use.

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

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

- Lexia

*Lexia - Data***Description:**

**To measure effectiveness, quarterly AIMSweb, quarterly DRA2 data , and weekly Lexia reports will be generated to assess progress as we move toward 8-week targets.**

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

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

- Lexia

*MathCounts Summer Institute***Description:**

**All Teachers will participate in the Math Counts Summer Institute training. This will prepare our educators to properly use the curriculum provided for the 2017/2018 school year. We also received a Math lead that will facilitate and support the program school wide.**

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

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

- MathCounts Summer Institute

*Think Through Math - Student Identification***Description:**

**Student are identified for the Think through Math using Benchmark assessments, teacher made assessments, and pre-test through Think through Math.**

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

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

- Think Through Math

*Think Through Math - Implementation***Description:**

**Think through Math is a computer based math program that identifies students improvement needs and provides individualize student work to help enhance students in those identified areas. Once student are identified, they are placed in small groups.**

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

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

- Think Through Math

*Differentiated Instruction Professional Development***Description:**

Differentiated Instruction professional development will be offered to all teachers, leadership and staff to ensure effective implementation of Differentiated Instruction in all classrooms.

Indicator of Implementation:  
Evidence that will indicate the Action Step has been implemented.

Agenda

Sign-in sheets

Exit Slips

Title I Binder

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

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

- Differentiated Instruction

*Differentiated Instruction***Description:**

Differentiated Instruction: Using Danielson Framework for Effective Lesson Planning teachers and staff will develop lesson plans that include differentiated practices that reflect challenging learning expectations for all students.

Indicator of Implementation:

Evidence that will indicate the Action Step has been implemented.

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction***Description:****Differentiated Instruction**

Administrators will review lesson plans to ensure plans are differentiated by content, process and product that reflect challenging learning expectations for all students.

Indicator ofImplementation:

Evidence that will indicate the Action Step has been implemented.

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Progress Monitoring*

**Description:**

All teachers will use progress monitoring of interventions to ensure that student's assessment results or other measures of performance indicate prescribed interventions have been effective.

<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<p>Progress Monitoring of RtII level 2 and 3 students.</p> <p>Data Protocols</p>
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Lexia

### *Differentiated Instruction Monitoring*

**Description:**

Administrators will use the walkthrough process to observe the implementation of differentiated instruction.

Indicator of Implementation:

Reflective Feedback

Evidence that will indicate the Action Step has been implemented.

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Professional Development*

**Description:**

**Professional Development**

Administrators will conduct a professional development needs assessment

Indicator of

Implementation:

Evidence that will indicate the Action Step has been implemented.

Needs Assessment

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development to review and analyze results from the needs assessment.*

**Description:**

**Professional Development**

Administrator will review and analyze results from the needs assessment.

<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.	Needs Assessment Needs Assessment Results Title I Binder
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Professional Development Calendar: A year-long professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.*

**Description:**

**Professional Development**

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

<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.	Title I Binder Year-long PD calendar
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Professional Development Staff and leadership*



**Description:****Professional Development**

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

Indicator ofImplementation:

Evidence that will indicate the Action Step has been implemented.

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***Description:****Professional Development**

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Indicator ofImplementation:

Evidence that will indicate the Action Step has been implemented.

Observation Protocol

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

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

- Professional Development

### *Professional Observation Calendar*

**Description:**

Leadership team will develop a yearlong observation calendar.

**Indicator of Implementation:**

Evidence that will indicate the Action Step has been implemented.

Walk through protocol

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Observation Protocol*

**Description:**

**Professional Observation Protocol**

Leadership team will use the Danielson Framework for informal and formal observation for all classrooms and for all grades and subjects to observe student mastery of the learning objective utilizing the school developed checklist.

**Indicator of**

**Implementation:**

Evidence that will indicate the Action Step has been implemented.

Walk through protocol

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Walkthrough protocol communication*

**Description:**

Share and explain walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations and Leadership team will conduct walkthroughs .

Indicator of

Implementation:

Evidence that will indicate the Action Step has been implemented.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal Observation Feedback*

**Description:**

Leadership team will offer reflective feedback based upon results of observation to all teachers and staff. Leadership team will review observation feedback to determine if professional development initiatives are being implemented with fidelity with positive results in student and teacher practice.

Indicator of Implementation:

Evidence that will indicate the Action Step has been implemented.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

*Instructional Coaching***Description:**

Instructional Coaching will be made available to all teachers and staff as a result review of observation data.

Indicator of Implementation:

Evidence that will indicate the Action Step has been implemented.

Agenda

Sign-in sheet

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

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

- Professional Development

*Extended Learning Opportunities -Before and After School Program for Homework Help and Academic Tutoring***Description:**

Implementation of homework and academic tutoring help in the After School Program currently located in the John M. Patterson School will be available for any student needing further instruction or clarification of concepts taught each day. Additionally, Saturday School support from September 2013 to January 2014 for remedial academic support each Saturday morning for two hours. The above two extended learning opportunities are inclusive of English Language Learners and gifted students, as well as at risk students.

Evidence- Homework logs, attendance grid.

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

**Program Area(s):**

**Supported Strategies:**

- Extended Math and Reading Block Schedules

### *Student Monitoring of Individualized Learning Plans through Schoolnet*

**Description:**

Student ownership for their own data and progress will be accessed for each student during a student one on one conference with the Counselor during the school day as they review their individualized learning plan each marking period.

PSSA scores, benchmark data, report card data, behavior grade, effort grade, attendance, lateness and chronic truancy data will be reviewed by the student with the Counselor and addressed through the individualized learning plan to support student growth and progress.

As a team, Counselor, teacher and student will work together to validate that school staff members are using standards aligned assessments to monitor student achievement and adjust instructional practice.

Schoolnet and Familynet activity reports, student attendance reports

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction:

### *Differentiated Instruction Professional Development*

**Description:**

Professional development on Differentiated Instruction will be offered to all teachers, to ensure consistent implementation of effective instructional practices

that meet the needs of all students across all classrooms.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**

- Differentiated Instruction:

### *Differentiated Instruction- Differentiated Lesson Plans*

**Description:**

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction - Observation*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Professional Development -Needs Assessment*

**Description:**

Administrators will conduct a professional development needs assessment.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

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

**Supported Strategies:**

- Professional Development:

### *Professional Development -Analyze Data from Needs Assessment*

**Description:**

Administrators will review and analyze results from the needs assessment.

**Indicator of Implementation:**

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development- Instructional Coaching*

**Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

**Indicator of Implementation:**

Schedule of Instructional Coaches

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

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

**Supported Strategies:**

- Professional Development



### *Professional Development -Trainings*

**Description:**

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development -Monitoring the Effectiveness of the Professional Development Session*

**Description:**

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Danielson Framework -Professional Development on Danielson Framework*

**Description:**

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**

- Danielson Framework

### *Danielson Framework -Develop Lesson Plans Based on Danielson Framework*

**Description:**

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

*Danielson Framework -Implement the Danielson Framework of Instruction*

**Description:**

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

*Danielson Framework –Monitor and Evaluate the Implementation of the Danielson Framework of Instruction*

**Description:**

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

### *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

**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: AIMSWeb

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Type: Interim

Data Source: Lexia Report

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Type: Interim

Data Source: DRA

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

### ***Strategies:***

#### *Data Analysis*

##### **Description:**

Data Analysis – Grade groups will meet weekly to analyze intervention data results via the RTII portal. Teachers, leadership and staff will monitor student progress to determine results of interventions and adjust interventions if they have been ineffective. This process will help to ensure the school staff conducts ongoing monitoring of student progress based on appropriate data to determine the effectiveness of interventions.

**SAS Alignment:** Instruction

#### *Benchmark Assessments*

##### **Description:**

- Benchmark Assessments will be utilized school wide as the standards-aligned assessments to monitor student achievement and adjust instructional practices. Benchmarks assessments will be utilized to gauge how well teachers are implementing the curriculum. Benchmark assessments will be used in instructional planning purposes by providing data need to adjust curriculum, ongoing teaching and learning to meet student learning needs and to monitor the progress of student achievement.

**SAS Alignment:** Instruction

## *Data Analysis Procedures*

### **Description:**

**Data Analysis Procedures** – Teachers, administrators, and staff will meet weekly to analyze student assessment data and other locally relevant data from state data tools, eMetric, district Benchmarks, quizzes and end-of-the-unit assessments. Data will be analyzed to identify strengths and concerns, identify supports and enrichments needed, monitor effectiveness of instruction to provide feedback, to adjust ongoing teaching and learning, and to increase student achievement.

**SAS Alignment:** Instruction

## *Data Informed Instruction:*

### **Description:**

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

**SAS Alignment:** Instruction

## ***Implementation Steps:***

### *Data Analysis Procedure – Professional Development on Data Analysis*

### **Description:**

Data Analysis professional development will be offered to all teachers and staff to ensure that school staff members understand how to analyze student level data to adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<p>Agenda</p> <p>Sign-in sheets</p> <p>Exit Slips</p>
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis*

**Description:**

Data analysis meeting times will be scheduled to ensure time to meet and discuss data and make data analysis part of the ongoing cycle of instructional improvement, identify struggling students early, assign appropriate interventions and to adjust interventions when it is determined that prescribed interventions have not been effective.

<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<p>agendas</p> <p>Sign-in Sheets</p> <p>Monitoring tools</p> <p>RTII Portal data results</p>
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Data Analysis

### *Analyze Benchmark data by Grade Group with Principal and Adjust Instruction*

**Description:**

Grade group meetings to analyze benchmark data after each benchmark assessment in English Language Arts and Math to identify strong student progress

or student deficits. Adjustment of instructional practice, peer observation and lesson planning will be addressed to ensure that school staff members use standards aligned assessments to monitor student achievement and adjust instructional practice, when necessary.

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.

Benchmark Assessment Reports

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

**Program Area(s):**

**Supported Strategies:**

- Benchmark Assessments

### *Data Analysis*

**Description:**

Teachers, staff and leadership will teach students how to analyze their own data results.

Student data protocol

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

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

**Supported Strategies:**

- Data Analysis

### *Data Analysis*

**Description:**

Response to Intervention will be monitored during grade group meetings to review student level data to adjust interventions when a student's assessment results or

other measures of performance indicate prescribed interventions have not been effective.

Response to Intervention meeting schedule

Data protocols

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

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

**Supported Strategies:**

- Data Analysis

### *Data Informed Instruction-Establish a Data Team*

**Description:**

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

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

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction - Develop a Schedule of of Monthly Data Team Meetings*

**Description:**

The Leadership Team will schedule bi-monthly Data Analysis Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

#### Calendar of Monthly Meetings

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

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

**Supported Strategies:**

- Data Informed Instruction:

#### *Data Informed Instruction- Disaggregate Data*

**Description:**

Teachers and the leadership will establish measurable goals that address student strengths and weaknesses as indicated by the disaggregated data.

#### Grade Level Goals

#### Student Specific Goals

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

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

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Select Instructional Strategies*

**Description:**

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

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

**Program Area(s):** 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.

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 and Evaluation*

### **Description:**

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary..

Data Protocols

RTII Portal and written documentation

**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: School Net Suspension Data

Specific Targets: Describe Goal: By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%.

Type: Interim

Data Source: School Net Serious Incident data

Specific Targets: Describe Goal: By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%.

## **Strategies:**

### *RTII*

#### **Description:**

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and ensure monitoring of student progress and to adjust interventions when a student's data results indicate the prescribed interventions have not been effective. . RtII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students. Response to Instruction and Intervention allows the teacher and our school teams to immediately place the student in a recovery mode with interventional support through materials and manpower.

**SAS Alignment:** Safe and Supportive Schools

### *Response to Intervention and Instruction - RTII*

#### **Description:**

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RtII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students. Using the RTII system within the school will ensure school-wide use of data that is focused on school improvement and the academic growth of all students

**SAS Alignment:** Safe and Supportive Schools

### *PBIS*

#### **Description:**

George Sugai, PhD and Robert Horner, PhD in *The Evolution of Discipline Practices: School Wide Positive Behavior Supports* study shows that schools have that have increased emphasis on "school wide" positive behavior support show a preventive whole school approach that can decrease negative behaviors and increase overall positive behaviors from students.

**SAS Alignment:** Safe and Supportive Schools

### *Lunch/After School Detention*

**Description:**

Some evidence exists that detention does decrease future problem behavior for certain students. At the very least, many students perceive detention as aversive and as an effective discipline practice (Infantino & Little, 2005).  
<http://k12engagement.unl.edu/Briefs/Detention/Detention%202-9-2014.pdf>

**SAS Alignment:** Instruction

***Implementation Steps:****PBIS - Implementation***Description:**

**The PBIS system rewards students for positive behavior. All adults in the school has Bear Paws to give to student caught being good, completing homework assignments, and other deeds of kindness.**

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

**Program Area(s):**

**Supported Strategies:**

- PBIS

*PBIS - Incentives***Description:**

**Students are allowed to redeem the Bear Paws for prizes on a weekly basis. This system is facilitated by the climate staff and the counselor.**

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

**Program Area(s):**

**Supported Strategies:**

- PBIS



### *Lunch/After School Detention*

**Description:**

**Patterson has a three strike policy. Every adult in the school is given a strike book. Students are given a strike for violating of the code of conduct. Once a student receives three strikes, they receive a lunch or after school detention.**

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

**Program Area(s):**

**Supported Strategies:**

- Lunch/After School Detention

### *RTII Professional Development*

**Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure fundamental understanding of framework to identify at-risk students early.

<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<p>Agenda  Sign-in Sheet  Title I binder</p>
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**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- RTII

### *RTII Professional Development*

**Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure fundamental understanding of framework to identify at-risk students and modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agenda

Sign-in Sheet

Title I binder

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

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

**Supported Strategies:**

- RTII

### *RTII - Implementation*

**Description:**

Response to Intervention will be implemented school-wide by all teachers to ensure students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Response to Intervention meeting schedule

Data protocols

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

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

**Supported Strategies:**

- RTII

## *RTII - Monitor and Evaluate*

**Description:**

The Data Analysis Team and teachers will monitor interventions to ensure a decrease in student tardiness, and the adapted instructional practices within their classrooms are increasing student achievement.

SCN lateness data decreases

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

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

**Supported Strategies:**

- RTII

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Patterson John M Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Patterson John M 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 Patterson John M Sch in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

43.8 % of K-3rd grade students are on target according to DRA as compare to 40% on target for end of school year 2015-2016. 42.7% of 3rd and 4th grade students tested proficient or advance on quarter two benchmark as compared to 39.1% on quarter one benchmark. Seven students have out of school suspensions as compared to twenty-three students for the school year 2015-2016.

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

No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA-English Language Arts assessment. By May 2018, at least 10% of regular education 3rd and 4th grade students will score above 45% on the math benchmark assessments compared to the school-wide average of 42.7% correct from benchmark 1 and 2 in SY 2016-17. By May 2018, we will reduce suspensions by 10% and we will reduce serious incidents by 10%. 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 At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

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

Revisions have been made to guiding question 4 to include Common Planning Time, Think Through Math, Guided Reading, Lexia, and the MathCounts Summer Institute. Additionally, revisions have been made to guiding question 6 to include PBIS and Lunch/After School Detention.

## 2015-2016 Improvement Evaluation

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

Daily student attendance rate is 94%. Daily teacher attendance rate is 97%. Children's Literacy Initiative assisting to improve our guided reading program. Flexible guided reading groups in all rooms kindergarten through third grade. Suspension rate shows a 30% decrease from previous school year. Positive Behavior Program (Bear paws). A safe learning environment.

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

A slight decrease in scores of Benchmark 2 reading and math. Lack of support staff to assist teachers with small group instruction. Lack of support staff to assist with recess. Insufficient maintenance staff. Parent involvement

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

The Delta Group will provide support and assistance for socialized recess and to ensure a positive and peaceful school climate. Based on data analyzes there is a need for extra literacy supports. We will be implementing the Children's Literacy Initiative (CLI) that will provide intensive support for our literacy block. The Experience Corp program will also provide additional support for our literacy program.

## 2014-2015 Improvement Evaluation

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

School Level Guiding Questions (SLGQs) 4, 2 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQ's have provided tangible evidence that we are meeting our criteria of successful implementation.

The following strategies have been proven to be successful thus far. Professional Development: Informal/Formal Observations and the Danielson Framework. The professional development has been tailored to the needs of students based on data analysis. Professional Development occurs on a weekly basis through grade group meetings and monthly district-wide professional development days. Professional Development has increased the effectiveness of instructional practices as evident in the informal/formal observations via the Danielson Framework. By implementing the data analysis process, teachers meet on a monthly basis to discuss student data to inform instructional practices.

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.

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, 2 Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4,2 to ensure increased academic performance of all students. SLGQ2 will continue to be implemented to support the review of data. The SBTL and counselor will provide additional support for all teachers in the areas of data analysis and RTII and the identification of supports in Tiers II and III.

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

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