

Meade Gen George C Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Meade Gen George C Sch

1600 N 18th St
Philadelphia, PA 19121
(215)684-5062

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Donna Smith

Superintendent: William Hite

Stakeholder Involvement

Name	Role
R. Brooke Porch	Academic Recovery Liaison
Donna Smith	Building Principal : School Improvement Plan
Deborah Hansen	Elementary School Teacher - Regular Education
Jacob White	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Ieshia Brumfield	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
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-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:

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 Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school 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 effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	10/20/2016 12:00:00 AM	Overview of OFPD&I
IU 26	12/20/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/26/2017 12:00:00 AM	PDE Monitoring Tool
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/1/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/2/2017 12:00:00 AM	PDE Monitoring Tool
IU 26	3/6/2017 12:00:00 AM	School Plan/ PDE Monitoring
IU 26	3/16/2017 12:00:00 AM	School Plan/ PDE Monitoring
IU 26	3/23/2017 12:00:00 AM	Budget session/ School Plan
IU 26	3/24/2017 12:00:00 AM	Email: School plan updates
IU 26	3/27/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support
IU 26	11/13/2017 12:00:00 AM	PVAAS Training
IU 26	12/1/2017 12:00:00 AM	Progress Monitoring District Plan

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.

There is a cycle of assessment to include the administration of: DRA, Aimsweb (Reading /Math), Interim Assessments and benchmarks that identify students strengths and weaknesses as correlated to the common core standards and components of reading. Fluency and comprehension is assessed on a quarterly basis. In grade group, teachers will analyze data and action planning to

identify specific instructional strategies to address needs. Students are also recommended for interventions as needed through the RTII process.

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	No
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 administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	100.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	100.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	90.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	72.00
Other Academic Indicators:	
<ul style="list-style-type: none"> Promotion Rate 	100.00
<ul style="list-style-type: none"> Attendance Rate 	87.84

School Concerns

Concern #1:

SPP score of for Focus:	46.1
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	2.31
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	7.65
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	21.95
<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	11.76
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	14.91
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	

<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	15.19
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	63.00
KPI Attendance:	90.2 %
KPI Out of School Suspension:	32.7 %

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

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.

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: DRA2 quarterly
 September 2017 –June 2018

Specific Targets: Meade will continue to work on increasing literacy proficiency for K-3. 50% of all students in each class will be on target based on DRA results.

Type: Annual
 Data Source: PVAAS
 October 2016- June 2017

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: DRA2
 September 2017 to June 2018

Specific Targets: Meade will continue to work on increasing literacy proficiency for 4-8. 50% of all students in each class will be on target based on DRA results.

Type: Interim
 Data Source: Aimsweb (monthly) and Benchmark data (quarterly)
 Specific Targets: Students in K-2 will continue to improve their scores on Aimsweb by 10%. Students' in grades 3-8 will increase their benchmark scores by 10%

Type: Annual
 Data Source: School Performance Profile 2017 - 2018
 Specific Targets: 6% increase in the number of students scoring proficient or advanced in Grade 3 reading.

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:

Professional Learning Communities

Description:

The leadership team will provide professional development on effective research-based strategies during the Professional Learning Community to both teachers and staff in order to ensure consistent implementation of effective instructional practices. This will ensure that teachers can collaboratively employ data-supported processes to validate the effectiveness of identified instructional practices.

SAS Alignment: Instruction

Informal/Formal Observations

Description:

Informal and Formal Observations: The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. This also ensures that all educators, including the principal, reflect on teaching, participate in professional learning communities, and demonstrate professional growth.

SAS Alignment: Instruction

Instructional Coaching

Description:

Instructional Coaching – Instructional Coaching will be implemented school-wide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms.

SAS Alignment: Instruction

Differentiated Instruction

Description:

Differentiated Instruction: 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

Words Their Way(K-5)

Description:

Words Their way is an approved Tier II intervention. Words Their Way™ is an approach to phonics, vocabulary, and spelling instruction for students in kindergarten through high school. The program can be implemented as a core or supplemental curriculum and aims to provide a practical way to study words with students. The purpose of word study (which involves examining, manipulating, comparing, and categorizing words) is to reveal logic and consistencies within written language and to help students achieve mastery in recognizing, spelling, and defining specific words.

SAS Alignment: Instruction

Professional Development on DRA assessments

Description:

DRA is an approved assessment The Developmental Reading Assessment (DRATM) is a reading assessment designed to help teachers systematically observe, record, and evaluate changes in student reading performance. Professional Development on the DRA will help teachers to assess reading engagement, fluency, and comprehension, allowing teachers

to identify reading strengths and weaknesses and target instruction to meet individual needs.

SAS Alignment: Instruction

Formal and informal observations

Description:

The Danielson Framework is the SDP rubric for evaluation both formally and informally. Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a roadmap for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The Framework may be used as the foundation of a school or district's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. CPEL data will also be used for evaluations. The classroom environment includes both the classroom culture (the social-emotional tone or climate in the room), and the physical environment (the materials and design of the room). Both reflect and support children's development and learning. Classroom culture, environment, and literacy learning are closely linked. Children need safe and predictable classrooms to try out new skills in reading, writing, listening, and speaking. They need organized spaces to learn independently and with each other. They need rich print to make their learning visible, and rich conversations to explore new ideas. Most importantly, they need caring communities that promote cooperation, independence, and joyful learning.

SAS Alignment: Instruction

Small Group Instruction

Description:

At Meade we have instituted the practice of Small Group Instruction which allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned. Teachers can use small group instruction to provide struggling students with intervention as well. Small group instruction gives teachers a natural opportunity to provide targeted, differentiated instruction for small groups of students.

SAS Alignment: Instruction

Professional Development on various assessment tools

Description:

Professional Development will assist teachers in understand how to implement, score and analyze the data from the DRA, Aimsweb and Dolch assessments. Professional Development will train teachers in how to engage studnets in an effective guided reading session.

SAS Alignment: Instruction

First in Math

Description:

Fluency with rational numbers and skill in manipulating rational expressions are the foundation for Algebra I and II. FIM modules are designed to reinforce mastery of basic facts, decimals, fractions, integers, exponents, variables and order of operations. Many FIM games introduce principles of Algebra, even at the K, 1 and 2 levels. Early introduction of these concepts leads to enthusiasm and algebra readiness.

SAS Alignment: Instruction

Professional Developments in Math

Description:

Professional Development in the Math content area will suppot teacher in intsituting best instructional practices. In which will help promote mathematics achievement through a series of fun, engaging and differentiated lessons for whole and small group instruction.

SAS Alignment: Instruction

Implementation Steps:

Professional Learning Communities – Initial Professional Development

Description:

Principal will provide an overview of the professional learning community process including the role of the educator as a reflective, action-oriented participant in the

professional growth process to include the specific steps to be followed by teachers and the leadership team.

Agendas from PLC Professional Development

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Learning Communities

Professional Learning Communities – Ongoing Professional Development

Description:

Every six weeks, teachers will be provided with professional development regarding a particular instructional practice or strategy.

Agendas from PLC Professional Development

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Learning Communities

Professional Learning Communities - Cooperative Planning

Description:

Teachers will cooperatively plan how to implement the targeted instructional practice or strategy.

Teacher lesson plans which include district-wide instructional strategies aligned to the 6 Pedagogical instructional shifts prescribed in the Common Core.

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Learning Communities

Professional Learning Communities –Risk Free Implementation

Description:

Teachers will implement the targeted instructional practice or strategy in their classroom. This will ensure that teachers use multiple instructional strategies that engage students in order to meet student learning needs.

Artifacts, agendas

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Learning Communities

Professional Learning Community - Peer Review and Reflection.

Description:

Teachers will meet in PLC following independent practice of targeted instructional practice, will collaboratively examine student work, and will discuss their successes and failures in implementing these strategies with specific students.

Student artifacts, PLC agendas, teacher reflection sheets

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Learning Communities

Formal and Informal Observations - Develop Protocol

Description:

Leadership team will develop a monitoring instruction timeline and a walk through protocol that will be followed as new instructional strategies are implemented to ensure that teachers implement strategies with fidelity.

Schedule for the year, walkthrough protocol

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal/Formal Observations

Formal and Informal Observations - Conduct Observation

Description:

Principal will use walkthrough protocol tool during formal and informal observations to determine if teachers are using research based instructional practices, including the targeted instructional practices introduced during each 6-week cycle.

Completed protocols and feedback in the EDS system.

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal/Formal Observations

Formal and Informal Observations - Provide Feedback

Description:

Principal will send written feedback through the EDS system.

this will ensure that teachers use implement strategies with fidelity.

Written feedback on the EDS system

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal/Formal Observations

Instructional coaching support for teachers

Description:

Principal and the Leadership team will collaborate with teachers who have struggled to improve their practice and will plan specific intervention. This will ensure that teachers implement effective instructional strategies with fidelity.

Teacher generated instructional action plan, Principal generated instructional action plan, PAR consulting teacher recommendations

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Instructional Coaching

Formal and Informal Observations - Provides Oral Feedback

Description:

Principal will invite teacher and conduct a post observation conference for both formal and informal observations to give the teacher the opportunity discuss the implementation of instructional strategies and professional practice.

Post observation forms, EDS data on post observation conferences

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal/Formal Observations

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

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.

Lesson Plans

Reflective Feedback

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

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: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Words Their Way(K-5)

Description:

Action Step 1: In September K-5 teachers will assess all students using DRA, Aimsweb, Dolch and WordsTheir Way to ascertain where their reading levels are and analyzing what measures need to be taken to help them increase their reading levels. This will provide baseline data for the year. Action Step 2: Weekly in grade groups teacher swill bring their data binders to grade group meetings where we will analyze the lesson plans and assessment results to see how students are progressing. Action Step 3: At the end of each month we will look at trends in the evaluation data to inform next steps throughout the marking period. At the end of each marking period teachers will re-evaluate to see progress made. Action Step #4: Each K-2 classroom witll have an SSA during their reading block to assist with small group instruction. Action Step #5: Experience Corp will also assist in working with students 1:1 during literacy in the areas of Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension.

Start Date: 9/6/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Words Their Way(K-5)

Professional Development on DRA assessments

Description:

Professional Development on the DRAwill help teachers to assess reading engagement, fluency, and comprehension, allowing teachers to identify reading

strengths and weaknesses and target instruction to meet individual needs. In September K-5 teachers will assess all students using DRA, Aimsweb, Dolch and WordsTheir Way to ascertain where their reading levels are and analyzing what measures need to be taken to help them increase their reading levels. This will provide baseline data for the year. **Start Date:** 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development on DRA assessments

Professional Development on various assessment tools

Description:

Action Step 1: In September K-5 teachers will assess all students using DRA, Aimsweb, Dolch and WordsTheir Way to ascertain where their reading levels are and analyzing what measures need to be taken to help them increase their reading levels. This will provide baseline data for the year. Action Step 2: Weekly in grade groups teacher swill bring their data binders to grade group meetings where we will analyze the lesson plans and assessment results to see how students are progressing. Action Step 3: At the end of each month we will look at trends in the evaluation data to inform next steps throughout the marking period. At the end of each marking period teachers will re-evaluate to see progress made.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development on various assessment tools

Small Group Instruction

Description:

Each K-2 classroom witll have an SSA during their reading block to assist with small group instruction. Experience Corp will also assist in working with students 1:1 during literacy in the areas of Phonics, Phonemic Awareness, Vocabulary, Fluency and Comprehension. The reading specialists will work with struggling students by pulling small groups for intervention.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Small Group Instruction

Formal and informal observations

Description:

Informal/Formal Observations will be done weekly to observe if teachers are implementing the strategies taught in the professional development session, if they are utilizing materials correctly and if instruction is producing rigorous student work.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Formal and informal observations

First In Math

Description:

**Action Plan Step#1: Lesson Plan review during Grade Group Meetings
Action Step #2: Informal and Formal Observations Action Step #3: Review of weekly assessments during grade group meetings Action Step #4: weekly Class by Class recognition of First in Math achievements**

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- First in Math

Professional Developments in Math

Description:

Action Plan Step#1: Lesson Plan review during Grade Group Meetings Action Step #2: Informal and Formal Observations to see evidence that good instructional practice is being implemented as a result of ongoing professional development with the math curriculum Action Step #3: Review of weekly assessments during grade group meetings.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development on DRA assessments

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: KPI dashboard

Sept. 2017-June 2018

Specific Targets: 10% reduction in the number of students absent for 10 or more days (truancy rate)

Type: Interim

Data Source: KPI dashboard

Sept. 2017-June 2018

Specific Targets: 10% reduction in the number of students chronically tardy

Type: Interim

Data Source: School based data collection Sept. 2017-June 2018

Specific Targets: 5% reduction in the number of in-school suspensions

Type: Interim

Data Source: School based data collection Sept. 2017-June 2018

Specific Targets: 5% reduction in the number of out-of-school suspensions

Type: Interim

Data Source: Daily Office Referral Log, EH-20 count

Sept.2017-June 2018

Specific Targets: 50% reduction in the number of office referrals and EH-20 submissions

Type: Interim

Data Source: SWISS Tracker

Specific Targets: 100% of the teachers and staff will implement PBIS and all of the components with fidelity and will result in a decrease of suspensions by 10%

Strategies:

Positive Behavior Intervention Support

Description:

Positive Behavior Intervention Support will be adopted by all members of the school community. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

SAS Alignment: Safe and Supportive Schools

Response to Instruction and Intervention

Description:

RTII – will be implemented school-wide as the process of determining appropriate support and interventions to supplement the core curriculum to meet the needs of all learners. This framework for instruction will fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

SAS Alignment: Safe and Supportive Schools

School-wide Attendance Incentive Program

Description:

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

SAS Alignment: Safe and Supportive Schools

Second Step

Description:

Second Step is an approved behavioral intervention. Second Step is a classroom-based social skills program for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children’s social competence and other protective factors. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research. It is intended to teach children to identify and understand their own and others’ emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

SAS Alignment: Safe and Supportive Schools

Formal and Informal observations

Description:

The Danielson Component on Environment Informal Checklist ensuring each class has a functioning Peace Corner

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Intervention Support - Establish Policies, Practices, and Expectations

Description:

Leadership team will develop policies and practices, including establish vision statement and present to entire staff . This will begin the creation of a system within the school that fully ensures a safe and supportive environment for all students.

Agendas, school-wide policies and procedures

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

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support - Establish Team

Description:

School wide positive behavior support team is established and will include members of the leadership team, support staff and representatives from primary, intermediate and middle school level teaching staff.

This will create a system within the school that fully ensures a safe and supportive environment for all students.

Agendas, Minutes of meeting

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

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support : Committee Establishes School-wide positive behavioral Expectations

Description:

PBIS committee will identify simple expectations and descriptors that are accessible and student friendly. This will create a system within the school that fully ensures a safe and supportive environment for all students.

Visual and written graphic representations, artifacts, agendas

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support : Committee Establishes positive reinforcement system and school-wide rituals

Description:

PBIS committee will then create a positive reinforcement system for following Meade School expectations.

Visual and written graphic representations, artifacts, agendas

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support: Post and teach

Description:

Teachers will post and teach the school-wide expectations in their classrooms and common areas. This will create a system within the school that fully ensures a safe and supportive environment for all students.

Expectations posted in all classrooms and common areas, student reflective journals, peace corner, distribution of school behavior currency, Behavioral expectations and class meetings embedded in lesson plans.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support: Implementation

Description:

Teachers will implement and reinforce desired student behaviors and will respond to negative behaviors following established protocols. This will create a system within the school that fully ensures a safe and supportive environment for all students.

Tier one interventions (behavior charts, seating charts, reflection sheets)

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Intervention Support: Tracking and Monitoring

Description:

Teachers will be responsible for tracking and monitoring positive reinforcement system (school economy). This will create a system within the school that fully ensures a safe and supportive environment for all students.

Data sources (tracking documents), office referral logs

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

Positive Behavior Support and Intervention: Evaluate

Description:

PBIS committee will review data sources and evaluate the effectiveness of the system on a monthly basis. This will create a system within the school that fully ensures a safe and supportive environment for all students.

Agendas and data collection

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support

RTII Professional Development

Description:

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

Agenda

Sign-in Sheet

Title I binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention

RTII

Description:

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

Response to Intervention meeting schedule

Data protocols

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention

Response to Intervention and Instruction –Behavioral Strategies

Description:

Leadership and staff will identify strategies to use at Tier 1, Tier 2, Tier 3 as behavioral supports for students. Staff will review current intervention documents and revise if necessary. This will create a system within the school that fully ensures a safe and supportive environment for all students.

Insight for School Improvement Suspension Report

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention

Response to Intervention and Instruction –Behavioral Strategies

Description:

Staff will review current intervention documents and revise if necessary.

This will create a system within the school that fully ensures a safe and supportive environment for all students.

Insight for School Improvement Suspension Report

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Response to Instruction and Intervention

Response to Intervention and Instruction –Behavioral intervention plans monitored

Description:

The implementation by teachers of the intervention plan for students to address specific behavioral needs will be monitored by the Response to Intervention Team and outside behavioral health agencies will be contacted as needed. This will create a system within the school that fully ensures a safe and supportive environment for all students.

5% reduction in use of in-school suspension room. 5% reduction in out of school suspensions, 10% reduction in lateness, Rtii meeting agendas

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Response to Instruction and Intervention

Response to Intervention and Instruction: Teacher Aides insertion

Description:

Principal provides Supportive Services Assistants throughout grades K- 5, 7-8 during the literacy block. Supportive Services Assistants will provide additional support for students who are identified by the teacher and in need of tier one or tier two interventions. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

SSA schedules available in the Title I Binder and reading level data

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention

Response to Intervention and Instruction: After School Programs

Description:

Funding will be made available for after-school programming that will target and address the needs of lowest performing students, who have been identified to be in need of additional academic supports. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Teacher and student sign-ins, Growth in reading level data

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Response to Instruction and Intervention

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:** 6/29/2018

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: 9/1/2017 **End Date:** 6/29/2018

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: 9/1/2017 **End Date:** 6/29/2018

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: 9/1/2017 **End Date:** 6/29/2018

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: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

Second Step

Description:

School climate staff will support our climate goals by effectively implementing the Playworks socialized recess model. The counselors will train, observe, model and implement Second Step during the Morning Meeting. Counselors will also be responsible for implementing and participating in Check Ins and Check Outs every morning and afternoon.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Second Step

Formal and Informal observations

Description:

The climate team will review and adjust the PBIS handbook to reflect the expectations needed to improve school climate. School Expectations will reflect a change to 3 rules :Be Safe, Be Respectful and Be Responsible. Teachers will teach, model and demonstrate the lessons to students in each of the identified areas of the school, i.e., the hallways, the bathrooms, the lunchroom, classroom, yard. Teachers will identify and incentivise students that are modeling the expected behavior and use inappropriate behavior as teachable moments to reinforce positive expectations. Climate team will recognize students that exemplify the positive behaviors over the loud speaker and through planned events for students. Monthly the climate team will review the SWIS tracker data for referrals, teachers with referrals, time of day referrals are occurring and the next steps for these teacher and areas that need remediation.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Formal and Informal observations

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Meade Gen George C Sch.

Assurance of Quality and Accountability

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

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

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

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

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Students started the 2016-2017 school year at 20.8 on target and increased to 44.9 % on target yeilding a 24% increase.

In September, the baseline attendance was 89% which was the average over the last two years. Recently the attendance was at 91% yielding a 2% increase.

PBIS was incorporated throughout the school building with 100% implementation.

Describe the continuing areas of concern from the past year.

Continue to work on increasing literacy proficiency for K-3. 50% of all students in each class will be on target based on DRA results.

Continue to work on increasing literacy proficiency for 4-8. 50% of all students in each class will be on target based on DRA results.

100% of the teachers and staff will implement PBIS and all of the componenets with fidelity and will result in a decrease of suspensions by 10%

Students in K-2 will continue to improve their scores on Aimsweb by 10%. Studnets in grades 3-8 will increase their benchmark scores by 10%

Describe the initiatives that have been revised.

The effecive instructional pracitice goals (SLGQ# 4) were revised and now incorporate small group instruction, Professiona Devleopment on DRA and Math, First in Math, and Words Thier Way.

Likewise, the climate goals (SLG#6) were revised and include Second Step and formal/informal observations

2015-2016 Improvement Evaluation

Describe the success from the past year.

SLGQ #6: Meade School has implemented School wide PBIS with support from a district grant and PBIS Coach. This effort has provided the following supports; Monthly PBIS lessons, a set of expectations, a matrix for what is expected in each area of the building, and successful end of month reward days. There have been about 150 students acknowledged during each monthly event. SLGQ #4: In the area of literacy, Meade has focused on implementing a structured Balanced Literacy Block. This effort was supported by the hiring

of 6 new teachers in the early literacy grades K-3 who work with 2 Reading Specialists, and a CLI Early Literacy Specialist. The specialists coach teachers, provide intensive reading interventions to individual students, and facilitate an afterschool professional development workshop series. In addition, the school based teacher leader facilitates grade level PLCs at all grade levels regarding instructional practices. These efforts have resulted in a greater number of teachers being rated as proficient this school year.

Describe the continuing areas of concern from the past year.

SLGQ 6: Unfilled professional vacancies (some lasting for as much as a half a school year), have been an ongoing problem particularly during the 2015-2016 school year. This includes professional and climate support staff. These vacancies, coupled with a shortage of substitute teachers, have required that professional staff must be reassigned in order to cover the teaching positions and to provide supervision in the lunchroom. SLGQ #4: Thereby severely restricting the ability of some teachers to collaborate during their common planning periods. Many students at all grade levels are reading 2 to 3 grade levels before their grade level. Meade continues to struggle with addressing the mental health needs evidenced by students.

Describe the initiatives that have been revised.

Meade will continue to refine professional development regarding; Balanced literacy and the structured math block. New programs are being purchased to include Lucy Calkins' Writing Units of Study taught by a writing teacher. Online intervention programming in math and literacy will be provided by Compass Learning, in addition to the new math and reading curriculums being provided by the school district (SLGQ #4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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

- 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. The principal at Meade has provided ongoing professional development to all staff regarding the PLC process and the expectations regarding the implementation of effective instructional practices. Through the implementation of Informal/Formal Observations oral and written feedback has been provided to teachers regarding the delivery of effective instructional practices. The School Based Teacher Leader has provided instructional coaching to specific teachers based upon observations.

PBIS and Restorative Practices was offered to teachers and a committee was established to address climate issues.

- The principal and leadership team established Positive Behavior Intervention Support (PBIS) policies, practices, and expectations as per Goal #2 and provided professional development to all staff prior to the arrival of students in September.
- The principal established a school-wide PBIS committee to provide monthly school-wide assemblies, to monitor the effectiveness of the PBIS program, and to otherwise encourage students and assist staff in implementing PBIS practices in accord with Goal #2.
- The principal, leadership team, and SBTL have provided ongoing professional development to staff regarding the implementation of RTII procedures including the development of behavior intervention plans in accord with Goal #2.
- The principal has monitored the provision of behavior intervention plans and has arranged for mental health support from community agencies for specific students as necessary as per Goal #2.
- The principal, leadership team, and school-wide PBIS team monitors school-wide attendance in accord with Goal #2. In addition, procedures have been established to improve attendance of individual students and to encourage and reward individual classrooms for consistent improved attendance at SWAG assemblies.

Also in addition to activities specifically reference in the School Improvement Plan, the principal obtained the support of a full-time Early Literacy Coach in November to support teachers and students in grades K-3, and purchased a team of Experience Corps Volunteers to assist with reading instruction in the primary grades.

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

- The principal and SBTL at Meade must continue to provide ongoing professional development to all staff during half-days devoted to professional development and during PLC meetings in order to continue to reinforce expectations regarding the implementation of effective instructional practices as per Goal #1.
- The principal at Meade must continue to provide informal and formal observations of instruction as per Goal #1, including the provision of written and oral feedback to teachers that is focused to address individual needs of individual teachers and is calculated to create positive changes in each teacher's provision of instruction.
- The principal, the leadership team, and the PBIS team must continue to monitor the provision of PBIS support and attendance incentives as per Goal #2.
- The principal and leadership team must continue to monitor the provision of RTII support for individual students including the provision of tier 2 and tier 3 in-school and after-school interventions as per Goal #2.

Describe the initiatives that have been revised.

- The principal and leadership team at Meade should consider adjusting the school-wide attendance incentive program in the Comprehensive School Improvement Plan for Meade School to address the needs of students who are chronically absent.
- The principal and leadership team should consider adding additional Indicators of Effectiveness that reference the new SDP Benchmark Tests that were not known to be available at the time when the Comprehensive School Improvement Plan was initially developed in the spring of 2014.