

Taggart John H Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Taggart John H Sch

400 W Porter St
Philadelphia, PA 19148
(215)952-6228

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Nelson Reyes

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Nelson Reyes	Building Principal : School Improvement Plan
Martina Mansell	Community Representative
Danetta Bates	Ed Specialist - Other
Amy Kerrigan	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Tynisha Cannady	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.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- 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:

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	12/16/2016 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
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	Email: School Plan Support

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Professional Development on accessing the PDE website, ACUITY, navigating the Curriculum Engine, will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established assessments in grade bands.

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	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
Before School	Not answered
After School	Not answered
Lunch/Study Periods	Not answered
Summer School Program	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
In-class Instructional Support	Not answered
Pull Out Instructional Support	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
------------------------------	------------------------

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

Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	92.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	87.00
Other Academic Indicators	
<ul style="list-style-type: none"> Promotion Rate 	100.00
<ul style="list-style-type: none"> Attendance Rate 	93.99
KPI Attendance	94.9 %
KPI Out-of-School Suspensions	3.7 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	54.1
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	12.92
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	26.78
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	25.77
<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	28.95
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	23.77
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00

<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	50.16
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	23.77
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	50.16
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	59.50

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 #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

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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: eMetric

9/17 – 6/18

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

Type: Interim

Data Source: PSSA

September 2017 – June 2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

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: PA School Performance Profile

September 2017- 2018

Specific Targets: Increase in the PA School Performance Profile Score by 8 points.

Type: Interim

Data Source: Grade level classroom based assessments

9/17 – 6/18

Specific Targets: 80% of the students pass the assessment

Type: Interim

Data Source: PSSA

9/17 – 6/18

Specific Targets: By May 2018 the number of students scoring Proficient/Advanced as measured by the Math PSSA will increase from 13.4% to 16.75% a 25% increase over last year's result.

Type: Annual

Data Source: School Performance Profile

2017– 2018

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

Type: Interim

Data Source: Aimsweb Sep 17- Jun 18

Specific Targets: AT least 70% of K students and 50% of 1st and 2nd grade students will score at Target by the spring AimsWeb assessment

Type: Interim

Data Source: DRA 2 Sep 17- Jun 18

Specific Targets: There will be a 5% increase of students on Target according to DRA2 in grades K-8 , 5% decrease in percentage of students who move back a performance tier each quarter, 5% decrease in the number of students scoring below basic (grade 3).

Type: Interim

Data Source: KPI dashboard Sep 17 - Jun

Specific Targets: By May 2018, 63 % of students of students will reach the 95% or higher attendance target, as measured by the KPI, compared to 58% in SY 2015-2016.

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, sheltered instruction observation protocol (SIOP) etc. that actively engage and meet students learning needs across all classrooms

SAS Alignment: Instruction

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: Instruction

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

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

Comprehensive Literacy Block

Description:

Previous years DRA 2 data showed that a 5% increase of students at Target was possible. It also showed a decrease in the number of students at INTENSIVE level.

SAS Alignment: Instruction

Guided Reading / Literacy Circles

Description:

GR is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. It uses a tightly structured framework that allows for the incorporation of several research-based approaches.

SAS Alignment: Instruction

Children's Literacy Initiative Program

Description:

Taggart's CEPL score based on the Children's Literacy Initiative Program, has increased throughout the 16/17 school year.

SAS Alignment: Instruction

First In Math

Description:

Tier I RTII Intervention/ First in Math was partially utilized consistently by all students. Analysis of engagement with the program (as measured by stickers awarded) indicated that increased engagement was correlated with increases in scores on formative assessments.

SAS Alignment: Instruction

Star Math/Renaissance Learning

Description:

Tier I, II,III RTII Intervention/Star Assessments are highly rated for initial screenings, lessons that are centered around skill sets that students have not mastered at a level of proficiency and progress monitoring the success of skill mastery.

SAS Alignment: Instruction

Guided Math Groups

Description:

The Math Specialist provides support through PD, modeling, and feedback to teachers in the following areas; incorporate number talks as a routine in class. getting students more involved with participation techniques and activities that get students up and moving, and using number talks as a whole class activity.

SAS Alignment: Instruction

Use leveled fluency passages weekly

Description:

Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. Participants include low-achieving children who are not receiving another supplementary intervention. English language learners can also benefit from LLI.

SAS Alignment: Instruction

"Corrective Reading" reading program with flexible grouping

Description:

A progressive program starting with teaching letter sounds, and blending skills, to expository passages; addresses the varied reading deficits and skill levels of older readers. Teacher must be trained. Placement testing for every level.

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 - Leveling of Literacy and Mathematics Materials

Description:

Teachers will organize their classroom-based instructional materials into levels in order to easily locate appropriately leveled materials for each student or student group
Leveled materials checklist

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Sorting and Identification of Intervention Materials

Description:

Staff members will organize available intervention resources so that teachers will have access to needed intervention materials

Intervention materials checklist

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

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

- Differentiated Instruction

*Differentiated Instruction- Lesson Plans***Description:**

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

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction -Lesson Plan Review***Description:**

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **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

Differentiated Instruction – Implementation

Description:

Teachers will provide differentiated instruction to actively engaged and meet the learning needs of all students.

Observation Protocols

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

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- 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 -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 - Monitor***Description:**

The principal will conduct regular formal and informal classroom observations to ensure the demonstration of proficient and aligned instruction.

Observation Form

Satisfactory observations and/or positive feedback of observed lessons

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

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

- Professional Development

*Professional Development /Instructional Feedback***Description:**

The principal will provide feedback to teachers about the content of the observation. Teachers will given the opportunity to spend time a peer's classroom to share successful instructional strategies

oral and written feedback along with suggestions for improvement.

Principal, Teachers, SBTL, Reading Specialist

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

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

- Professional Development

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 Observations

Informal and formal Observation - Observation Protocol

Description:

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

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 Sheets

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

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

Program Area(s):

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. Instructional modeling and turn around implementation of effective teaching strategies are encouraged.

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

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):**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

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.

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- Evaluate

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Comprehensive Literacy Block

Description:

Teachers will adhere to the Literacy Framework time parameters for ALL components: read aloud, shared reading, guiding reading groups, independent reading, modeled writing, shared and interactive writing, guided writing, and independent writing.

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

Program Area(s):

Supported Strategies:

- Comprehensive Literacy Block

Guided Reading / Literacy Circles

Description:

Dedicated Guided Reading Area for small group reading instruction at students' reading level. Teachers will collect data and review F&P Reading Behaviors. Three paraprofessionals will assist k-3 teachers with guided reading groups.

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

Program Area(s):

Supported Strategies:

- Guided Reading / Literacy Circles

Children's Literacy Initiative Program

Description:

Taggart has been approved to receive one more year of CLI services which include an Early Literacy Specialist. The ELS will provide PD and classroom supports by way of observations, modeling and providing feedback to the principal on the school's implementation of CLI initiatives and school district Literacy initiatives.

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

Program Area(s):

Supported Strategies:

- Children's Literacy Initiative Program

First In Math

Description:

All students will have First In Math accounts beginning in September, were they will have additional support available to them in order to increase proficiency with Math concepts.

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

Program Area(s):

Supported Strategies:

- First In Math

Star Math/Renaissance Learning

Description:

Full implementation of Star Math as an intervention will begin in September. We will Increase the amount of time devoted to math during our PLCs.

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

Program Area(s):

Supported Strategies:

- Star Math/Renaissance Learning

Guided Math Groups

Description:

Our Carnegie Institute Math Specialist will provide PD and classroom supports by way of observations, modeling and providing feedback to our teachers on Guided Math Groups. School Leadership will monitor formative assessments, Benchmark data, and Star Math data.

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

Program Area(s):

Supported Strategies: None selected

Use leveled fluency passages weekly

Description:

Classroom libraries will contain leveled fiction and non fiction text for students to use during independent reading opportunities. These will be purchased prior to the beginning of the school year. Our SBTL will provide classroom support for teachers in implementing interventions, identifying students targeted for interventions, and providing PD.

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

Program Area(s):

Supported Strategies:

- Use leveled fluency passages weekly

"Corrective Reading" reading program with flexible grouping

Description:

Continue monitoring, Monitor MTSS RTII for Academics. Draw school wide data on a quarterly basis. Gather data mid-year to address areas for improvement and gain insight for planning improvement. Plan strategically to target students for improvement. Our SBTL will provide classroom support for teachers in implementing interventions, identifying students targeted for interventions, and providing PD.

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

Program Area(s):

Supported Strategies:

- "Corrective Reading" reading program with flexible grouping

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Grade level classroom based assessments

9/14 – 6/15

Specific Targets: 80% of the students pass the assessment

Type: Annual

Data Source: PSSA

9/14 – 6/15

Specific Targets: The number of proficient/advanced students will increase by 10%

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: 10 % of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual

Data Source: PA School Performance Profile

September 2014- May 2015

Increase in the PA School Performance Profile Score by 8 points.

Specific Targets:

Increase in the PA School Performance Profile Score by 8 points.

Strategies:

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. This will help to identify instructional practices that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned

learning objectives and 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

Implementation Steps:

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:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The leadership team will develop a relevant school-wide data protocol based on passed protocols that will be used for recording data and progress.

copy and electronic copy of the data protocol

SPRB binder in each homeroom

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 results from assessments to prioritize curricular content and instructional practices by assessment anchor, eligible content, or standards-aligned learning objective.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures-Analyze data

Description:

All teachers, staff, and leadership will analyze student assessment data such as PVAAS, emetric, locally relevant data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery and to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

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- Monitor Data Analysis

Description:

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and use established protocols to analyze results from assessments to prioritize curricular content and instructional practices by assessment anchor, eligible content, or standards-aligned learning objective.

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

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

Indicators of Effectiveness:

Type: Interim

Data Source: Daily Attendance Sheets, KPI, Early Warning Systems and School Net Sept. 17- June 2018

Specific Targets: By May 2017, 63 % of students of students will reach the 95% or higher attendance target, as measured by the KPI, compared to 58% in SY 2015-2016.

Strategies:

Taggart's Positive Behavior Program (TPBP)

Description:

Current TPBP Attendance programn has resulted in a 5% increase in the number of students attending school 95% or more.

SAS Alignment: Safe and Supportive Schools

Parental Workshops

Description:

The number of parents that have attended Parent workshops, Report Card Conferences, and back to school night have increased from the previous year based on sign in sheets and the increased number of parents taking the on-line parent survey.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Taggart's Positive Behavior Program (TPBP)

Description:

Continue monitoring, Monitor MTSS/RTII for attendance, and referrals to truancy. Draw school wide data on a weekly basis for those students at 95% to maintain this rate. Gather data every 8 weeks to address areas for improvement and gain insight for planning improvement. Plan strategically to target students below 95% for improvement. Attendance designees includes the school secretary, school counselor, and our TPBP Team. The TPBP Team, headed by Taggart's Dean of Students, meets once per month to plan activities, review data, plan parent workshops.

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

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

- Taggart's Positive Behavior Program (TPBP)

*Parental Workshops***Description:**

Parent workshops will include; Attendance/truancy policies, Parental resources, literacy and math workshops, budgets and Title I workshops. The TPBP will coordinate with Taggart's community supporters to provide Attendance Incentives.

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

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

- Parental Workshops

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Taggart John H Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Taggart John H 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 Taggart John H 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.

DRA Baseline K-8 (first quarter) showed that 33% of students were "At Target". There was a 6% increase during the second quarter with 39% "At Target" using the DRA2 AimsWeb baseline for students in K-2 "At Target" was 32%. Winter assessment showed that 35% of students were "At Target"

Describe the continuing areas of concern from the past year.

There will be a 5% increase of students on Target according to DRA2 in grades K-8 , 5% decrease in percentage of students who move back a performance tier each quarter, 5% decrease in the number of students scoring below basic (grade 3)

Increase the percent of students scoring Proficient or Advance on the Math PSSA. The number of students scoring Proficient/Advanced as measured by the Math PSSA will increase from 13.4% to 16.75% a 25% increase over last year's result

Increase the attendance rate of students. Approximately 63 % of students will reach the 95% or higher attendance target, as measured by the KPI, compared to 58% in SY 2015-2016.

Increase the percent of students scoring on target on the Aimsweb assessment. At least 70% of K students and 50% of 1st and 2nd grade students will score at Target on the spring AimsWeb assesment

Describe the initiatives that have been revised.

The effective instructional practice goals (SLGQ#4) contains revisions and now incorporates guided reading, Children's Literacy Intitiave Program, First in Math, Star Math, Leveled Fluency Passages, and "Corrective readibng" Reading Program.

Also the climate goals (SLGQ#6) contains revisions and now incorporates Taggart's Positive Behavior Program.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Grade 4/ Literacy - Evidence that Taggart met the standard for Academic Growth

Grade 5/ Math - Significant evidence that Taggart exceeded the standard for Academic Growth.

Grade 5 Literacy - evidence that Taggart met the standard for Academic Growth

Grade 6/ Math Moderate evidence that Taggart exceeded the standard for Academic Growth.

Grade 7/ Literacy Evidence that Taggart met the standard for Academic Growth (SLGQ #2 and 4).

Describe the continuing areas of concern from the past year.

We are struggling with Grades 7 and 8, in Math and Literacy . There was significant evidence that Taggart did not meet the Standard for PA Academic Growth based on PVAAS Data (SLGQ #2). Our Grade 8 Literacy results showed that there was significant evidence that Taggart did not meet the Standard for PA Academic Growth. Finally, Grade 4 and 8 Science scores showed significant evidence that Taggart did not meet the Standard for PA Academic Growth (SLGQ #4).

Describe the initiatives that have been revised.

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 (SLGQ #4)..

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. This will help to identify instructional practices that are linked to student success in mastering specific assessment anchors, eligible content and/or standards-aligned learning objectives and to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery. We will revise our procedures and PBIS to decrease Student Tardiness, increase Student Attendance (SLGQ # 2).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Mon Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of succe

We will continue to address the SLGQs mentioned above and continue monitoring. We were able to provide quality professional development to our staff that focused on researched based strategies and best practices in reading and math.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2 and 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2 and 4 to ensure increased academic performance of all students.

We will continue to provide meaningful professional development and our teachers will continue to differentiate instruction to meet the needs of all of our students. The leadership team will continue to monitor the implementation of instructional strategies through lesson plans and formal/informal observations. In addition, we will continue to focus on our data analysis procedures and protocols to continue to ensure that our staff assist our students in reaching mastery of all subjects.

Describe the initiatives that have been revised.

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