

Blaine James G Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Blaine James G Sch

3001 W Berks St
Philadelphia, PA 19121
(215)684-5085

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Gianeen Powell

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Gianeen Powell	Building Principal : School Improvement Plan
Andrew Shannon	Community Representative
Andrew Brooking	Ed Specialist - Other
Jennifer Mackenzie	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Nicole Hines	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

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	9/23/2016 12:00:00 AM	Overview of OFPD&I
IU 26	10/14/2016 12:00:00 AM	PVAAS Training
IU 26	12/9/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/6/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/13/2017 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	3/13/2017 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	3/27/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support email
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement 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.

At James G. Blaine Elementary School teachers are included in the decisions regarding the use of academic assessment to improve achievement in Literacy/Math/Science by implementing the following (Strategies): The Leadership Team (including grade band and content teacher leaders) work together to create a school-level assessment plan and schedule/calendar. This plan incorporates the following components: 1) A Schedule of Assessed Standards (SAS) for each subject that spans the duration of the school year and breaks instruction down into quarters. ANet Interim Assessments will be used in grades 2-8 (Math and ELA). K-2 will use interims that they have collaborated to create during the previous year

(reviewed/approved by leadership) Science Interims will be administered four times per year in grades K-8. 2) MAP - This independent measure of overall progress/readiness will be administered three times per year in the subjects of Math and ELA (K-8) 3) AIMSweb - Benchmark collections (Reading/Literacy and Math) will take place three times per year. Progress monitoring for ≤ 25 th percentile will take place bi-weekly and will be recorded in the RTII system. The AIMSweb R-CBM reported Lexile is used to determine reading levels of students in grades 3-8. 4) F&P - Assessments will take place four times per year to determine reading levels of students in grades K-2. **Literacy/Math/Science Processes:** 1) **ANet:** Teachers (Math/ELA 2-8) will use the ANet assessment to deepen their understanding of the standards and how those standards come to life in question stems and open-ended prompts. They will also use the assessment as a scope and sequence for instruction. A deep knowledge of the standards along with an analysis of exemplar responses and common misconceptions will lead to increased student achievement classroom through the planning and implementation of instruction that precisely addresses the standards as well as incorporates frequent checks for understanding that match the expected complexity of the assessments. Teachers will also use the Schedule of Assessed Standards (SAS - ANet) in order to create long-range standards focused plans. Leaders will use the ANet partnership to identify levers for improving instruction via the review of consultant feedback, blog posts, and other planning tools. Teachers/Leaders will use performance data to plan reteach/reassess opportunities 2) **AIMSweb/F&P:** Teachers will use the assessments (AIMSweb/F&P) to identify sub skill deficits (phonemic awareness, fluency, comprehension, computation) and to inform placement in Tier II or Tier III interventions as well progress monitor in order to determine rate of improvement (achievement). 3) **MAP:** Teachers will use assessment to determine the number of scholars who are highly prepared to meet long term learning goals (PSSA/College/Career). Teachers will use performance data to plan reteach/reassess opportunities. Leaders will use data to measure school-wide growth. **Science:** This year, we will begin the work of aligning instruction to standards through the use of a SAS created by leadership team members and the administration of quarterly interim assessments. A curriculum has been purchased and will be used as a planning/instructional resource in grades 3-8. **Teachers will use all of these assessments to communicate progress to parents and to work with parents to create goals for students. Data is shared with parents during report card conferences and APTT (Academic Parent Teacher Team) meetings.**

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes

Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

- *Any federal education program administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> • ELA/Literature - Meeting Annual Academic Growth Expectations 	72.00
Other Academic Indicators:	
<ul style="list-style-type: none"> • Promotion Rate 	97.80
<ul style="list-style-type: none"> • Attendance Rate 	90.80
KPI Out- of - School Suspensions	7.6 %

School Concerns

Concern #1:

2015-2016	
	42.2
SPP score of for Focus:	
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> • Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	7.30

<ul style="list-style-type: none"> • ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	17.15
<ul style="list-style-type: none"> • Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	23.46
<ul style="list-style-type: none"> • Grade 3 ELA- Percent Proficient or Advanced 	9.43
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> • Mathematics/Algebra I- Percent of Required Gap Closure Met 	0.00
<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 	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 	1.24
<ul style="list-style-type: none"> • ELA/Literature – Percent of Required Gap Closure Met 	8.30
<ul style="list-style-type: none"> • Science/Biology – Percent of Required Gap Closure Met 	0.00
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> • Mathematics/Algebra I – Meeting Annual Academic Growth 	59.00

Expectations	
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	64.50
KPI Attendance	92 %

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: PVAAS
 September 2017- June 2018

Specific Targets: 80 % of students will show 1 years worth of growth in all four subjects.

Type: Interim
 Data Source: Emetric
 September 2017 -June 2018

Specific Targets: increase up to 10% or more of the performance levels in reading and math for the “all” student group and relevant subgroups.

Type: Interim
 Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly /
 9/2017-6/2018
 Specific Targets: 10 % or more students will increase in reading skills by one grade level

Type: Interim
 Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2014-6/2015
 9/2017-6/2018

Specific Targets: 10 % or more students will increase in reading skills by one grade level

Type: Interim
 Data Source: W.R.A.P.(Writing and Reading Assessment Profile) / Quarterly /
 9/2017 - /2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Achieve 3000

September 2017 -June 2018

Specific Targets: 10% or more of all Reading Lexiles will show continuous growth, meeting or exceeding grade level.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase building level score.

Type: Interim

Data Source: Aimsweb

Sept 2017- June 2018

Specific Targets: 85% of scholars will demonstrate that they are decoding at grade level by achieving ≥ 25 th percentile on the R-CBM/LSF subtests of AIMSweb and/or meeting level expectations of Fountas & Pinnel.

Type: Interim

Data Source: PSSA, Acuity Data

Sept 2017 - June 2018

Specific Targets: 60% of scholars will score a minimum of a 2 and 70% of scholars will increase by 1 point year-over-year on the TDA portion of the PSSA.

Type: Interim

Data Source: AIMSweb MCOMP & TEN and Benchmark Assessments data

Sept 2017- June 2018

Specific Targets: 65% of Scholars will meet or exceed their 1-year growth target on NWEA's Mathematic assessment

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

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

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

SAS Alignment: 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

*Danielson Framework***Description:**

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Blended Learning/Computer-Assisted Instruction

Description:

Schechter et al. Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades
Computers in the Schools
Interdisciplinary Journal of Practice, Theory, and Applied Research
Volume 32, 2015 - Issue 3-4

SAS Alignment: Instruction

Small Group Instruction-Multi-Sensory Phonics

Description:

Malatesha et al. Teaching reading in an inner city school through a multisensory teaching approach - Annals of Dyslexia
January 2002, Volume 52, Issue 1, pp 229–242

SAS Alignment: Instruction

Small Group Instruction-Guided Reading

Description:

Lipp, J. R., & Helfrich, S. R. (2016). Key Reading Recovery Strategies to Support Classroom Guided Reading Instruction. *The Reading Teacher*, 69(6), 639-646. doi:10.1002/trtr.1442

SAS Alignment: Instruction

Text Complexity Protocol, Text Dependent Questions & Discussions

Description:

Both And (Article - Achieve the Core) - Liben & Liben #2 Meridith and David Liben on Why Reading Complex Text Matters
<https://www.youtube.com/watch?v=anYa7Dkz-V4>

SAS Alignment: Instruction

Close Reading

Description:

Fisher, D., & Frey, N. (2012). Close Reading In Elementary Schools. The Reading Teacher, 66(3), 179-188. doi:10.1002/trtr.01117

SAS Alignment: Instruction

*Lesson Internalization Protocol***Description:**

Classroom observation and analysis of lesson planning artifacts revealed that teachers who had spent time annotating texts and planning questioning prompts with great intentionality had larger gains in student progress on the ANet Benchmark.

SAS Alignment: Instruction

*Dreambox Math***Description:**

We found that students who used DB, at least 60 mins a week, showed an average growth of 10 points above their normed goal.

SAS Alignment: Instruction

*Pearson's MDIS***Description:**

We found that Tier 3 students who received small group instruction in the MDIS show growth on the AIMSweb M-COMP and TEN assessments

SAS Alignment: Instruction

*Flexible Grouping***Description:**

We found that as teachers gather data on what their students have and have not mastered throughout the year, accelerated growth was found among the students who were pulled into small groups by City Year and their teachers based on skill 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 -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): Professional Education

Supported Strategies:

- Differentiated Instruction

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

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction - Implement***Description:**

Teachers will integrate technology based programs with face-to-face instruction (blended learning) in order to support differentiated learning and assessments to meet the needs of all students across all classrooms.(e.g. Achieve 3000)

Usage reports

Performance reports

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction Observation***Description:**

Principal will observe differentiated practices in classroom using the walkthrough process developed by the district to observe the instructional shifts 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.

Completed Observations on framework

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): Professional Education

Supported Strategies:

- Informal and Formal Observations

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): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walkthroughs

Description:

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional Development on Danielson Framework will be offered to all teachers to ensure that all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Agenda

Sign-in sheets

Exit slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Review lesson plans based on the Danielson Framework

Description:

Lesson Plans will be collected, reviewed and maintained by both the teacher and the principal as evidence of planning expectations of Danielson Framework. Lesson plans will be aligned with Common Core State Standards (CCSS).

Reflective feedback

Lesson Plans

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

Program Area(s): Student Services

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Monitor the Implementation of the Danielson Framework of Instruction

Description:

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework – Evaluate the implementation of the Danielson Framework of Instruction

Description:

Administrators will use the Danielson Instrument to evaluate implementation of instruction, in order to ensure active and intellectual engagement in order to meet the needs of every student.

Reflective feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Blended Learning/Computer-Assisted Instruction

Description:

Professional development and ongoing coaching in best practices of blended learning implementation. 5. Tier II and III meetings held every 3rd PLC along with compliance checks of RTII plans and files (revisit RTII purpose and systems during PD). 6. Quarterly data updates using AIMSWeb/Fountas & Pinnell assessments

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

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

- Blended Learning/Computer-Assisted Instruction

*Small Group Instruction-Multi-sensory Phonics***Description:**

1. Training and implementation of assessments in a manner that promotes valid and reliable data. (PD, PLC, City Year).Stakeholders understand the value, purpose and use of the assessments. Revisit Lexile framework and reading levels.
2.Professional development and ongoing coaching in multisensory phonics instruction. 3. Development of phonics scope and sequence including HFWs before September.

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

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

- Small Group Instruction-Multi-Sensory Phonics

*Small Group Instruction- Guided Reading***Description:**

1. Training and implementation of assessments in a manner that promotes valid and reliable data. (PD, PLC, City Year).Stakeholders understand the value, purpose and use of the assessments. Revisit Lexile framework and reading levels.
2.Professional development and ongoing coaching in multisensory phonics instruction. 3. Development of phonics scope and sequence including HFWs before September.

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

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

- Small Group Instruction-Guided Reading

Text Complexity Protocol, Text Dependent Questions & Discussions

Description:

4. Development of kid friendly rubrics to promote internalization of TDA expectations and provide opportunities for peer editing/review. 5. Implementation of text complexity guides for each grade.

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

Program Area(s):

Supported Strategies:

- Text Complexity Protocol, Text Dependent Questions & Discussions

Close Reading

Description:

1. PD & Ongoing Coaching in close reading, high quality questioning strategies, and text-dependent writing skills instruction. 2. Training in the implementation of assessments (PSSA & ANet) and test design. Norming on the using the PSSA rubric (group scoring opportunities). 3. Building the volume of reading through implementation of independent reading protocol.

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

Program Area(s):

Supported Strategies:

- Close Reading

Lesson Internalization Protocol

Description:

1. PD & Ongoing Coaching in close reading, high quality questioning strategies, and text-dependent writing skills instruction. 2. Training in the implementation of

assessments (PSSA & ANet) and test design. Norming on the using the PSSA rubric (group scoring opportunities). 3. Building the volume of reading through implementation of independent reading protocol.

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

Program Area(s):

Supported Strategies:

- Lesson Internalization Protocol

Dreambox Math

Description:

Teachers will utilize Dreambox across all instruction tiers (time on task will be determined based upon academic MTSS levels). Teachers will hold student goal setting conferences. Math Teacher Lead will collect and share Weekly Dreambox Data, monthly AIMSweb data, and quarterly Benchmark Data in order to assess growth.

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

Program Area(s):

Supported Strategies:

- Dreambox Math

Pearson's MDIS

Description:

Teachers will adopt 1 Anchor Standard & 1 Fluency Standards for each Grade. Teachers will hold student goal setting conferences. Math Teacher Lead will collect and share Weekly Dreambox Data, monthly AIMSweb data, and quarterly Benchmark Data in order to assess growth.

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

Program Area(s):

Supported Strategies:

- Pearson's MDIS

*Flexible Grouping***Description:**

Teachers gather data on what their students have and have not mastered throughout the year, accelerated growth was found among the students who were pulled into small groups by City Year and their teachers based on skill level.

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

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

- 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: D.R.A. (Developmental Reading Assessment) / Quarterly /

9/2017-6/2018

Specific Targets: 10 % or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2017-6/2018

9/2017-6/2018

Specific Targets: 10 % or more students will increase in reading skills by one grade level

Type: Interim

Data Source: W.R.A.P.(Writing and Reading Assessment Profile) / Quarterly /

9/2017 -6/2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Achieve 3000

September 2017 -June 2018

Specific Targets: 10% or more of all Reading Lexiles will show continuous growth, meeting or exceeding grade level.

Type: Interim

Data Source: PVAAS

September 2017 -June 2018

Specific Targets: 80 % of students will show 1 years worth of growth in all four subjects.

Type: Interim

Data Source: Emetric

September 2017 -June 2018

Specific Targets: Increase up to 10% or more of the performance levels in reading and math for the “all” student group and relevant subgroups.

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented weekly to allow for multiple teachers or grade teams to work collaboratively in order to look at student work and analyze student data. This will help to identify strengths /concerns; determine supports/ enrichment ; adjust interventions and/or adapt identified instructional practices within their classrooms to increase student mastery in all content areas.

SAS Alignment: None selected

Data Analysis Procedures

Description:

Data Analysis Procedures and protocols will be established and implemented by all teachers, staff and leadership. Analyzing data and looking at student work will strengthen collaborative conversations around the implementation of researched best practices and strategies in all content areas. This will ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Technology Integration

Description:

Technology Integration would be implemented to introduce, reinforce, extend, enrich, assess, and remediate student mastery of curricular targets. Using the disaggregated student data, teachers would be able to use technology based curricular resources and assessments to build a deeper understanding of content. This will ensure teachers modify and adapt identified instructional practices to increase student mastery and enable student growth and differentiated practices in the student-centered classroom.

SAS Alignment: Assessment

Implementation Steps:

Common Planning Time- Shared 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

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

Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

Common Planning Time and Professional Learning Communities (PLC's) 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.

Agenda

Meeting Minutes w/ Next Steps

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common Planning Time and PLC's are 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

Observations

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Data Analysis Procedure – Professional Development on Data Analysis

Description:

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, Dean of Students, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, 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

Data Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

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

Copy of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

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

Agenda
Schedule

Sign-in Sheets ,PD Evaluation Sheet and

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures -Analyze Data

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Data Analysis Evaluation

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Technology Integration: Professional Development

Description:

Technology based learning will be used across all classrooms. Professional Development will focus on integrating technology with face-to-face learning, and using the data to adjust instructional practices in order to provide interventions and/or acceleration.(ex. Achieve 3000 –differentiated reading program)

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

Program Area(s): Professional Education

Supported Strategies:

- Technology Integration

Technology Integration: Implement

Description:

Online technology based programs will be integrated in reading and math, for all students across all classrooms in grades 3-8 . Web-based programs will support best practices around differentiation, intervention , and acceleration.

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

Program Area(s): Professional Education

Supported Strategies:

- Technology Integration

Technology Integration: Monitor

Description:

A weekly systematic procedure will be used to monitor and track student progress on Achieve 3000 (an online differentiated, complex reading program) and all web-base programs. Performance reports will be analyzed for reporting and decision making.

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

Program Area(s): Professional Education

Supported Strategies:

- Technology Integration

Technology Integration: Evaluate

Description:

Administrator and teachers will evaluate web-based programs (i.e. Achieve 3000) to determine if instruction and intervention (RtII) goals are trending up at the end of each pre-determined benchmark period.

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

Program Area(s): Professional Education

Supported Strategies:

- Technology Integration

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: Referral data/ Pink slip data

Seot 2017- June 2018

Specific Targets: Reduce the overall average number of referrals per month by 15%.

Strategies:*PBIS Orientation***Description:**

Cohen, J., Pickeral, T., & McCloskey, M. (2009). Assessing school climate. The Education Digest, 74(8), 45-48. Sherrod, M. D., EdS., Getch, Y. Q., PhD., & Ziomek-Daigle, J. (2009). The impact of positive behavior support to decrease discipline referrals with elementary students. Professional School Counseling, 12(6), 421-427.

SAS Alignment: Safe and Supportive Schools

Create FBAs for students with 5 or more major referrals

Description:

Cohen, J., Pickeral, T., & McCloskey, M. (2009). Assessing school climate. The Education Digest, 74(8), 45-48. Sherrod, M. D., EdS., Getch, Y. Q., PhD., & Ziomek-Daigle, J. (2009). The impact of positive behavior support to decrease discipline referrals with elementary students. Professional School Counseling, 12(6), 421-427.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS Orientation

Description:

Completing the PBIS Handbook; Conducting Professional Development around Culture & Climate; Implementing PBIS Meetings; Student Leadership Training; Classroom Culture Observations; Documenting referral data in SWIS; Posting School-Wide Expectations; Daily shout-outs during morning announcement; Implement structured roster, social recess, and a Restorative Action Center organized by Education Works; Work with City Year to incorporate Behavioral Interventions for targeted students; Provide small group counseling and peer mediation sessions and Weekly in-class Dojo Rewards; Monthly Community Meetings & Recognition Assembly; Peer Mentorship and Peer Mediation; Check-in/Check-Out

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

Program Area(s):

Supported Strategies:

- PBIS Orientation

Create FBAs for students with 5 or more major referrals

Description:

Completing the PBIS Handbook; Conducting Professional Development around Culture & Climate; Implementing PBIS Meetings; Student Leadership Training; Classroom Culture Observations; Documenting referral data in SWIS; Posting School-Wide Expectations; Daily shout-outs during morning announcement;

Implement structured roster, social recess, and a Restorative Action Center organized by Education Works; Work with City Year to incorporate Behavioral Interventions for targeted students; Provide small group counseling and peer mediation sessions and Weekly in-class Dojo Rewards; Monthly Community Meetings & Recognition Assembly; Peer Mentorship and Peer Mediation; Check-in/Check-Out

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

Program Area(s):

Supported Strategies:

- Create FBAs for students with 5 or more major referrals

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Blaine James G Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Blaine James G 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 Blaine James G 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.

In early literacy, based on DRA assessment for grades K-3 there has been an 3% increase. In the fall it was 58% on target and Winter is 61% on target. In math Based on NWEA MAP Assessment From Winter 2016-Winter 2017 Overall, 51% scholars have made at least 1-year of growth Excluding grade 3, 56% of scholars have made at least one year of growth 82% of grade 2 scholars have made at least 1-year of growth 82% of grade 4 scholars have made at least 1-year of growth 55% of grade 8 scholars have made at least 1-year of growth.

Describe the continuing areas of concern from the past year.

In early literacy and literacy we need 85% of scholars will demonstrate that they are decoding at grade level by achieving $\geq 25\%$ ile on the R-CBM/LSF subtests of AIMSWeb and/or meeting level expectations of Fountas & Pinnel and 60% of scholars will score a minimum of a 2 and 70% of scholars will increase by 1 point year-over-year on the TDA portion of the PSSA. In math we need 65% of Scholars will meet or exceed their 1-year growth target on NWEA's Mathematic assessment. For our climate we need, to reduce the overall average number of referrals per month by 15%.

Describe the initiatives that have been revised.

SLGQ 4: Blended Learning/Computer-Assisted Instruction, Small Group Instruction-Multi-Sensory Phonics, Small Group Instruction-Guided Reading, Text Complexity Protocol, Text Dependent Questions & Discussions, Close Reading, Lesson Internalization Protocol, Dreambox Math, Pearson's MDIS, Flexible Grouping were added in response to guiding question number 4.

SLGQ6: PBIS Orientation, and Create FBAs for students with 5 or more major referrals were added in response to guiding question number 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Enrollment has increased over the years significantly. Out of school suspension and serious incidents has decreased, yet there are still high numbers of out of school suspensions and serious incidents. There has been an increase in student mobility, yet still at a low level. There are a high number of special education students due to low incidence classes where students are able to learn to be diverse learners and sensitive to others and their differences. The same principal has continued to lead the school consistently for 8 years (SLGQ #4).

Describe the continuing areas of concern from the past year.

Academic achievement is low, mobility of students needs to be improved, students are tardy to school -Year 2014-15 students were tardy more due to the change of starting of the school day by 15 minutes earlier (SLGQ #4). School climate is a work in progress where there is a high number of serious incidents and out of school suspensions.

Describe the initiatives that have been revised.

2b. Ensures school safety, 3.c Implements High Quality Instruction, 4.a Maximizes Professional Responsibilities through Parent Involvement (SLGQ #2 and 4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. School Level Guiding Questions (SLGQs) 2 and 4 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. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

Blaine has ongoing professional development in analyzing data and developing action plans around reading levels (Fountas and Pinnell), interventions (iReady, Soar to Success, Corrective Reading, Reading Mastery) and benchmark analysis (Achievement Network). Through analysis, we are able to meet the needs of individual students and develop plans and assessments to monitor their progress on a weekly basis.

School Level Guiding Questions (SLGQs) 2 and 4 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. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students. Differentiation instruction has been implemented by teachers to respond to variance among

learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2,4. 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.

Teachers will continue to make predictions of how students will perform on the benchmark assessment. Reflect in their teaching to identify areas of growth is needed in their daily instruction, analyze the text being used to ensure there in complex text and text dependent questions for practice. Analyze student responses based on distractors and plan lessons to ensure students are mastering standards.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2 and 4 we will continue to assess and amend the implementation of strategies to increase student achievement.