

Spring Garden Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Spring Garden Sch

685 N 12th St
Philadelphia, PA 19123
(215)684-5070

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Laoreal Robinson

Superintendent: William Hite

Stakeholder Involvement

Name	Role
LAUREAL ROBINSON	Building Principal : School Improvement Plan
Gladys Thomas-Tomlin	Ed Specialist - Other
Judith Grant	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Sheila Armstrong	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- School newsletter
- District web page
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- 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
- Home-school visits

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal 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	12/7/2016 12:00:00 AM	Overview of OFPD&I
IU 26	1/27/2017 12:00:00 AM	Progress Monitoring District Plan
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	3/3/2017 12:00:00 AM	School Plan Support
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26	3/16/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/23/2017 12:00:00 AM	Budget session/ School Plan
IU 26	3/27/2017 12:00:00 AM	Budget Confirmation/ School Improvement Plan Support
IU 26	12/20/2017 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.

We regularly monitor data during our weekly PLC Meetings and our half and full day professional development days. We use a variety of assessments to monitor student achievement that include: DRA, Gates, AIMSweb, SDP Reading and Math Benchmarks, and our "In House" Writing and Science Benchmarks. We have created an excel spreadsheet to progress monitor all of these student assessments on one file. Student performance on these assessments inform small group enrichment and intervention groups.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	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"> • ELA/Literature – Percent of Required Gap Closure Met 	83.94
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> • ELA/Literature – Percent of Required Gap Closure Met 	82.11
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> • Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	100.00
<ul style="list-style-type: none"> • ELA/Literature - Meeting Annual Academic Growth Expectations 	100.00
<ul style="list-style-type: none"> • Science/Biology - Meeting Annual Academic Growth Expectations 	70.00
Other Academic Indicators:	

<ul style="list-style-type: none"> Promotion Rate 	100.00
<ul style="list-style-type: none"> Attendance Rate 	93.55
KPI Attendance	94 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	61.1
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	9.04
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	26.44
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	23.88
<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	28.00
Indicators of Closing the Achievement Gap- All Students:	

<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	36.14
<ul style="list-style-type: none"> Science/Biology – 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 	38.82
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	0.00
KPI Out-of-School-Suspensions	9.3%

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: DRA

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

Type: Interim

Data Source: PSSA

September 2017 – June 2018

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

Type: Interim

Data Source: PVAAS

September 2017- June 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

September 2017-June 2018

Specific Targets: 15% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: PSSA 2017-2018

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

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 the results of research based strategies to differentiate instruction and monitor the success of interventions in order to fully 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: Instruction

Informal and Formal Observations

Description:

Informal and Formal observations would be implemented to monitor teachers to ensure that they are using effective instructional practices that meet the needs of all students and that their lessons correlate with standards. The observations would also help to identify exemplar teachers and those in need of instructional coaching to fully 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: Instruction

Professional Development

Description:

Professional development on research-based instructional practices will be provided to all teachers to ensure effective implementation of differentiated instructional practices across classrooms and use of assessments in instruction that correlate with standards to monitor and inform instruction.

SAS Alignment: Instruction

Lexia

Description:

Provides independent practice in the 5 components of reading; can be used to group students according to need. Supplemental software program; complements any sound core curriculum; students work independently via differentiated practice; alerts teacher when student needs support; provides full reporting of progress and needed skill review; 20 to 30 minutes, 3 to 5 times per week; includes placement testing.

SAS Alignment: Instruction

Guided Reading Groups

Description:

Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The teacher uses a tightly structured framework that allows for the incorporation of several research-based approaches into a coordinated whole. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

SAS Alignment: Instruction

Children's Literacy Institute summer professional development

Description:

This professional development will provide teachers with support in implementing the balanced literacy framework. It will cover best practices in instructional delivery of the literacy components.

SAS Alignment: Instruction

Power Hour- PSSA After School

Description:

Extended day programs are a research based strategy to support students in basic skill acquisition. The use of our "Power Hour" extended day program has been effective in closing skill gaps, increasing students growth and providing additional 60 minutes of instructional time in literacy.

SAS Alignment: Instruction

First In Math

Description:

The program was designed with focus, coherence and rigor as its cornerstones. Self-paced activities target mastery of procedural skills and fluencies that are essential for internalizing and demonstrating conceptual understanding. FIM's comprehensive content fully aligns with the CCSSM, as well as various state and other established standards. Our easy-to-use Math Standards Correlations tool enables teachers to use the program to best support ongoing pedagogical and practice standards. Examination of the impact of FIM on particular CST question clusters revealed differential effects of FIM on CST questions clusters in each grade. Further, the program has small but significant effect on particular CST content areas. For example, FIM had the largest effects in Clusters 1-3 for 3rd graders. FIM seems particularly beneficial in facilitating 3rd graders understanding of basic number sense, operations, and algebraic relationships. FIM seems to be particularly effective for 5th grade students in reinforcing concepts that are introduced at Skill Set® levels 5-8, including estimation, percents, factors, algebra, and functions. For 6th grade students, FIM has the largest effect on statistics, data analysis, and probability. The California content standards for 6th graders in this area for this grade level include students' understanding of how to use fractions and percentages to compare data. Placing this finding in the context of both underlying concept of FIM and its' focus on fractions and decimals, provides one explanation of this large effect.

https:
explore.firstinmath.com/proven-results/case-studies/scientific-based-research-study-conducted-by-wested-evaluation-of-t

SAS Alignment: Instruction

*Red Bird***Description:**

The Redbird Mathematics curriculum is based on a three-part learning model designed by Stanford University. Students master each Common Core skill or concept through a combination of guided exploration and explicit instruction. Skills and concepts are applied and reinforced through practice and advanced games. Students have the opportunity to create using their newly acquired skills in end-of-unit projects that challenge learners to think analytically through real world problems.

Each unit begins with an introductory video that highlights the relevance of the skills and concepts the student will learn. Graphics and interactive elements, including over fifty types of digital manipulatives, engage students in the learning process. Lessons feature embedded questions that continually assess student understanding and adapt to student instructional needs.

<https://www.edsurge.com/product-reviews/redbird-advanced-learning-courses>

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on guided reading, learning centers, choice board activities, and computer based interventions in Reading and Math will be provided during common planning time and designated professional development days.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Professional Development

Differentiated Instruction- Lesson Plans

Description:

Teachers will complete and follow lesson plans that actively engage or meet student learning needs and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Professional Development

Differentiated Instruction -Lesson Plan Review

Description:

Principal will review lesson plans to ensure consistent implementation of effective instructional practices.

Lesson Plans

Reflective Feedback

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

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

- Professional Development

Differentiated Instruction - Observation

Description:

Principal will conduct teacher observations to fully ensure consistent implementation of differentiated instruction.

Reflective Feedback

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

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

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

- Professional Development

*Informal and formal observations -Observation Protocol***Description:**

Leadership team 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.

Walk through protocol

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

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

- Professional Development

*Informal and formal observations - Walkthrough protocol communication***Description:**

Principal will communicate expectations for observations, both formal and informal to teachers and staff to ensure that they are prepared.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Professional Development

Informal and formal observations -Conduct Walk Throughs

Description:

Principal will conduct walk throughs to fully ensure consistent implementation of differentiated instruction.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Professional Development

Informal and formal Observation - Feedback

Description:

Principal will provide feedback from observations outlining how the teacher has used research based strategies to differentiate instruction and implement instructional practices that meet the needs of all students and align with the Pennsylvania Framework for Teaching.

Feedback Protocol

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

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

- Informal and Formal Observations

*Informal and formal Observation - Instructional Coaching***Description:**

Principal will determine the need for and assign instructional coaches for teachers who do not use multiple instructional strategies.

Schedule/Agenda of Instructional Coaching Session

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

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

- Informal and Formal Observations

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

Principal will conduct a needs assessment, surveying teachers on their needs to develop a professional development plan.

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:

After conducting the needs assessment, the principal will compile the results and determine what professional developments should be offered to the staff.

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- Calendar

Description:

Principal, along with other staff, will layout a calendar of professional development sessions for 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 -Trainings

Description:

A variety of professional developments will be offered throughout the school year in order to help educators acquire underlying core content knowledge and to gain skills for implementing research based instructional practices.

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:

After professional development sessions, a survey will be completed by all attendees. This survey help to evaluate the effectiveness of the session.

Year-long PD calendar

Title I Binder

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

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

- Professional Development

Professional Development – Instructional Coaching

Description:

Principal will determine the need for and assign instructional coaches for teachers who do not use multiple instructional strategies. Coaches can hold additional professional development sessions throughout the year.

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Professional Development

Lexia

Description:

Teachers will have a 120 minute literacy block, which will include time for differentiated instruction. During this component, teachers will work with small groups of students for Guided Reading on specific reading behaviors. Teachers will also use the Lexia computer program to help students master the necessary reading skills.

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

Program Area(s):

Supported Strategies:

- Lexia

Guided Reading Groups

Description:

Teachers will have a 120 minute literacy block, which will include time for differentiated instruction. During this component, teachers will work with small groups of students for Guided Reading on specific reading behaviors. Classroom

SSA's will also support this effort by working with small groups of students on Lexia, answering questions, and supporting learning center/ choice board activities assigned by the teacher.

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

Program Area(s):

Supported Strategies:

- Guided Reading Groups

Children's Literacy Institute summer professional development

Description:

Teachers will attend the CLI summer literacy institute PD in June 2017. The professional development will prepare teachers to implement the components of the balanced literacy framework. For participating in the CLI summer literacy institute, we will also receive a CLI teacher coach. The teacher coach will plan, co-teach, and provide teachers with additional job embedded coaching in the balanced literacy components. Informal and formal observations will be conducted to ensure that best practices are being facilitated throughout instruction.

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

Program Area(s):

Supported Strategies:

- Children's Literacy Institute summer professional development

Power Hour- PSSA After School

Description:

From January to March, we will offer on Tuesday, Wednesday, & Thursday's, Power Hour to specifically support preparing for the PSSA. Teachers will model test taking strategies utilizing the PSSA COACH workbooks. To determine the effectiveness from of the program we will monitor student growth using the DRA, SDP ELA benchmark, and the AIMSWEB fluency reports.

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

Program Area(s):

Supported Strategies:

- Power Hour- PSSA After School

First In Math

Description:

Teachers will have a 120 minute math block, which will include time for differentiated instruction. During this component, teachers will work with small groups of students for Guided Math on specific foundational skills. Teachers will also use the Red Bird and First In Math computer programs to help students master the necessary math skills. Classroom SSA's will also support this effort by working with small groups of students on Red Bird answering questions, and supporting learning center/ choice board activities assigned by the teacher.

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

Program Area(s):

Supported Strategies:

- First In Math

Red Bird

Description:

Teachers will have a 120 minute math block, which will include time for differentiated instruction. During this component, teachers will work with small groups of students for Guided Math on specific foundational skills. Teachers will also use the Red Bird computer program to help students master the necessary math skills. Classroom SSA's will also support this effort by working with small groups of students on Red Bird answering questions, and supporting learning center/ choice board activities assigned by the teacher.

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

Program Area(s):

Supported Strategies:

- Red Bird

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: Suspension report

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

Strategies:*"In house" classroom management PD***Description:**

We will provide professional development for our teachers in classroom management strategies to work with students in crisis. The professional development will be facilitated by the principal, counselor, and a limited contract with Playworks & Delta T. The professional development sessions will cover both proactive as well as appropriate reactions to student misbehaviors and conflict resolution. All teachers and support staff will participate in this professional development. The LCA with Playworks will provide professional development and job embedded coaching for our support staff to build a socialized recess program. Many of our serious incidents and conflicts occur during the lunch periods. The Playworks professional development and coaching will help our School Climate Staff establish a safe and orderly administration of lunch and recess periods. The Delta T LCA will be used to purchase a fulltime staff person to support morning admission, lunch supervision, hall, and bathroom monitoring, as well as after school dismissal.

SAS Alignment: Safe and Supportive Schools

Incentive Program

Description:

We will implement a school-wide program to incentivize our school rules, which are Spring Garden Eagles are Safe, Respectful, Responsible, & Prepared. Our goal is to create a positive and proactive school culture that is responsive to student needs. Each classroom will post a points chart. Students will be able to earn up to 5 points for displaying positive behaviors. Each team will hold a monthly celebration for the students who earn the required points for displaying positive behavior. These points will also be tied to attendance, punctuality, uniform compliance, and field trip participation. All teachers and support staff will participate in implementing the school-wide expectations and supporting the monthly incentives.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***"In house" classroom management PD*****Description:**

Our school wide behavioral program will support building a positive school culture in alignment with RTII/MTSS. With all teachers and support staff reinforcing the same expectations, out of school suspensions and serious incidents should decrease, while student attendance should improve. We will regularly monitor our suspension, serious incident, and attendance reports to assess the efficacy of our efforts. It is imperative that we participate in ongoing professional development to ensure that all teachers and supports staff on the same page with how we positively support students. The data collection from our efforts are tied to student RTII/MTSS plans. The LCA agreement with Playworks will help us establish a socialized recess program that is safe, orderly, and enjoyable for the students. The job embedded coaching component of the Playworks contract will provide the School Climate Staff with real time support while they are working with the students. The Delta T contract for a full time staff person will allow us to cover gaps in supervisory areas (Hallways, bathrooms, & corridors) to ensure that we have a safe and orderly school environment.

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

Program Area(s):

Supported Strategies:

- "In house" classroom management PD

Incentive Program

Description:

We will implement a school-wide program to incentivize our school rules, which are Spring Garden Eagles are Safe, Respectful, Responsible, & Prepared. Our goal is to create a positive and proactive school culture that is responsive to student needs. Each classroom will post a points chart. Students will be able to earn up to 5 points for displaying positive behaviors. Each team will hold a monthly celebration for the students who earn the required points for displaying positive behavior. These points will also be tied to attendance, punctuality, uniform compliance, and field trip participation. All teachers and support staff will participate in implementing the school-wide expectations and supporting the monthly incentives.

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

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

- Incentive Program

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Spring Garden Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Spring Garden 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 Spring Garden 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.

Approximately 66% of students for quarter one are Reading on target in grades K-3 based on the DRA compared to 52% in quarter 2, which is a 14% increase. Our average the percent correct for quarter one Math Benchmark 1 was 37%, which increased to 41% for quarter 2 Benchmark 2. There is a decrease in the percent of students receiving Out of School Suspensions from 19% to 9%.

Describe the continuing areas of concern from the past year.

Increase the percent of students "At Target" on the DRA assessment. About 60% of students (72 students) in grades K-3 Reading are "At Target" as indicated by the DRA.

Decrease the percent of students scoring below basic on the PSSA ELA. No more than 25% (9 students) of 3rd grade students will score Below Basic on the 3rd grade PSSA ELA Assessment.

Increase the percent of students scoring proficient on the Math PSSA. Approximately, 12% of students (21 students) in grades 3-8 achieving proficiency on the Math PSSA.

Continue to decrease the number of out of school suspensions.

Describe the initiatives that have been revised.

The effective instruction practice goals (SLGQ#4) have been modified and now includes guiding reading groups, Children's Literacy Institute Summer Professional Development, Power hour-PSSA Afterschool, First in Math, and Red Bird.

The climate goals (SLGQ#6) were revised and now include "In house classroom" management Professional Development and an Incentive Program.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Based on the School District of Philadelphia School Progress Report, our K-8 school ranks 69th out of 140 K-8 schools in the district. Our student average daily attendance is 95% and our average faculty attendance is 96%. We have very little faculty turn over and have had consistent principal leadership for 6 years. As it relates to student achievement, 6.2% of our students were proficient or advanced in Math, 21% were proficient or advanced in ELA, and 41% of students in grades 4 and 8 were proficient in Science. 4 out of 5 homerooms met or exceeded growth in Math and 3 out of 4 homerooms met or exceeded growth in ELA.

Describe the continuing areas of concern from the past year.

We must continue to improve in the area of student achievement. We want to ensure consistent growth across all classrooms with all homerooms meeting or exceeded their growth targets. We want to increase by 10% the number of students scoring at proficient and advanced on the ELA, Math, & Science PSSA. We must continue to implement our research based interventions (Lexia, Study Island, & First in Math) with fidelity across classrooms. There is still a need for access to laptops in grades K-5. We must continue to monitor student and staff attendance to ensure 95% average daily attendance with no student or staff member missing more than 9 days of school per year. Based on the survey we must continue to monitor student climate in the areas of out of school suspensions and student perception of safety. We want to maintain (5) or fewer suspensions per month or less than (50) per school year.

Describe the initiatives that have been revised.

Based on our 14-15 data, we need to focus on providing instructional support in ELA, Math, Writing, and Science. Instructional materials (subscriptions, work books, lab materials), intervention materials (web-based subscriptions), technology (laptops, desktops, calculators, smart boards, dongles, printers, projectors, and technology supplies), and core curriculum will be geared to that focus. Teachers will need ongoing professional development in writing lesson plans, implementing the balanced literacy and math blocks, responding to student writing prompts, text dependent analysis, and evidenced based responses. We will revamp our "Power Hour" after school tutorial to run from October to April to provide students with an extra hour of instruction. We will use our existing community partnerships with Rodelph Shalom and Drexel PALS to provide tutors to help students during the extended day. We will seek support with our PBIS/ Socialized Recess (LCA w/ DeltaT group) program to ensure implementation across classrooms with fidelity.

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. Informal and Formal Observations have been effective in insuring that teachers are using instructional practices to meet the needs of all learners.

Professional Development has provided faculty and staff with opportunities for improving their practices and to apply sound principles of teaching, learning, advocacy and reflection. Our Positive Behavior Intervention and Support Program has provided a school-wide system of support that includes proactive strategies for defining, teaching, and supporting

appropriate student behaviors and has created a positive school environment. Principals and teachers continue to work together to analyze incident reports and attendance data and support safe and orderly learning environments. The RTII program is used to identify students needing assistance and those students are monitored on an on-going basis.

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. Informal and Formal Observations have been effective in insuring that teachers are using instructional practices to meet the needs of all learners. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

Professional Development has provided faculty and staff with opportunities for improving their practices and to apply sound principles of teaching, learning, advocacy and reflection. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

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

Our Positive Behavior Intervention and Support Program has provided a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors and has created a positive school environment.

Principals and teachers continue to work together to analyze incident reports and attendance data and support safe and orderly learning environments. The RTII program is used to identify students needing assistance and those students are monitored on an on-going basis.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 6 to ensure increased

academic performance of all students. We will continue to focus our efforts on improving school culture and improving our teachers accessibility to professional development opportunities.

Describe the initiatives that have been revised.

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