

Penn Treaty Sch

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Penn Treaty Sch*

600 E Thompson St  
Philadelphia, PA 19125  
(215)291-4715

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Sam Howell

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Brooke Porch	Academic Recovery Liaison : School Improvement Plan
Sam Howell	Building Principal : School Improvement Plan
Sophie Montgomery	Community Representative
Mr. Kolenut	High School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Ms. Marshall	Parent
Karee Brown	Student

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26	9/28/2016 12:00:00 AM	Overview of OFPD&I
IU 26	1/4/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/9/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/18/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/20/2017 12:00:00 AM	Progress Monitoring District Plan/ARL
IU 26	2/2/2017 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	2/23/2017 12:00:00 AM	School Plan Support
IU 26	3/7/2017 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	3/22/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation/ School Improvement Plan Support
IU 26	10/13/2017 12:00:00 AM	PVAAS Training

### **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.

In August the Principal formed and met with a data team (teachers) to establish a year long assessment calendar. Assessment calendar included benchmarks, common assessments, pre and post level reading test, common planning time and RTII to monitor student achievement. Team determined interventions and protocols to monitor student achievement.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that

students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
Before School	Not answered
After School	Not answered
Lunch/Study Periods	Not answered
<b>Summer School Program</b>	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
<b>In-class Instructional Support</b>	Not answered
<b>Pull Out Instructional Support</b>	Not answered

### 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

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## School Accomplishments

### Accomplishment #1:

<b>Other Academic Indicators:</b>	
• Cohort Graduation Rate	73.17
• Attendance Rate	80.01
• PSAT/Plan Participation	100.00

## School Concerns

### Concern #1:

2015-2016	
<b>SPP score of for Focus:</b>	37.7
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	4.76
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	21.95
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	13.68
SAT/ACT College Ready Benchmark	9.62
<b>Indicators of Closing the Achievement Gap- All Students:</b>	

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.89
ELA/Literature – Percent of Required Gap Closure Met	51.31
Science/Biology – Percent of Required Gap Closure Met	36.21
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.88
ELA/Literature – Percent of Required Gap Closure Met	46.82
Science/Biology – Percent of Required Gap Closure Met	38.72
<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	59.50
<b>Other Academic Indicators:</b>	
Advanced Placement, International Baccalaureate, or College Credit	0.00
<b>KPI Attendance:</b>	86.0 %
<b>KPI Out of School Suspension:</b>	6.0 %

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Systemic Challenge #2** (*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 #3** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: RTII Database

2014 - 2015

Specific Targets: 10% reduction in the number of students assigned Tier II and Tier III interventions.

Type: Annual

Data Source: PVAAS

September 2014- May 2015

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

Type: Annual

Data Source: Emetric

September 2014- May 2015

Specific Targets: Increase up to \_10% or more in all tested subjects for all student groups.

Type: Annual

Data Source: School Performance Profile

2014 – 2015

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

Type: Interim

Data Source: Early Warning Indicators

2014 – 2015

Specific Targets: Decrease in the number of students listed for multiple course failures, truancy, tardy and suspensions.

Type: Interim  
Data Source: Report Cards  
2014 – 2015

Specific Targets: Reduction in the number of course failures.

### ***Strategies:***

#### ***Common Planning Time***

**Description:**

**Common Planning Time** (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

#### ***Data Informed Instruction***

**Description:**

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

**SAS Alignment:** None selected

#### ***Data Analysis Procedures***

**Description:**

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

**SAS Alignment:** None selected

### ***Implementation Steps:***

### *Common Planning Time- Develop a Schedule*

**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

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

- Common Planning Time

### *Common Planning Time- Share Rosters*

**Description:**

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

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

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

- Common Planning Time

### *Common Planning Time- Implement Practices*

**Description:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

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

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

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time -Monitor*

**Description:**

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

*Common Planning Time- Evaluate***Description:**

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth.

Data

Lesson Plans

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

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

- Common Planning Time

*Data Informed Instruction – Establish a Data Team***Description:**

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

List of Data Team Members

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

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

- Data Informed Instruction

*Data Informed Instruction- Professional Development***Description:**

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content

Agenda

Sign-in Sheet

Title I Binder and standards aligned learning objectives.

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

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

**Supported Strategies:**

- Data Informed Instruction

*Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings***Description:**

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



### Calendar of Monthly Meetings

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction - Collect Data*

**Description:**

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

### Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment

anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

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

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Disaggregate Data*

**Description:**

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

Grade Level Goals

Student Specific Goals

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

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

**Description:**

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

Standards Aligned System Materials and Resources9

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Intervention Implementation*

**Description:**

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

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

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

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction – Monitor and Evaluate*

**Description:**

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

Data Protocols

RTII Portal

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Analysis Procedures -Establish a Data Team*

**Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Create Data Analysis Protocols*

**Description:**

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

Copy of Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

*Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

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

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

**Start Date:** 9/1/2014    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures -Analyze Data*

**Description:**

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

PDE and Locally Relevant Student Data

Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Monitor Data Analysis*

**Description:**

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

PDE and Locally Relevant Student Data

Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

## *Data Analysis Procedures- Data Analysis Evaluation*

### **Description:**

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

PDE and Locally Relevant Student Data

Lesson Plans

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

### **Program Area(s):**

### **Supported Strategies:**

- Data Analysis Procedures

**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: Principal Information Board

2017 - 2018

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

Type: Interim

Data Source: Schoolnet 2017-2018

Serious incidents Reports

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

Type: Interim

Data Source: Scholarchip

2017-2018

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

Type: Interim

Data Source: Suspension data

Sept 2017-June 2018

Specific Targets: Increase the ADA to 90% by reducing suspensions for both Middle and High School

Type: Interim

Data Source: Attendance data

Sept 2017-June 2018

Specific Targets: Raising the amount of students that are attending 95% or greater (baseline- 84.5% ADA, baseline 20% (95 % or greater) for both Middle and High School.

## ***Strategies:***

### *Restorative Practices*

#### **Description:**

**Restorative Practices** Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal,



educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

**SAS Alignment:** Safe and Supportive Schools

### *Incentive Program*

**Description:**

At Penn Treaty we instituted an Incentive program to encourage student who arrive to school everyday and on time and for students who display positive behaviors. By implementing this program, we have seen an slight increase in attendance and a decrease in student referrals.

**SAS Alignment:** Safe and Supportive Schools

### *Peer mediation*

**Description:**

Peer mediation is a strategy that was used during the 2016/17 school year and has resulted in a decrease in suspensions YTD.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Restorative Practices - Establish the Restorative Practices, Policies, and Expectations*

**Description:**

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and

responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

*Restorative Practices - Communicate the Restorative Practices, Policies, and Expectations*

**Description:**

The Restorative Practices Team will share the practices, policies, and expectations with staff, teachers, leadership, students and other 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

Restorative Practices Documents

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

*Restorative Practices - Implement and Reinforcement of Restorative Practices*

**Description:**

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

Calendar of school-wide Incentives

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

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

- Restorative Practices

### *Restorative Practices - Monitor Progress of Restorative Practices*

**Description:**

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

SchoolNet Data

Data Protocol

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

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

- Restorative Practices

### *Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program*

**Description:**

The Restorative Practices Team will evaluate the effectiveness of the Restorative Practices program and adjust policies, if needed, by reviewing data on climate and

suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

### *Peer mediation*

**Description:**

Peer mediation will be implemented to handle conflict and to avoid altercations that would lead to suspensions. High school students will be trained to mediate middle school students. All Staff, Leadership team and Principal will be responsible to monitor progress of the program and to participate in ongoing training to ensure the programs effectiveness.

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

**Program Area(s):**

**Supported Strategies:**

- Peer mediation

### *Incentive program*

**Description:**

There will be a school wide incentive program for attendance and positive behaviors.

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

**Program Area(s):**

**Supported Strategies:**

- Incentive Program

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Annual

Data Source: Woodcock and Key Math

September 2014- June 2015

Specific Targets: 75% of students who receive special education services will increase their instructional reading and math levels by one full grade year due to differentiated instructional practices in the classroom

Type: Interim

Data Source: Schoolnet Data

September 2014- June 2015

Specific Targets: 25% decrease in the amount of regular education students that are failing in major subjects

Type: Interim

Data Source: Early Warning Indicators

2014 – 2015

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

Type: Annual

Data Source: School Performance Profile

September 2014- June 2015

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Annual

Data Source: Emetric

September 2014 – May 2015

Specific Targets: Increase up to 10% or more in all tested subjects for all student groups.

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: 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: Increase in the number of students scoring proficient/advanced in all tested subjects 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:** None selected

#### *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

### ***Implementation Steps:***

#### *Differentiated Instruction Professional Development*

**Description:**

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

Agenda

Sign-in sheets

Exit Slips

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

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

**Supported Strategies:**

- Differentiated Instruction
- Professional Development

#### *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:** 9/8/2014    **End Date:** 6/23/2017

**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:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**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.

Reflective Feedback

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

**Program Area(s):**

**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:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Observation Protocol*

**Description:**

Leadership will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects 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.

Walk through protocol

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Walkthrough Protocol Communication*

**Description:**

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

Agenda

Sign-in sheet

**Start Date:** 9/8/2014    **End Date:** 6/16/2017

**Program Area(s):**

**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.

Walkthrough Protocol

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):****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.

Feedback Protocol

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**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.

Schedule of Instructional Coaches

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

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

**Supported Strategies:**

- Informal and Formal Observations

### *Professional Development -Needs Assessment*

**Description:**

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**Supported Strategies:**

- Professional Development

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

**Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):**

**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.

Year-long PD calendar

Title I Binder

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):****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.

Year-long PD calendar

Title I Binder

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):****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.

Year-long PD Calendar

Title I Binder

**Start Date:** 9/8/2014    **End Date:** 6/23/2017

**Program Area(s):****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.

Schedule of Instructional Coaches

**Start Date:** 9/9/2014    **End Date:** 6/23/2017

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

- Professional Development

**Goal #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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Woodcock and Key Math

2017-2018

Specific Targets: 75% of students who receive special education services will increase their instructional reading and math levels by one full grade year due to differentiated instructional practices in the classroom

Type: Interim

Data Source: Schoolnet Data

2017-2018

Specific Targets: 25% decrease in the amount of regular education students that are failing in major subjects

Type: Interim

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Interim

Data Source: Emetric

2017-2018

Specific Targets: Increase up to 10% or more in all tested subjects for all student groups.



Type: Interim

Data Source: PVAAS

2017-2018

Specific Targets: 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

2017-2018

Specific Targets: increase in the number of students scoring proficient/advanced in all tested subjects compared to previous school year

Type: Interim

Data Source: Short cycle assessments, Benchmarks and Star Assessment data

Sept 2017-June 2018

Specific Targets: Increase the number of students scoring proficient or advanced on the reading PSSA by 10% (baseline-16%)

Type: Interim

Data Source: Benchmark, Compass Learning, Academy of Math

Sept 2017-June 2018

Specific Targets: Describe Goal: Increase the number of students scoring proficient or advanced on the math PSSA by 10% (baseline- 1%)

Type: Interim

Data Source: Benchmark, Star Assessment and Short Cycle Assessment and Academy Reading

Sept 2017- June 2018

Specific Targets: Increase the number of students scoring proficient or advanced on Keystone Eng. 2 by 10% (baseline- 18%)

Type: Interim

Data Source: Evaluation of Report

Sept 2017- June 2018

Specific Targets: 95% of 9th graders will earn at least 5 credits in their first year of high school

## ***Strategies:***

### *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

### *Informal and Formal Observation*

#### **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.**

**SAS Alignment:** Instruction

### *Professional Development*

**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.**

**SAS Alignment:** Instruction

### *Short Cycle Assessments*

**Description:**

At Penn Treaty, we implemented short cycle assessments for the current 2016-2017 school year. Our data has shown that administering short cycle assessment provided teachers with the pertinent information needed to assign appropriate intervention prior to the administration of the Benchmark assessments. As a result, we have seen an increase of student performance on the benchmark assessment in ELA.

**SAS Alignment:** Instruction

### *Blended Learning*

**Description:**

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

**SAS Alignment:** Instruction

### *Small group instruction*

**Description:**

Teachers have used benchmark data, intervention data and formative assessments to develop intervention groups. Students are remediated on weak skills and reassessed for growth in proficiency.

**SAS Alignment:** Instruction

### *Academy of Math*

**Description:**

The Academy of MATH<sup>®</sup> is a standards-based online intervention that can be used with a wide variety of students struggling in mathematics for instruction, assessment, and progress monitoring. The Academy of MATH is research-based and follows fundamental learning principles including: allowing multiple opportunities to learn, using a mastery-based learning approach, and providing consistent motivation. The program helps struggling students develop conceptual, procedural, and strategic competence in 10 skill areas essential to mathematics proficiency. To that end students are first administered an automated placement test which provides a snapshot of their mathematical ability relative to their grade level, identifies performance goals, and creates an Individualized Training Plan. While students train on the different skill areas the Responsive Intervention Engine monitors progress and adjusts content to accelerate or remediate as required. [http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/studies/ES\\_randomized\\_acadMATH.pdf?ext=.pdf](http://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/studies/ES_randomized_acadMATH.pdf?ext=.pdf)

**SAS Alignment:** Instruction

### *12 PLUS*

**Description:**

12 Plus has been utilized for the last four years. 12 Plus works with all students to ensure that they are on track for graduation. Last year Penn Treaty had 100% of students complete their FAFSFA and apply for post-secondary programs.

**SAS Alignment:** Instruction

### *Data Conferences*

**Description:**

Counselors, Assistant Principal, Climate Managers and Teachers hold data conferences three times a year. This has led to more student monitoring and data driven discussions with students.

**SAS Alignment:** Instruction

### ***Implementation Steps:***

## *Differentiated Instruction Professional Development*

**Description:**

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

Agenda

Sign-in Sheets

Exit Slips

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

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

- Differentiated Instruction

## *Differentiated Instruction - Differentiated Lesson Plans*

**Description:**

Teachers will develop lesson plans that include differentiated practices by process, content, and

product that reflect challenging learning expectations for all students. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

### *Differentiated Instruction - Lesson Plan Review*

**Description:**

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

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**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.

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Informal and formal Observation - Develop Calendar*

**Description:**

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

Walkthrough Schedules

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

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

- Informal and Formal Observation

*Danielson Framework - Informal and Formal Observation – Protocol*

**Description:**

Leadership will use an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects 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.

Walk Through Protocol

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

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

- Informal and Formal Observation

*Informal and formal Observation - Walkthrough Protocol Communication*

**Description:**

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

Agenda

Sign-in Sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observation

### *Informal and formal Observation - 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.

Walkthrough protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observation

### *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.

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Feedback Protocol

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



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

- Informal and Formal Observation

*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.

Schedule of Instructional Coaches

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

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

- Informal and Formal Observation

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

Administrators will conduct a professional development needs assessment.

Needs Assessment

Title I Binder

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

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

- Professional Development

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

**Description:**

Administrators will review and analyze results from the needs assessment

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

- Professional Development

### *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.

Year-long PD Calendar

Title I Binder

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

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

- Professional Development

### *Professional Development - Professional Development Trainings*

**Description:**

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

Year-long PD Calendar

Title I Binder

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

**Program Area(s):**

**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.

Year-long PD Calendar

Title I Binder

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

**Program Area(s):**

**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.

### Schedule of Instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Short Cycle Assessments*

**Description:**

Teachers will administer assessments (screener, benchmarks, and short cycle) to students. The data from these assessments will be used by teachers to improve student achievement by catering to the specific needs of students. Teachers will include student groupings with their lesson plans and evidence of these groupings will be witnessed in the classrooms. Each teacher will keep a (google) tracker for each of their classes and a binber that includes assessment data and plans for improvement.

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

**Program Area(s):**

**Supported Strategies:**

- Short Cycle Assessments

### *Small Group Instruction*

**Description:**

Teachers will administer assessments (screener, benchmarks, and short cycle) to students. The data from these assessments will be used by teachers to improve student achievement by catering to the specific needs of students. Teachers will include student groupings with their lesson plans and evidence of these groupings will be witnessed in the classrooms. Each teacher will keep a (google) tracker for each of their classes and a binber that includes assessment data and plans for improvement.

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

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

- Small group instruction

*12 PLUS***Description:**

12 Plus will be purchased to continue to support 9th graders and to keep them on track for graduation. 12 Plus along with other staff and key community partners will hold data conferences with students three times a year to ensure they are on track with behavior, attendance and credits.

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

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

- 12 PLUS

*Data Conference***Description:**

12 Plus along with other staff and key community partners will hold data conferences with students three times a year to ensure they are on track with behavior, attendance and credits.

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

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

- Data Conferences

*Academy of Math*

**Description:**

Teachers will administer assessments (Academy Math benchmarks, and short cycle) to students. The data from these assessments will be used by teachers to improve student achievement by catering to the specific needs of students.

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

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

- Academy of Math

*Blended Learning Model***Description:**

Blended learning model will be implemented to provide and support differentiated instruction. Teachers will facilitate the rotational model so they will be able to support students in small group instruction. Technology based programming will be an additive to support students needs. Informal and formal walkthroughs will be conducted to make sure this practice is instituted with fidelity.

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

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

- Blended Learning

**Goal #5:** 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: 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: Reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2014- June 2015

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

### ***Strategies:***

#### ***Restorative Practices***

##### **Description:**

Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity

through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

**SAS Alignment:** None selected

### *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:** None selected

### ***Implementation Steps:***

#### *Restorative Practices - Establish the Restorative Practices, Policies, and Expectations*

**Description:**

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

**Program Area(s):**



**Supported Strategies:**

- Restorative Practices

*Restorative Practices - Communicate the Restorative Practices, Policies, and Expectations***Description:**

The Restorative Practices Team will share the practices, policies, and expectations with staff, teachers, leadership, students and other 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

Restorative Practices Documents

Title I Binder

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

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

- Restorative Practices

*Restorative Practices - Monitor Progress of Restorative Practices***Description:**

The Restorative Practices Team will monitor progress of Restorative Practices by reviewing climate and suspension data, and discussing behavioral trends. This will

ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

*Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program*

**Description:**

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

SchoolNet Data

Data Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

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

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

- School-wide Attendance Incentive Program

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

**Description:**

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

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

- School-wide Attendance Incentive Program

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

**Description:**

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program

*School-wide Attendance Incentive Program - Implement Attendance Incentive Program*

**Description:**

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

Calendar of School-wide Incentives

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

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

**Supported Strategies:**

- School-wide Attendance Incentive Program

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

**Description:**

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

SchoolNet Data

Data Protocol

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program

**Goal #6:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Interim

Data Source: Imagine Learning Assessment

2017 - 2018

Specific Targets: 100% of Penn Treaty students will be assessed in Reading for an instructional Reading level by first marking period This is not a reading target

Type: Interim

Data Source: RTII Database

2017- 2018

Specific Targets: reduction in the number of students assigned Tier II and Tier III interventions.

Type: Interim

Data Source: PVAAS

2017 - 2018

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

Type: Interim

Data Source: Emetric

2017 - 2018

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

Type: Annual

Data Source: School Performance Profile

2017 - 2018

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

Type: Interim

Data Source: Early Warning Indicators

2017 - 2018

Specific Targets: Decrease in the number of students listed for multiple course failures, truancy, tardy and suspensions.

Type: Interim

Data Source: Report Cards

2017-2018

Specific Targets: Reduction in the number of course failures.

### ***Strategies:***

#### ***Common Planning Time (CPT)***

##### **Description:**

**Common Planning Time (CPT)** will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

#### ***Data Informed Instruction***

##### **Description:**

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

**SAS Alignment:** Instruction

### *Data Analysis Procedures*

**Description:**

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

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Common Planning Time- Develop a Schedule*

**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

Calendar

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time (CPT)

#### *Common Planning Time- Share Rosters*



**Description:**

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

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

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

**Supported Strategies:**

- Common Planning Time (CPT)

*Common Planning Time- Implement Practices***Description:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Agendas

Meeting Minutes

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time (CPT)

### *Common Planning Time -Monitor*

**Description:**

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time (CPT)

### *Common Planning Time- Evaluate*

**Description:**

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time (CPT)

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

**Description:**

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent

basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Professional Development*

**Description:**

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

Agenda

Sign-in Sheet

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

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

**Description:**

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

Calendar of Monthly Meetings

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction - Collect Data*

**Description:**

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

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

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

**Description:**

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

Standards Aligned System Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Intervention Implementation*

**Description:**

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

*Data Informed Instruction – Monitor and Evaluate***Description:**

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

Data Protocols

RTII Portal

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

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

- Data Informed Instruction

*Data Analysis Procedures -Establish a Data Team***Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

List of Data Team Members

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

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

- Data Analysis Procedures

### *Data Analysis Procedures- Create Data Analysis Protocols*

**Description:**

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

Copy of Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

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

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

*Data Analysis Procedures -Analyze Data***Description:**

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

PDE and Locally Relevant Student Data Lesson Plans

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

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

- Data Analysis Procedures

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

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

PDE and Locally Relevant Student Data Lesson Plans

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

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

- Data Analysis Procedures

*Data Analysis Procedures- Data Analysis Evaluation*



**Description:**

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

PDE and Locally Relevant Student Data Lesson Plans

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

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

- Data Analysis Procedures

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Penn Treaty Sch.*

# Assurance of Quality and Accountability

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

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

66% of students for Q2 are Reading on target in grades K-3 based on the DRA compared to 52% in Q1. This is a 14% increase.

Our average percent correct for Q1 ELA Benchmark 1 was 41%. This remained the same for Q2 ELA Benchmark.

Our average percent correct for Q1 Math Benchmark 1 was 37%. This increased by 4% to 41% for Q2 benchmark 2.

25 students have received an Out of School Suspension from September to March this is a decrease of 9% compared to 19% last school year.

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

60% of students (72 students) in grades K-3 Reading on Target as indicated by the DRA

No more than 25% (9 students) of 3rd grade students will score Below Basic on the 3rd grade PSSA ELA Assessment

12% of students (21 students) in grades 3-8 achieving proficiency on the Math PSSA

60 or fewer Out of School suspensions for the 17-18 school year.

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

The effective instruction practice goals (SLGQ#4) were revised and now include new strategies such as short cycle assessments, blended learning, small group instruction, Academy of Math, 12 Plus, and data conferences.

The climate goals (SLGQ#6) were also revised and now incorporate Restorative practices, incentive program, and peer mediation

## 2015-2016 Improvement Evaluation

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

Penn Treaty implemented a schoolwide focus on data. Teachers used benchmark, common assessment and classroom data to drive instruction (SLGQ #2). Teachers collaborated during weekly common planning time to plan lessons, visit model classrooms, and receive professional development on different instructional strategies (SLGQ #4). RTII meetings

were health monthly to monitor at risk students on attendance and reading. Penn Treaty also implemented a Restorative Practices program which helped in decrease of suspensions and serious incidents. A school wide attendance plan was put in place which focused on increasing the number of students that attend school 95% of the time. AVID continues to be a success with an increase from 90 to 140 students receiving the AVID elective. There was also an increase in the number of teachers that became AVID certified (SLGQ #6).

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

Penn Treaty continues to struggle on Keystone and PSSA (SLGQ #4). Although attendance is higher than last year, it continues to be a concern with only 86% daily attendance. Attendance is a major factor in low test scores (SLGQ #6). Teaching vacancies were a major concern this year causing teachers to cover and miss out on common planning time. Parental involvement continues to be lower than desired.

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

This summer there will be a summer bridge program that will focus on incoming freshman. Students will learn strategies on how to be successful in high school and visit different universities. Restorative practices will continue for Year 2 and there will be a continued focus on data driven instruction (SLGQ #4 and 6).

## 2014-2015 Improvement Evaluation

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

- The principal of Penn Treaty has established a leadership team and a climate team at Penn Treaty. Both teams analyze data, develop data protocols, develop or modify procedures to address concerns, and then provide appropriate staff development as per Goal #1 of the Penn Treaty Comprehensive School Improvement Plan.
- The leadership team at Penn Treaty analyzes assessment and instructional data, determines school-wide instructional priorities based on that analysis, and provides professional development (PD) to teachers regarding these priorities as per Goal #1.
- The leadership team at Penn Treaty also provides PD to assist teachers in effectively analyzing data at the student and classroom level in order to determine instructional priorities for individual students and groups of students as per Goal #1.
- The leadership team also requires that teachers provide instruction to students about student attendance data, student assessment data, and grades, and requires that every student must maintain his/her individual Penn Treaty Passport where attendance data, assessment data, and grades are recorded.
- The climate team analyzes student attendance and lateness, as well as behavior and climate data, determines school-wide priorities and procedures regarding attendance and behavior, and provides professional development to teachers and support staff regarding these priorities and procedures as per Goal #1.
- The principal monitors and evaluates implementation of data analysis procedures as well as instructional procedures and practices as per Goal #1 and Goal #2 through frequent visits to classrooms.
- The principal monitors procedures and practices designed to address attendance, student behavior, and school climate by observing student and teacher behavior in classrooms, hallways, stairwells, and common areas.
- The principal at Penn Treaty has provided professional development regarding PA

common core standards, differentiated instruction, the development of lesson plans, and the delivery of standards-based instruction employing the 8 Highly Effective Instructional Practices as per Goal #2.

- The principal at Penn Treaty has provided walkthroughs, informal observations, and formal observations of instruction for all teachers focusing on 8 Highly Effective Classroom Practices and the Danielson Framework. Observations have included the provision of both written and oral feedback in accord with Goal #2.
- The principal at Penn treaty has offered instructional coaching to teachers who struggle to implement differentiated instructional practices with fidelity (or struggle to establish effective classroom management procedure) in accord with Goal #2.
- The principal has conducted informal needs assessments regarding professional development (PD), has analyzed the results of these needs assessments, and has adjusted PD trainings to address identified needs as per Goal #2.
- The principal monitors the effectiveness of professional development activities by conducting informal observations of instruction as per Goal #2.
- The principal of Penn Treaty has established school-wide behavioral expectations and practices in accord with the principals of a Restorative Practices model as per Goal #3 of the Penn Treaty Comprehensive School Improvement Plan.
- The principal of Penn Treaty has communicated his expectations to teachers and students and has provided professional development to teachers regarding practices and procedures as per Goal #3.
- School-wide incentive programs have been established at both the middle school and high school level in order to reinforce desired school behavior, including attendance, in accord with Goal #3.
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The school climate team meets regularly to monitor climate and suspension data in accord with Goal #1 and Goal #3 of the Comprehensive School Improvement Plan.

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

- The principal should develop a master roster that will allow Common Planning Time (CPT) for all teachers to meet with peers during CPT meetings or PLC meetings for at least one full class period each week.
- The principal and leadership team should create protocols and procedures for CPT teams to follow in order to ensure effective outcomes for CPT meetings that will address student needs.
- Teachers need to develop agendas for CPT meetings that include time to delineate next steps, need to follow procedures in conducting CPT meetings, and need to develop and share minutes in a timely fashion after each CPT meeting.
- Teachers need to implement CPT practices and procedures regarding the analysis of assessment data and student work samples, and the sharing of professional practices, including successes and failures in implementing specific instructional strategies.
- The principal and leadership team needs to monitor and evaluate the effectiveness of CPT meetings to ensure that meetings are addressing student needs.

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

There will be no revisions to our current plan.