

Samuel Gompers Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Samuel Gompers Sch

5701 Wynnefield Ave
Philadelphia, PA 19131
(215)581-5503

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Phillip DeLuca

Superintendent: William Hite

Stakeholder Involvement

| Name | Role |
|-------------------|---|
| Phillip DeLuca | Building Principal : School Improvement Plan |
| Debbie Toney | Community Representative |
| Dr. William Place | Ed Specialist - Other |
| Clyde Jones | Elementary School Teacher - Regular Education |
| Tamika Purvines | Intermediate Unit Staff Member |
| Dawn Fassett | 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:

- District web page
- District's annual report
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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 | 9/1/2016 12:00:00 AM | Introduction Meeting / School Vist |
| IU 26 / Office of Federal Programs Design and Implementation | 11/30/2016 12:00:00 AM | Comprehensive Planning |
| IU 26 / Office of Federal Programs Design and Implementation | 12/16/2016 12:00:00 AM | Comprehensive Progress Monitoring |
| IU 26 / Office of Federal Programs Design and Implementation | 1/12/2017 12:00:00 AM | Comprehensive Progress Monitoring |
| IU 26 / Office of Federal Programs Design and Implementation | 2/1/2017 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 Needs Assessment Root Cause Analysis |
| IU 26 / Office of Federal Programs Design and Implementation | 2/28/2017 12:00:00 AM | School Level Plan Support |
| IU 26 / Office of Federal Programs Design and Implementation | 3/1/2017 12:00:00 AM | District Wide School Drop-In Sessions: 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 Sessions: 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 pan and flexibility |
| IU 26 / Office of Federal Programs Design and Implementation | 3/20/2017 12:00:00 AM | Budget Meetings: Support schools in finalizing FY17 budget |

| | | |
|--|--------------------------|--|
| IU 26 / Office of Federal Programs Design and Implementation | 4/17/2017 12:00:00 AM | Technical Support with the development of evidenced based strategies, actions steps, and indicators of success |
| IU 26 / Office of Federal Programs Design and Implementation | 4/25/2017 12:00:00 AM | School-wide Goal Setting Support |

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.

We have weekly Leadership Team meetings, weekly Grade Group Meetings, and Monthly School Advisory Council meetings to discuss academic progress and ways to improve student outcomes.

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

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

Coordination and Integration of Services and Programs

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

- *Any federal education program 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 |
|-----------------------|-----------------|
|-----------------------|-----------------|

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

Needs Assessment

School Accomplishments

Accomplishment #1:

Met the PA Annual Academic Growth Standards in Math across the last 3 years.

Accomplishment #2:

Met the PA Academic Growth Standards in English Language Arts across the last 3 years.

Accomplishment #3:

Test Participation Rate Reading/Math 89.6

Accomplishment #4:

Test Participation Rate Science 92.86

Accomplishment #5:

Test Participation Writing 90.34

Accomplishment #6:

Met the Academic Growth Standards in ELA/Literature.

Accomplishment #7:

The Promotion Rate is 96.96.

School Concerns

Concern #1:

50.3 School Performance Profile Building Level Score Designation Focus

Concern #2:

20.4% proficient or advanced on Reading PSSA

27.49% for did not show a positive three year trend in Reading

28.21% Grade 3 Reading

Concern #3:

3.4% proficient or advanced on Mathematics PSSA

Concern #4:

School did not meet the academic growth standard in Science

Concern #5:

8.33% proficient or advanced in Writing

Concern #6:

23.0% Truancy YTD

Concern #7:

25.4% Tardiness YTD

Concern #8:

Suspension Rate 26 YTD

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:

50.3 School Performance Profile Building Level Score Designation Focus

3.4% proficient or advanced on Mathematics PSSA

20.4% proficient or advanced on Reading PSSA

27.49% for did not show a positive three year trend in Reading

28.21% Grade 3 Reading

School did not meet the academic growth standard in Science

8.33% proficient or advanced in Writing

23.0% Truancy YTD

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

Aligned Concerns:

50.3 School Performance Profile Building Level Score Designation Focus

23.0% Truancy YTD

25.4% Tardiness YTD

Suspension Rate 26 YTD

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: Pre/Post Test Reports Using Common Core Standards

Quarterly

November 2014, January 2015, April 2015

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment. (Pre/Post)

Type: Annual

Data Source: School Performance Profile

September 2014 – May 2015

Specific Targets: Increase building Score

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: ___100___% 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 2014-June 2015

Specific Targets: ___10___% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

*Informal and Formal Observations***Description:**

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

SAS Alignment: 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

*Following a Math Instructional Block with Fidelity.***Description:**

Good teaching that utilizes instructional time well with a small group approach to meet the needs of students has proven to yeild results.

SAS Alignment: None selected

Weekly Grade group meetings and faculty meetings that will include Math content focus and planning seesions and data analysis

Description:

Research indicates that team planning and problem solving is a characteristic of quality instructional programs

SAS Alignment: None selected

*Coaching and informal observations (Math)***Description:**

Teacher training and coaching during the year has also been proven to be an effective way to improve students outcomes. The school data has seen improvements with these steps.

SAS Alignment: None selected

*Teachers will be following a Literacy Instructional Block with fidelity***Description:**

Good teaching that utilizes instructional time well with a small group approach to meet the needs of students has proven to yield results.

SAS Alignment: None selected

*Weekly Grade group meetings and faculty meetings***Description:**

Research indicates that team planning and problem solving is a characteristic of quality instructional programs.

SAS Alignment: None selected

*Coaching and informal observations***Description:**

Teacher training and coaching during the year has also been proven to be an effective way to improve students outcomes. The school data has seen improvements with these steps.

SAS Alignment: None selected

Referrals to the Student Therapeutic Support Program/STS (Holcomb) to identify students in need of behavioral supports

Description:

Students who are taught social skills and get therapy for behavioral health on a consistent basis will show improvement.

SAS Alignment: Safe and Supportive Schools

Utilize effective classroom management techniques that promote positive behavior.

Description:

Effective classroom management will result in a reduction of climate concerns

SAS Alignment: Safe and Supportive Schools

Recognize good behavior and provide weekly incentives

Description:

When positive behavior is recognized, the culture of a school can be transformed to being a positive place to be.

SAS Alignment: Safe and Supportive Schools

Teachers will follow the Truancy Protocol

Description:

Parents who have been notified of Truancy tend to reduce absences the following year

SAS Alignment: Safe and Supportive Schools

Grade Group Meetings and Faculty Meetings will provide time and meetings to resolve attendance concerns

Description:

Research indicates that team planning and problem solving is a characteristic of quality instructional programs

SAS Alignment: Safe and Supportive Schools

Celebrate perfect attendance and excellent attendance regularly with incentives and recognition

Description:

Positive school experiences and rewards lead to students being excited about attending school

SAS Alignment: Safe and Supportive Schools

Follow a Literacy Instructional Block with fidelity

Description:

Good teaching that utilizes instructional time well with a small group approach to meet the needs of students has proven to yield results.

SAS Alignment: Instruction

Weekly Grade group meetings and faculty meetings that will include an Early Literacy content focus, planning sessions, and data analysis

Description:

Research indicates that team planning and problem solving is a characteristic of quality instructional programs

SAS Alignment: Instruction

Coaching and informal observations (Literacy)

Description:

Teacher training and coaching during the year has also been proven to be an effective way to improve students outcomes. The school data has seen improvements with these steps.

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. Strategies will include the use of manipulatives in math throughout all grades as well as how to use pre and post tests data to drive instructional practices and student grouping.

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans**Description:**

Teachers will develop lesson plans that include differentiated practices by process, content and product. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching. Principal will give feedback on lesson planning to ensure

differentiation is planned for by looking for grouping, teacher made tests, and materials used for content and teacher modeling.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Administrators will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning

needs of all students across all classrooms and aligned with the PA Framework of teaching. Data will be collected to drive professional development.

Lesson plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

A year-long walkthrough calendar will be developed to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices. Principal will use data to drive professional development practices and to work with staff 1:1 or in groups to ensure proficient teaching.

Walk through schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

The leadership will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Data from walkthrough will be shared with staff and The Leadership Team will provide the needed support and training to staff.

Walkthrough protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

Leadership will offer reflective feedback on observed practices 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. Leadership Team will focus on the 9 Instructional practices in Reading, Technical Subjects and Math. Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity. The focus will be on the the 9 Instructional practices in Reading, Technical Subjects and Math.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Professional Development -Needs Assessment***Description:**

Administrators will conduct a professional development needs assessment. Using data from Danielson Framework Observations (formal and informal) as well walkthrough data on the 9 Practices, a calendar and plan of topics will be created by the school.

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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

Administrators will review and analyze results from the needs assessment. Using grade group, planned District PD days and after school, The Leadership Team will develop a calendar and topics focusing on the 9 Instructional practices in Reading, Technical Subjects and Math. Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data. The Leadership Team will decide dates and times and the focus of the trainings will revolve around the 9 Instructional practices in Reading, Technical Subjects and Math. Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year. Using the Lead Teacher, Principal, and District Personell, all teachers will get high quality PD on the 9 Instructional practices in Reading, Technical Subjects and Math.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity. Using grade group, planned PD days, and after school learning opportunities, teachers will get high quality training in the are of the 9 Instructional practices in Reading, Technical Subjects and Math.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Weekly Grade group meetings and faculty meetings that will include Math content focus and planning sessions and data analysis- Organize the meeting

Description:

Analyze student data and observation data of teachers to plan for the weekly Grade Group Meetings.

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

Program Area(s):

Supported Strategies:

- Weekly Grade group meetings and faculty meetings that will include Math content focus and planning sessions and data analysis

Weekly Grade group meetings and faculty meetings that will include Math content focus and planning sessions and data analysis - Teacher Coaching

Description:

Grade group meetings will be delivered by content at least once a month and coaches from Pearson, Carnegie, OGAP, and the Middle Years math Coach will be utilized to provide coaching and grade group time for teachers of math.

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

Program Area(s):

Supported Strategies:

- Weekly Grade group meetings and faculty meetings that will include Math content focus and planning sessions and data analysis

Following a Math Instructional Block with fidelity

Description:

Teachers will all have common planning time for 60 minutes every day and a 45 minute common lunch.

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

Program Area(s):

Supported Strategies:

- Following a Math Instructional Block with Fidelity.

Coaching and informal observations for Math- Implementation

Description:

The Principal will conduct formal and informal observations during the year. Wednesdays will be considered "Walk Through Wednesdays" and Principal and Leadership team will focus on going into rooms for support. In addition, teachers will be encouraged to do peer visits as well.

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

Program Area(s):

Supported Strategies:

- Coaching and informal observations (Literacy)

Follow a Literacy Instructional Block with fidelity.

Description:

Teachers will all have common planning time for 60 minutes every day and a 45 minute common lunch.

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

Program Area(s):

Supported Strategies:

- Follow a Literacy Instructional Block with fidelity

Weekly Grade group meetings and faculty meetings that will include an Early Literacy content focus, planning sessions, and data analysis. - Organization of grade group meeting

Description:

Grade group meetings will be delivered by at least content once a month and The Early Literacy Coach, Lead Teacher, Counselor, and SEL will be utilized to provide coaching and grade group time for teachers of early literacy.

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

Program Area(s):

Supported Strategies:

- Weekly Grade group meetings and faculty meetings that will include an Early Literacy content focus, planning sessions, and data analysis

Coaching and informal observations (Literacy)

Description:

The Principal will conduct formal and informal observations during the year. Wednesdays will be considered "Walk Through Wednesdays" and Principal and Leadership team will focus on going into rooms for support. In addition, teachers will be encouraged to do peer visits as well.

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

Program Area(s):

Supported Strategies:

- Coaching and informal observations (Literacy)

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

Indicators of Effectiveness:

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: ___10___% reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

Specific Targets: __10__% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: SCN (School Computer Network)

September 2014- June 2015

Specific Targets: Decrease the number of Chronically Tardy and Truant students by
 __10__%

Strategies:

Positive Behavior Support Program

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. In addition, individual PBSPs will be done for all students who are chronically late or absent.

SAS Alignment: None selected

Make referrals to the School Based Behavioral Health Programs (Student Therapeutic Support Program/STS program)

Description:

Students who are taught social skills and get therapy for behavioral health on a consistent basis will show improvement.

SAS Alignment: Safe and Supportive Schools

Effective classroom management techniques that promote positive behavior

Description:

Students who are taught social skills and get therapy for behavioral health on a consistent basis will show improvement

SAS Alignment: Safe and Supportive Schools

Recognizing good behavior to include Fun Fridays as an incentive for all students

Description:

When positive behavior is recognized, the culture of a school can be transformed to being a positive place.

SAS Alignment: Safe and Supportive Schools

Teachers will follow the Truancy Protocol

Description:

Parents who have been notified of Truancy tend to reduce absences the following year

SAS Alignment: Safe and Supportive Schools

Grade Group Meetings and Faculty Meetings will provide time and meetings to resolve attendance concerns

Description:

Research indicates that team planning and problem solving is a characteristic of quality instructional programs

SAS Alignment: None selected

Celebrate perfect attendance and excellent attendance regularly with incentives and recognition

Description:

Positive school experiences and rewards lead to students being excited about attending school

SAS Alignment: Safe and Supportive Schools

Recognize good behavior and include Fun Fridays as an incentive for all students weekly

Description:

Teachers will be encouraged to do peer visits. Data from suspensions, STS program, and class observations will be analyzed weekly by Leadership Team regarding student incentives.

SAS Alignment: Safe and Supportive Schools

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

A behavior team will be established that will develop the schoolwide rules and consequences.

List of PBS Team Members:

Principal DeLuca

Counselor

Lead Teacher

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

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

The School will develop rules and share expectations to enforce them regularly that highlights school expectations and consequences. The School will develop rules and share expectations to enforce them regularly that highlights school expectations and consequences.

PBS Expectations Documents

PBS Posters

Sign Ins/Agenda Grade Group Meetings

Indicidula PSBPs for students

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS team will communicate the expectations and the rules and review the student handbook regularly to highlight school expectations and consequences.

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

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

The PBS rules, expectations will be implemented and all teachers and students will follow the protocols. Student that do not adhere to the rules will face consequences. Teachers will review student attendance data and suspensions monthly and will ensure appropriate action is taken to support students such as RTII referrals and PBSPs for students

Calendar of school-wide incentives, Individual PBSPs for students in RTII, RTII Referrals, STS Referrals

Reduction of students who are tardy and truant.

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Monitor Progress of PBS

Description:

Using Schoolnet, The SCN, and roll books, the Leadership/RTII Team members will support teachers in completing truancy compliance paperwork as well as how to complete an effective PBSP at Grade group meetings.

SchoolNet Data

Data Protocol

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

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

Description:

Analyze behavior data during grade groups using schoolnet and SCN data, the PBS team will determine whether the program is being implemented with fidelity and it is making a positive impact.

SchoolNet Data

Data Protocol

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program

Make referrals to the School Based Behavioral Health Programs (Student Therapeutic Support Program/STS program) - identify students in need of behavioral supports

Description:

The K to 8 teachers will discuss students with mental health concerns, suspensions, and STS services during grade group at least once a month. Students who would benefit from behavioral health services will be referred to the STS Programs for behavioral supports and services.

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

Program Area(s): Student Services

Supported Strategies:

- Make referrals to the School Based Behavioral Health Programs (Student Therapeutic Support Program/STS program)

Utilize effective classroom management techniques that promote positive behavior

Description:

The leadership Team will communicate to the Principal, School Based Teacher Leader, Early Literacy Coach, Counselor, SEL, and Lead Clinician for STS (weekly). The Counselor and SEL, along with the LEAD Teacher, Early Literacy, Lead Clinician of STS and Principal will be utilized to provide coaching and grade group PD time for teachers. The Principal will conduct formal and informal observations during the year regarding classroom management.

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

Program Area(s): Student Services

Supported Strategies:

- Effective classroom management techniques that promote positive behavior

Teachers will follow the Truancy Protocol

Description:

Support staff will help teachers with paperwork on the truancy protocol.

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

Program Area(s): Student Services

Supported Strategies:

- Teachers will follow the Truancy Protocol

Utilize Grade Group Meetings and Faculty Meetings will provide time and meetings to resolve attendance concerns

Description:

During Grade group and faculty meeting time, the support staff and attendance team will support teachers in finding ways to remove barriers to attendance.

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

Program Area(s): Student Services

Supported Strategies:

- Grade Group Meetings and Faculty Meetings will provide time and meetings to resolve attendance concerns

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Samuel Gompers Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Samuel Gompers 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 Samuel Gompers 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:

Math: After administering the Think Through Math Diagnostic Test taken in September and now comparing the results of the the January Test, we have seen that 55% of the students in grades 4-7 have made at least some progress towards attaining the goal of improving 250 quantile points. We have a 3rd and final Test we will take this year.

Literacy: 65.8% of students were on target. Although the goal is that stuents will make two "letters" progress, we will input that data later. We are on target to meet our goal this year.

Climate: As of March 28, 2017 Gompers has 12.5% of the student population (43 Students) who have attended 85-90%. Once the final percentage is calculated the goal would be to use school net and improve that percentage by 5%.

Describe the continuing areas of concern from the past year.

The School's continuing areas of concern consist of:

Math: Using Think Through Math as a Diagnostic / Placement Test in September, 80% of students will show a 200 point quantile improvement when they take the final test in June.

Literacy: By June 2018, 80% of K-3 students at Gompers Elementary School will be "At Target" (Instructional Level) based on the DRA.

Climate: Based on the percentage of students attending 95% or more of the school days in 2016-17, we will increase that percentage by 5 percentage points. For example, if in June 2017, Gompers has 32% of students attending 95% or more days, our target goal will be 37%.

Climate: Describe Goal: Based on the percentage of students with "0" out of school suspensions in 2016-17, we will increase that percentage by 5 percentage points. For example, if in June 2017, Gompers has 85% of it's students having at least 1 Out of School suspension, our target goal will be that 90% of students would have received at least 1 Out of School suspension.

Describe the initiatives that have been revised.

The School Level Plan Guiding Questions 4 & 6 were revised to include:

PBIS and School Base Teacher Leader will assist the school with addressing the reading and math targets. The student support specialist will assist the school with decreasing suspensions to address the school's climate goal and to ensure a safe supportive environment. The school has made some personnel changes based upon student data and teacher performance in order to obtain goals.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The school has reading scores for Benchmarks that are above the Network average. The School was recognized as a Model Math School in the area of progress based on PSSA scores (SLGQ #4).

Describe the continuing areas of concern from the past year.

Currently the Benchmark 2 Math scores are below the Network and District Average (SLGQ #4). In addition, Suspensions have increased from 2014-2015 to 2015-16 (SLGQ #6).

Describe the initiatives that have been revised.

The school needs to work on having all students read on grade level by grade 4. Students in grades 3-6 have to increase proficiency in Mathematics (SLGQ #4). The school needs to improve attendance. In order to support RTII and instruction in the classroom a Lead Teacher was purchased to coach teachers and lead grade group meetings. In addition SSAs and Climate Support personnel have been purchased to support climate and small group instruction around literacy (SLGQ #6). In addition, technology purchases such as SMART Bards in K-3 and laptops for students will be purchased along with interventions such as Lexia, Study Island, and Think Through Math. These purchases will be made in partnership with funds in operating budget. Also a .5 grade prep has been purchased to support grade group meeting a roster has been designed that gives all grades at least 1 hour to meet in groups with support from a Lead Teacher, Counselor, Nurse, SEL, and Principal. Finally a 1.0 special education Teacher will be used to provide release time for the SEL to provide compliance services, PD on differentiated instruction to support SGI and overall instruction for Math and Reading to support our special education population as well as our RTII population. The SEL will also support teachers around the creation of effective Behavior Plans, Positive Behavior Support in the classroom, and RTII (intervention oversee). The Lead Teacher or SBTL will be coaching teachers in Literacy and Math with a focus on assessment and SGI.

2014-2015 Improvement Evaluation**Describe the success from the first year plan.**

School Level Guiding Questions (SLGQs) 4, 6, are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. School Level Guiding Questions (SLGQs) 4 and 6 Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

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

Positive Behavior Support Program (PBS) was 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 included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program ensured 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. In addition, individual PBSPs was done for all students who are chronically late or absent.

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

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

Describe the initiatives that have been revised.

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