

Locke Alain Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Locke Alain Sch

4550 Haverford Ave
Philadelphia, PA 19139
(215)823-8202

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Katherine Mckellar Carter

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Robert Shields	Academic Recovery Liaison : School Improvement Plan
Katherine Carter	Building Principal : School Improvement Plan
Katherine Regatta	Business Representative
Anita Pendelton	Ed Specialist - Other
Dr. Sheena Wilson	Ed Specialist - Other
Bianca Waters	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Kia Smith	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School newsletter
- District web page
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- 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:

Yes

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	10/25/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	12/20/2016 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	1/12/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/3/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical support with the Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	2/28/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with

Implementation		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

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.

As a school we review the interventions and programs that we will use at school. We try them in classes and survey the staff on how and why they like or dislike a program or text.

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	No
Science	No
Before School	Yes
After School	No
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out

the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated 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:

Met the annual academic standards in Math

Accomplishment #2:

The Promotion Rat is 99.78.

Accomplishment #3:

The Test Participation Rate in Math is 98.28.

Accomplishment #4:

The Test Participation Rate in Reading is 96.84

Accomplishment #5:

The Test Participation Rate in Science is 100.00

School Concerns

Concern #1:

40.4 School Performance Profile, Building Level Score Designation is Priority

Concern #2:

5.16 is the Percent Proficient or Advanced in Mathematics

Closing the Achievement Gap for All Students in Math is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Math is 0.00

Concern #3:

16.28 Percent Proficient or Advance in Reading in Grade 3 for Reading

9.27 Percent Proficient or Advance in Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Reading is 0.00

Concern #4:

14.2 Percent Proficient or Advanced in Science in the PSSA

Closing the Achievement Gap for All Students in Science is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Science is 0.00

Concern #5:

The Chronically Truant Rate is 40.0%.

Concern #6:

The Chronically Tardiness Rate is 39.6%.

Concern #7:

14.2 Percent Proficient or Advanced in Science in the PSSA

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:

40.4 School Performance Profile, Building Level Score Designation is Priority

The Chronically Truant Rate is 40.0%.

5.16 is the Percent Proficient or Advanced in Mathematics

Closing the Achievement Gap for All Students in Math is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Math is 0.00

16.28 Percent Proficient or Advance in Reading in Grade 3 for Reading

9.27 Percent Proficient or Advance in Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Reading is 0.00

14.2 Percent Proficient or Advanced in Science in the PSSA

14.2 Percent Proficient or Advanced in Science in the PSSA

Closing the Achievement Gap for All Students in Science is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Science is 0.00

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:

40.4 School Performance Profile, Building Level Score Designation is Priority

5.16 is the Percent Proficient or Advanced in Mathematics

Closing the Achievement Gap for All Students in Math is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Math is 0.00

16.28 Percent Proficient or Advance in Reading in Grade 3 for Reading

9.27 Percent Proficient or Advance in Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Reading is 0.00

14.2 Percent Proficient or Advanced in Science in the PSSA

14.2 Percent Proficient or Advanced in Science in the PSSA

Closing the Achievement Gap for All Students in Science is 0.00

Closing the Achievement Gap for Historically Underperforming Students in Science is 0.00

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:

40.4 School Performance Profile, Building Level Score Designation is Priority

The Chronically Truant Rate is 40.0%.

The Chronically Tardiness Rate is 39.6%.

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: Annual

Data Source: school Performance Profile

2017 – 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Annual

Data Source: Emetric

September 2017 – May 2018

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

Type: Annual

Data Source: PVAAS September 2017 – May 2018

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

Type: Interim

Data Source: Early Warning

Indicators

Specific Targets: Decrease the number of students listed for multiple course failures, suspension, truancy and tardiness.

Type: Interim
Data Source: RTII
2017 -2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.

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:

Leadership team will implement and ensure a supervisory program that includes informal/formal observations to assess effective instructional practices across all classrooms will conduct informal/formal observations. The goal is to gain insight into instructional practices, learning activities, the curriculum taught, and the types of teachers and student interaction that occur during the course of instruction. Observation will signal teachers that the principal care about them and the work they do. This will ensure all classroom teacher designed standard-aligned, differentiated instruction that reflect challenging learning expectations for all students as well as ensure the consistent implementation of effective instructional practices across all classroom.

SAS Alignment: None selected

School Wide Professional Development

Description:

School Wide Professional Development all teachers, staff and leadership will be afforded the opportunity to receive professional development in the following areas included but not limited to : Common Core, Danielson Framework for Effective Lesson Planning, Differentiated Instruction, Small Group Instruction-ensures the consistent implementation of effective instructional practices across all classrooms.

SAS Alignment: None selected

*Action Plans, Literacy Continuum and Monitoring Tools***Description:**

DRA levels increased as per the Monitoring Tool

SAS Alignment: Instruction

*Blended Learning***Description:**

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

SAS Alignment: Instruction

*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

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional Development will be offered to all teachers, staff and leadership on differentiated practices through job embedded Professional Development in grade groups before and after school which includes book studies.

Collection and analysis of Needs Assessment

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Model

Description:

School Based Teacher Leader will model, Differentiated Instruction and develop a schedule for demonstration lessons on Differentiated Instruction. The schedule will identify specific areas of need as denoted in the Needs Assessment. This will ensure all classroom teachers' design standards aligned, differentiated instruction that reflects challenging learning expectations for all students.

Schedule, Sign-In

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Implementation

Description:

School-wide implementation of Differential Instruction by content, process and product to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Collection and analysis of Needs Assessment

lesson plans

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

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

- Differentiated Instruction

*Differentiated Instruction - Implement in daily routines***Description:**

Differentiated Instruction will be implemented as a part of the teachers' daily routines throughout the day. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Title I Sign-In; Agenda

Teacher lesson plans

observations

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

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

- Informal and Formal Observations

Differentiated Instruction -Monitor

Description:

Leadership Team will monitor the implementation of Differentiated Instruction during classroom visits. This will ensure that all learning styles are being addressed to meet the individual needs of all students in all content areas including reading, math, science, and social studies. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Informal Instructional observations feedback form, lesson plans, and analysis of student work

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

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

- Informal and Formal Observations

*Differentiated Instruction -Evaluate***Description:**

Differentiated Instruction will be evaluated by leadership team through observation and data analysis process to ensure practice is being implemented with fidelity. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

lesson plans

Data

Walkthrough protocol

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:

Leadership team will use the 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 -Walkthrough protocol communication

Description:

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

Agenda

Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations- Develop Calendar

Description:

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

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Pre- and Post- Conferencing Forms

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms. The leadership team will conduct weekly classroom to check for design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Classroom instructional visits feedback

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

The teachers and staff will complete a Needs Assessment survey in order to gauge where our deficits and strengths are in terms of their professional knowledge to determine the necessary Professional Development. This will ensure all classroom teachers received professional development that ensures consistent implementation of effective instructional practices across all classrooms.

Needs Assessment Survey

Needs Assessment Results

Start Date: 9/8/2014 **End Date:** 6/23/2018

Program Area(s):

Supported Strategies:

- School Wide Professional Development

Professional Development - Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment and observation data to determine PD needs.

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:

- School Wide Professional Development

Professional Development- Calendar

Description:

Based on the analysis of the Needs Assessment a quarterly Professional Development Calendar will be created to address all areas of needs and strengths. This will ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Approved quarterly Professional Development; Sign in sheets from each provided professional development; Title I Binder

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

Program Area(s):

Supported Strategies:

- School Wide Professional Development

Professional Development -Purchase resources

Description:

Staff and leThe administration will purchase the necessary resources needed to ensure that the school is combating any areas of deficit.

Budget Line from Title I/ Operationg Budget

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

Program Area(s):

Supported Strategies:

- School Wide Professional Development

Professional Development -Trainings

Description:

Teachers and staff will receive job embedded Professional Development during weekly grade-group meetings to build their knowledge base on child development; cultural awareness; and Gardner's Multiple Intelligences. This will ensure that all consistent implementation of effective instructional practices across all classrooms.

Agenda, Title I Sign-In sheets, Benchmarks and Minutes from all meetings

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

Program Area(s):

Supported Strategies:

- School Wide Professional Development

Professional Development -Monitoring

Description:

Over the course of the year the Leadership Team will monitor the Professional Development sessions to ensure that all teachers and rewuired staff are attending on a regular basis. This will ensure that best practices and strategies are being utilized and reviewed on a consistent basis, which will result in academic achievement for all students.

Monitoring Protocols; Reflective Feedback Forms

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

Program Area(s): Professional Education

Supported Strategies:

- School Wide Professional Development

Professional Development-Evaluate

Description:

Leaders if it has been determined through the observation process that they fail to implement strategies in the following areas but not limited to: Planning a standard aligned lesson; classroom management and climate; roles and responsibilities; and effective ways to reach all learners and their learning styles. The School Based Teacher Leaders will monitor classroom daily and provide written and oral feedback to ensure all classrooms implement an effective instructional practices.

SBTL Logs; Classroom Feedback Forms

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

Program Area(s): Professional Education

Supported Strategies:

- School Wide Professional Development

Action Plans, Literacy Continuum and Monitoring Tools - Identify student groups

Description:

At the onset of the 2017-2018 academic school year teachers will complete the DRA2 monitoring tool. In October all students will be assessed using the DRA2 to find their independent, instructional, and frustrational levels.

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

Program Area(s): Professional Education

Supported Strategies:

- Action Plans, Literacy Continuum and Monitoring Tools

Action Plans, Literacy Continuum and Monitoring Tools - Progress monitoring**Description:**

Teachers will identify if growth or regression has been made from June 2017 to the date of assessment in October. Step 4: Teachers will use the DRA2 data and The Literacy Continuum to create their bi-weekly Action Plans to address the needs of their students.

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

Program Area(s): Professional Education

Supported Strategies:

- Action Plans, Literacy Continuum and Monitoring Tools

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: Unit/ Chapter Assessments

2017 -2018

Specific Targets: 75% of all students will score 80 % or better on all Unit/ Chapter Assessments

Type: Interim

Data Source: Report Card Grades

2017 -2018

Specific Targets: 75 % of all students will get a grade of “B” or better in all content areas on a quarterly basis on their Report Cards

Type: Interim

Data Source: DRA Levels

2017 -2018

Specific Targets: 30% increase in the number of students with 0.5 – 1 year growth in Reading on a quarterly basis

Type: Interim

Data Source: RtII / MTSS 2017 -2018

Specific Targets: Reduce number of students placed in RTII Tier II and III for interventions in Reading and Math

Type: Interim

Data Source: GMADE

2017 -2018

Specific Targets: 30% increase in the number of students scoring 75 % or better in Math

Type: Annual

Data Source: School Performance Profile

2017 – 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Annual

Data Source: Emetric

September 2017 – May 2018

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

Type: Annual

Data Source: PVAAS September 2017 – May 2018

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

Type: Interim

Data Source: Early Warning

September 2017 – May 2018

Specific Targets: Indicators Decrease the number of students listed for multiple course failures, suspension, truancy and tardiness.

Type: Interim

Data Source: RtII / MTSS

2017 -2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and

adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

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

Implementation Steps:

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 Notes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time - Evaluate

Description:

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

Data Analysis Procedures– Create Data Analysis Protocols

Description:

Leadership 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.

Copies of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Professional Development on Data Protocols and Analysis

Description:

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs

Title I Sign-In Sheets; Agendas; Individual Student Analysis; 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 – Analyze Data

Description:

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

Data Protocols

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

*Data Analysis Procedures - Monitor Data Analysis***Description:**

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

Lesson Plans

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures

*Data Analysis Procedures – Data Analysis Evaluation***Description:**

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

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

2017 -2018

Specific Targets: To use the newly established PBIS tool and program with fidelity to decrease the number of out of school suspensions.

Type: Interim

Data Source: School Net

2017 -2018

Specific Targets: Decrease in the number of students who are chronically tardy or truant per quarter for the year.

Strategies:

School-wide Attendance Incentive Program

Description:

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

SAS Alignment: None selected

Positive Behavior Support Program (PBIS):

Description:

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

SAS Alignment: None selected

Behavior specific lesson plans based on the Locke Pride Expectations

Description:

Our school has had a decrease of suspensions and increase in peer mediation.

SAS Alignment: Safe and Supportive Schools

Classroom DoJo

Description:

Class DoJo implementation, positive, self-regulatory behaviors increased and negative, disruptive behaviors decreased even though only the frequency of positive behaviors.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team*****Description:**

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

Attendance Monitoring Team Members

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

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

- School-wide Attendance Incentive Program

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

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

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

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

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

Calendar of School-wide Incentives

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

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

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program (PBIS):

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

Description:

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

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program (PBIS):

Positive Behavior Support Program - Professional Development

Description:

Teachers and all staff members will participate in on-going professional development on how to identify signs and symptoms of bullying and harassment in order to ensure a decrease in suspensions and serious incidents.

Sign-In Sheets; Agendas; Individual Student Analysis; Teacher Individual Discipline Data Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program (PBIS):

Positive Behavior Support Program:Data Review and Usage

Description:

Teachers and staff members will receive professional development on how to implement strategies and best practices to address behavioral issues and concerns in and out of the classroom in order to put interventions in place to remove barriers to learning which will result in a decrease in the number of suspensions and serious incidents.

Decrease in the number of suspensions and serious incidents; Discipline Data Binder; Sign-In Sheets; Agendas

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program (PBIS):

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

Description:

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

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

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

- Positive Behavior Support Program (PBIS):

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

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

Calendar of school-wide incentives

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

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

- Positive Behavior Support Program (PBIS):

Positive Behavior Support Program - Monitor Progress of PBS

Description:

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

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program (PBIS):

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

Description:

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

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program (PBIS):

Behavior specific lesson plans based on the Locke Pride Expectations

Description:

Teachers will use the daily/weekly lesson plans of the Locke Pride Behavior expectations will be used to make sure the PBIS system is implemented with fidelity.

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

Program Area(s): Student Services

Supported Strategies:

- Behavior specific lesson plans based on the Locke Pride Expectations

Classroom DoJo

Description:

The School Climate Team will monitor disciplinary referrals. They will be reviewed weekly and behavior lessons implemented to support the learning of the Locke Pride Expectations.

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

Program Area(s): Student Services

Supported Strategies:

- Classroom DoJo

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Locke Alain Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Locke Alain 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 Locke Alain 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.

The school past year of success consist of:

Literacy: 50% of all students will move one or more DRA level from Q1 to Q2.

Math: 50% of all students using TTM intervention with a passing rate from Pre-Test to Post Test

Climate: Had a ten percent decrease in out of school suspensions

Describe the continuing areas of concern from the past year.

The school's continuing areas of concern consist of :

Literacy: Increase the number of students in grades 3-5 making progress and not show regression between marking periods as evidence on the DRA2

Math: Increase the numbers of students in grades 3-5 that are at grade level as evidence on the Pearson Baseline Assessment

Climate: To use the newly established PBIS tool and program with fidelity to decrease the number of out of school suspensions.

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include, The Math and Literacy Action Plans. School Level Guiding Question 6 was revised to include Middle School Positive Behavior program and Attendance action steps.

2015-2016 Improvement Evaluation

Describe the success from the past year.

- Common Planning time, grade group meetings - data analysis, reading and interpreting data (SLGQ #2).
- Professional Development Sessions during grade group, along with formal and informal observations and walkthroughs (SLGQ #4).
- The principal and all teachers ensure the availability of appropriate resources for students who require additional academic supports beyond the normal school day and/or school year.
- We continue to use our own PBIS/ Restorative Practices program, (Locke Loot, Caught Being Good, DEAR), Behavior Data Binders, School Performance Profile, Suspension Report, School Performance Profile and Serious Incident Report (SLGQ #6).

Describe the continuing areas of concern from the past year.

- We had a decrease in PSSA scores (SLGQ #4),
- Lack of use of the interventions at home,
- Lack of attendance at the afterschool program.
- Lack of proper use of the gradual release process
- Use of the action plans with fidelity to increase our math and literacy PSSA scores and DRA levels (SLGQ #4).

Describe the initiatives that have been revised.

The needs that will be addressed in the school-wide plan are as followed in order from highest priority to least.

- Priority #1: Increase in the DRA2 Levels in order to increase reading, comprehension, and writing skills at or above grade levels (SLGQ #4).
- Priority #2: Increase students' ability to understand and apply mathematical concepts and procedural process at grade level (SLGQ #4).
- Priority #3: Climate and Safety, to decrease the number of serious incidents and suspensions (In and Out of school) across all grade levels to ensure that the school environment is conducive for learning (SLGQ #6).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4, and 6, are currently addressed within Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLQs have provided tangible evidence that we are meeting our criteria of successful implementation.

Accomplishments:

- Structures are in place relative to curriculum, instruction, and professional development. A great deal of progress has been made at the District and building level in aligning all of the components and ensuring that effective implementation of instruction, curriculum, and assessment is taking place in all classrooms. Specifically noted are:

- o The on-going design of the District “Curriculum Engine” and the mandated school-wide implementation
 - o The implementation of District-wide instructional practices
 - o The development and implementation of district-wide benchmark assessments and data protocols
 - o Related professional development to support the initiatives
 - o Alignment of the system for evaluation and supervision to support curricular initiatives and student achievement.
 - o Use of data to drive instruction (DRA, Benchmark, Unit Assessments, etc).
 - o Use and implementation of new lesson plan template for all content areas (Math, Rel, Science, Social Studies, Technical Subjects).
 - o Roster reflective of common planning time
 - o Grade group meeting to professionally develop teachers on various topics (Danielson Framework; Webb's Depths of Knowledge, Guided Reading, Small Group Instruction, Differentiate Instruction, analyzing data to inform instruction, lesson planning, writing process, etc.)
- At the Leadership Team meeting Ms. Carter noted that:
 - o Walkthroughs indicate that the levels of questioning by teachers has been improving Lesson plans were expected to be in binders and updated. She also noted that she would be moving to unit planning

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

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4, and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.

- o Continued support for teachers on how to utilize and implement the Curriculum Engine to drive instruction.
- o Implementing a schedule that allows for consistent Grade Group PD's that are meaningful.
- o Increase students' attendance on a daily, weekly, monthly basis in order for them to acquire and use basic skills and knowledge.
- o Continue with B2B to increase automaticity in math in terms of the basic 4 operations of math (addition, subtraction, division, and multiplication).

The school will continue implementation of strategies and action steps outlined in SLGQs 2, 4, and 6. Through the review of PDE and locally relevant data sources, the school will

continue to implement strategies and interventions associated with SLGQs 2, 4 and 6 to ensure increased academic performance of all students.

Challenges:

- o Increasing common planning time
- o Maintaining student attendance
- o Improving the quality of instruction in terms of rigor
- o Implementation of grade group meetings

Implementation of strategies to develop automaticity in students in mathematics

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4, and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.

- Continued support for teachers on how to utilize and implement the Curriculum Engine to drive instruction.
- Implementing a schedule that allows for consistent Grade Group PD's that are meaningful.
- Increase students' attendance on a daily, weekly, monthly basis in order for them to acquire and use basic skills and knowledge.

Continue with B2B to increase automaticity in math in terms of the basic 4 operations of math (addition, subtraction, division, and multiplication).