

Lea Henry C Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Lea Henry C Sch

4700 Locust St
Philadelphia, PA 19139
(215)471-2915

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: ShaVon Savage

Superintendent: William Hite

Stakeholder Involvement

Name	Role
ShaVon Savage	Building Principal : School Improvement Plan
Richard Liuzzi	Community Representative
Lauren Nelson	Community Representative
Tiffany Antes	Ed Specialist - School Counselor
Tonya Greene	Elementary School Teacher - Regular Education
Donna McCleary	Elementary School Teacher - Special Education
Tamika Purvines	Intermediate Unit Staff Member
Barretta Massey	Middle School Teacher - Regular Education
Kathleen Radebaugh	Middle School Teacher - Regular Education
Molly McGlone	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 web site
- School newsletter
- 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

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, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	1/6/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	2/23/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	4/27/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	10/17/2017 12:00:00 AM	Introduction meeting with the School

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 provided common planning time and meet weekly in grade teams to review data, develop intervention plans, review student work, and collectively plan. Teachers are also updated at least quarterly on progress to goal towards our annual and comprehensive

plan goals. In addition, the Leadership Team was responsible for selecting the intervention model and programs for the school based on a detailed analysis of the school's academic and climate data and research from the Institute of Education Sciences. Teachers also reviewed PVAAS data with the Principal as part of the professional development cycle.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Test participation rate in reading is 92.86%, math is 93.81%, science is 94.74%, and ELA/Literature is 98.5%.

Accomplishment #2:

The Promotion Rate is 98.98%.

Accomplishment #3:

Met the annual and three year average standards for PA Academic Growth for Math.

Accomplishment #4:

Exceeded the Standards for PA Academic Growth for English Language Arts.

Accomplishment #5:

The number of K-2 students scoring on Target on the DRA has increased from 49.8% at the end of last year to 62% for Early Literacy.

Accomplishment #6:

The number of items scored correct on the Math benchmarks is closer to the Network and District items scored correct for students in Grades 3-8 for Math.

School Concerns

Concern #1:

50.2 School Performance Profile Building Level Score, Designation Focus

Concern #2:

6.29% proficient or advanced on Mathematics PSSA

The achievement gap for historically underperforming students in Math is 0.0%

Concern #3:

22.84% proficient or advanced on Reading PSSA

The achievement gap for the historically underperforming students in Reading is 0.0%

Concern #4:

23.33% Proficient or Advanced in ELA for Grade 3.

Concern #5:

Closing the Achievement Gap for All Students in Math, ELA/Literature, and Science/Biology is 0.0%

Concern #6:

Truancy YTD is 29.5%

Concern #7:

Tardiness YTD is 31.5%.

Concern #8:

92.1% Average Daily Attendance

Concern #9:

Non Suspension Rate (Student without out of school suspension) is 88.0%

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:

50.2 School Performance Profile Building Level Score, Designation Focus

6.29% proficient or advanced on Mathematics PSSA

The achievement gap for historically underperforming students in Math is 0.0%

22.84% proficient or advanced on Reading PSSA

The achievement gap for the historically underperforming students in Reading is 0.0%

23.33% Proficient or Advanced in ELA for Grade 3.

Closing the Achievement Gap for All Students in Math, ELA/Literature, and Science/Biology is 0.0%

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:

50.2 School Performance Profile Building Level Score, Designation Focus

6.29% proficient or advanced on Mathematics PSSA

The achievement gap for historically underperforming students in Math is 0.0%

22.84% proficient or advanced on Reading PSSA

The achievement gap for the historically underperforming students in Reading is 0.0%

Truancy YTD is 29.5%

Tardiness YTD is 31.5%.

92.1% Average Daily Attendance

Non Suspension Rate (Student without out of school suspension) is 88.0%

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: DRA

Quarterly

Specific Targets: 75% of students in grades K-2 will score on target on the Spring 2018 DRA and at or above average on the Spring 2018 Aimsweb R-CBM.

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: Decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017 - May 2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Annual

Data Source: PSSA

October 2017 - June 2018

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

Type: Annual

Data Source: PSSA

2017 - 2018

Specific Targets: Students will demonstrate mastery of tested content by scoring 70% on teacher-created Unit Assessments as measured by the PSSA Open-Ended Response Rubric

Type: Interim

Data Source: End of Year Assessment

2017 - 2018

Specific Targets: Students in grades 4-7 will demonstrate one year's worth of growth as evidenced by their Spring 2018 instructional reading level

Type: Interim

Data Source: Spring 2018 Aimsweb R-CBM.

Specific Targets: At least 75% of students in grades K-2 will score on target on the Spring 2018 DRA and at or above average on the Spring 2018 Aimsweb R-CBM.

Type: Interim

Data Source: Assessments

Quarterly

2017 - 2018

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: Assessment Reports

Quarterly

2017 - 2018

Specific Targets: Students in grades 4-7 will demonstrate one year's worth of growth as evidenced by their Spring 2018 instructional reading level.

Type: Interim

Data Source: Unit Assessments

2017 - 2018

Specific Targets: Students will demonstrate mastery of tested content by scoring 70% on teacher-created Unit Assessments as measured by the PSSA Open-Ended Response Rubric.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure consistent implementation of effective instructional practices.

Teachers will use multiple instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms

SAS Alignment: None selected

Informal and Formal Observations

Description:

The Principal and Assistant Principal will monitor the implementation of the curricula and instructional strategies through unit and lesson plans and formal/informal observations. The Principal and Assistant Principal will also provide coaching to teachers and will participate in Grade Team meetings to assist with common planning. 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: None selected

Professional Development

Description:

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

SAS Alignment: None selected

Blended Learning

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment (<https://eric.ed.gov/?q=blended+learning&id=EJ1123136>).

SAS Alignment: Instruction

Various Research Based Curricula (Reading Mastery, Corrective Reading, Read 180, Achieve 3000

Description:

These curricula have been successful in increasing student literacy rates year over year from 2015-2016 (49.8% of students at Target on DRA) to 2016-2017 (60.2% of students at Target on DRA).

SAS Alignment: Instruction

Children's Literacy Initiative (CLI)

Description:

As part of our Investing in Innovation (i3) project funded by the U.S. Department of Education, we improved outcomes across 38 low-income schools in Philadelphia, Chicago, Camden and Newark, N.J. 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

Continued implementation of ReadyGen and Collections

Description:

Be patient. Instructional change agents should anticipate anxiety. Individuals respond uniquely (at times unpredictably) to new ways of doing things, no matter how sensible or appealing the new ways might be. Expecting colleagues to hold to the same levels of performance and pliability one has for oneself leads to repeated frustrations and slows the process on a number of levels. Over time, favorable changes unite a critical mass of teachers whose collective enthusiasm overcomes initial resistance and gently diffuses the pervasive this-isn't-how-we've-always-done-it attitude. It takes time — often years — to successfully implement instructional change across a department, division, or entire school.

SAS Alignment: Instruction

Accelerated Math

Description:

Common planning time for teachers during the 2016-2017 school year has improved lesson plan alignment with SDP benchmarks and increased benchmark scores from the 2015-2016 school year to the 2016-2017 school year.

SAS Alignment: Instruction

Common planning correlated to the PSSA most-tested items and creation of correlating Unit Assessments using assessment banks

Description:

Common planning time for teachers during the 2016-2017 school year has improved lesson plan alignment with SDP benchmarks and increased benchmark scores from the 2015-2016 school year to the 2016-2017 school year.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Differentiated Instruction- Implementation

Description:

Implementation of Differentiated Instruction will involve incorporation of differentiated instruction activities and assessments for diverse learners in weekly lesson plans, as well as materials and resources that will support activities.

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Monitor

Description:

Monitoring of Differentiated Instruction Strategy will include frequent observations by Administrator and Lead Team of instructional delivery, class activities, use of materials and administering of assessments in accordance with the approved weekly lesson plans. Administrator and Lead Team will review weekly lesson plans and student work during Grade Group meetings to ensure the employed strategies are meeting the needs of all students.

Informal and Formal Observations, Lesson Plans

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Evaluate

Description:

Evaluation of Differentiated Instruction will involve observations (formal and informal) and teacher feedback, by Administrator and Lead Team; Review of Differentiated Instruction assessment data and student work by Administrator, Lead Team and Teachers to ensure Differentiated Instruction strategies have a positive impact on all students' academic success.

Formal and Informal Observations, Assessments, Student Work

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Professional Development for Informal and Formal Observations will involve a continued focus on Danielson Framework during weekly Grade Group Meetings. Leadership will adhere to the SDP observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Implementation

Description:

Implementation of Informal and Formal Observations will include weekly observations/walkthroughs conducted by administrator and Lead Team in order to provide teachers with feedback to lesson plans, instructional delivery, and student performance. Also, to ensure effective teaching practices are employed in accordance with the Danielson Framework.

Informal Observation Protocol, Lesson Plan Feedback,

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Monitor

Description:

Monitoring of the Professional Development Strategy will include coaching lead by School Based Teacher Leaders, Penn facilitators and Administrator to ensure teachers and staff receives on-going support as teachers incorporate newly acquired information from PDs into their lesson plans and instructional delivery.

PDE and Locally Relevant Student Data, Lesson Plans

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations- Evaluate

Description:

Evaluation of Professional Development will include PD facilitator evaluations, teacher reflections on instructional delivery, an increase in student mastery of previously identified weaknesses and reduction of student failures Data Tracker

Response sheets

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

A Professional Development Needs Assessment will be provided to all teachers and staff to ensure planning and scheduling of Professional Development topics that will support teacher effectiveness and scaffold student academic growth.

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Design and Plan Implementation

Description:

Implementation of Professional Development will involve the development of the Professional Development Plan and a PD Calendar based on the data collected from the Needs Assessments.

Calendar

Needs Assessment Results

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development-- Implementation

Description:

Professional Developments will be facilitated by Administrator, Leadership Team, or School District representatives and held throughout the school year during full-day, half-day and weekly Grade Group meetings. Information received during the PDs will be incorporated as “best practices” in the classroom to ensure all students benefit from the training.

Sign-In sheets, Agendas, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitor

Description:

Monitoring of the Professional Development Strategy will include coaching lead by School Based Teacher Leaders, Penn facilitators and Administrator to ensure teachers and staff receives on-going support as teachers incorporate newly acquired information from PDs into their lesson plans and instructional delivery. .

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 - Evaluate

Description:

Evaluation of Professional Development will include PD facilitator evaluations, teacher reflections on instructional delivery, an increase in student mastery of previously identified weaknesses and reduction of student failures

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

Children's Literacy Initiative (CLI)- Assess students

Description:

The Reading Specialist and classroom teachers will assess students in September 2017 to establish the Baseline

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

Program Area(s): Professional Education

Supported Strategies:

- Children's Literacy Initiative (CLI)

Children's Literacy Initiative (CLI)- Establish coach plans

Description:

Literacy Specialist (ELS) will conduct informal observations in September to establish coach plans for the first quarter.

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

Program Area(s): Professional Education

Supported Strategies:

- Children's Literacy Initiative (CLI)

Children's Literacy Initiative (CLI)- Support of strategic and on target students

Description:

Work with students that require intensive support; the teachers and SSAs will work with students that have scored on target or strategic on the DRA to maintain and increase literacy levels over the course of the quarter using research based curricula and best practices.

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

Program Area(s): Professional Education

Supported Strategies:

- Children's Literacy Initiative (CLI)

Children's Literacy Initiative (CLI)- Support of target / strategic students

Description:

Teachers and SSAs will work with students that have scored on target or strategic on the DRA to maintain and increase literacy levels over the course of the quarter using research based curricula and best practices.

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

Program Area(s): Professional Education

Supported Strategies: None selected

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: Annual

Data Source: PSSA

2017– 2018

Specific Targets: Increase in the number of students scoring proficient or advanced in reading, math, science and writing.

10 % increase in the number of third grades scoring proficient or advanced.

10 % decrease in the number of students scoring below basic and basic in reading, math, science and writing.

Type: Interim

Data Source: DRA

2017 – 2018

Quarterly

Specific Targets: 90% of all students meeting the quarterly targets.

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 10% or more in reading and math for all student groups.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 75% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 - June 2018

Specific Targets: 50 % increase in the number of students scoring proficient/advanced in Reading & Math end of Unit Assessments.

Type: Annual

Data Source: School Performance Profile

October 2017 - June 2018

Specific Targets: Increase up to 10% or more on the School Performance Profile Building Level Academic Score

Type: Interim

Data Source: Schoolnet Data

2017 - 2018

Specific Targets: On a school-wide basis, there will be a reduction in lost instructional time as demonstrated by a 50% reduction in out-of-school suspensions and truancy from the 16-17 SY to the 17-18 SY as evidenced by quarterly SchoolNet data.

Type: Interim

Data Source: Aimsweb

2017 - 2018

Specific Targets: At least 75% of students in grades K-2 will score on target on the Spring 2018 DRA and at or above average on the Spring 2018 Aimsweb R-CBM.

Type: Interim

Data Source: Assessments

2017 - 2018

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: Unit Assessments

2017-2018

Specific Targets: Students will demonstrate mastery of tested content by scoring 70% on teacher-created Unit Assessments as measured by the PSSA Open-Ended Response Rubric.

Strategies:

Data Analysis Procedures

Description:

Data Analysis Procedures- Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

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: None selected

Children's Literacy Initiative (CLI)

Description:

As part of our Investing in Innovation (i3) project funded by the U.S. Department of Education, we improved outcomes across 38 low-income schools in Philadelphia, Chicago, Camden and Newark, N.J. 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

Implementation Steps:

Data Analysis Procedures – Establish a Team

Description:

A Data Analysis Team will be formed to analyze data. The leadership team will include, but not be limited to, key school-based and other staff to analyze PDE and

other locally relevant data, on a bi-weekly basis, to ensure school-wide use of data that is focused on school improvement and the academic growth in literacy, math and science of all students.

List of Data Team members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures / Data Informed Instruction- Professional Development

Description:

The Leadership Team and additional staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Develop a Schedule of Monthly Data Team Meetings

Description:

The Leadership Team will schedule monthly data meetings to analyze both state and locally relevant student data. The team will 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.

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

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Collect Data

Description:

The leadership team will collect data monthly from District data tools, based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Dissaggregate Data

Description:

The leadership team will identify and disaggregate current performance of grades K-8 level on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms

to increase student mastery.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Data Analysis Evaluation

Description:

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Informed Instruction - Collect Data

Description:

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

Teachers and the leadership team 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:

Teachers 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 - Instructional Strategy Implementation

Description:

Teachers and staff will implement selected instructional strategies during scheduled periods.

SAS 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 – Monitor and Evaluate

Description:

The Leadership Team and teachers will monitor and evaluate strategies using data analysis and observations to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

Children's Literacy Initiative (CLI) - Conduct data review

Description:

Conduct data review and will comment on teacher effectiveness based upon observations and coaching, and will adjust coaching plans each quarter

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

Program Area(s): Professional Education

Supported Strategies:

- Children's Literacy Initiative (CLI)

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Lea Henry C Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Lea Henry C Sch in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Lea Henry C Sch in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

- Students were more successful in the PSSA science last year due to instruction aligned to the NGSS standards and use of non-fiction science texts across subject areas.

Describe the continuing areas of concern from the past year.

- We continue to struggle with differentiation and implementation of the Pennsylvania Framework for Teaching.

Describe the initiatives that have been revised.

- Our school schedule was revised this year to allow for common planning time. New curriculum was purchased by the District that aligns with the PA standards. Our Positive Behavior Support System was revised to enable implementation with better fidelity.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The successes for the past year include the following:

- Intentional opportunities exist for teacher collaboration and planning during the school day (SLGQ #4)
- Additional supports are in place for students needing intensive support: reading Specialists, consultants (SLGQ #4).
- PBIS structures are in place and the school is making gains towards climate goals - Lea is being recognized by state for fidelity to the program.

Describe the continuing areas of concern from the past year.

Continuing areas of concerns from the first two years include:

- Consistent implementation and monitoring of initiatives and programs (SLGQ #4);
- chronic staff and student absenteeism/lateness

Describe the initiatives that have been revised.

In order to ensure that programs and instructional systems within the school are implemented with fidelity, an assistant principal is needed. The Assistant Principal will provide instructional staff feedback, coaching and recommend adjustments to implementation based on progress monitoring.

Additionally, the Assistant Principal will support the development and retention of staff through professional development as well strategies to reduce chronic staff absenteeism/lateness.

Monitoring of implementation and compliance, particularly with regard to SPED compliance; professional development. SSA will support the school climate goals. 7th & 8th grade math and ELA, Art and Pre-K-4 teachers support reduced class sizes; The reading Specialist supports instructional intervention goals (SLGQ #2 and #4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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

Professional Development was facilitated during PLC's once a week for all grade bands. Professional Development was monitored through informal/formal observation using the Danielson Framework. Through the use of data analysis procedures the school was able to identify students eligible for small group instruction and differentiated instruction. 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 2 and 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2 and 4 to ensure increased academic performance of all students.

The school will provide additional Professional Development in the areas of data analysis using standard protocols in order to develop teacher capacity for targeting instruction based on student needs. In addition, the school will continue to focus on strategies to differentiate instruction and to provide consistent implementation of effective practices across all classrooms.

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.