

Cayuga School
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Cayuga School

4344-4358 N 5th St
Philadelphia, PA 19140
(215)456-3167

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Jason I Carrion

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Dr. Nicholas Rotoli	Academic Recovery Liaison : School Improvement Plan
Jason Carrión	Building Principal : School Improvement Plan
Elizabeth Garrett	Ed Specialist - Other
Mindy Carrera	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member

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
- District's annual report
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	10/10/2016 12:00:00 AM	Overview of OFPD&I
IU 26	11/7/2016 12:00:00 AM	PVAAS Training
IU 26	12/5/2016 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	2/27/2017 12:00:00 AM	School Improvement Plan Support
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	3/21/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/28/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support
IU 26	12/23/2017 12:00:00 AM	Progress Monitoring District Plan

Student Assessment of Progress

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

Benchmark assessments are used district wide to improve the achievement of individual students and the overall instructional program. Benchmark assessments communicate a strong message to students, teachers, and parents about what knowledge and skills are important for students to learn, what knowledge is valued, and how learning will be measured. Benchmark assessments support instructional planning by providing educators, principals, and other staff information with needed to develop and adjust curriculum and instruction to meet students' learning needs.

By establishing common planning time, Cayuga will implement school-wide regular assessment and data discussions with teachers on Literacy AIMSweb, Math AIMSweb, DRA2, Benchmarks, ESOL, ACCESS, PSSA, PVAAS and SPP results. Weekly data meetings focus on student progress on Benchmarks and classroom assessments in Math and Literacy, Principal attends and monitors these meetings. Teachers will have a structure for discussing data and emerging protocols.

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	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
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 administrated 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:

Other Academic Indicators:	
• Promotion Rate	100.00
• Attendance Rate	90.18
KPI Out-of- school Suspensions:	5.3%

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	41.6
Indicators of Academic Achievement:	
• Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	6.67
• ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.57
• Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	31.91
• Grade 3 ELA- Percent Proficient or Advanced	13.58
Indicators of Closing the Achievement Gap- All Students:	

<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	24.00
<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 	5.89
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	25.31
<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 Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	67.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	68.00
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	50.00
KPI Attendance:	92.0 %

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: Study Island Progress Reports
 Quarterly
 November 2014, January 2015, April 2015

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

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: End of Unit Assessments
 Monthly
 October 2014-June 2015

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

Type: Interim
 Data Source: Aimsweb, Pathblazer and DRA2
 Sept 2017- 2018

Specific Targets: By June 2018 the percentage of K-2 students that will have achieved grade-level reading proficiency as per the DRA will increase by 10%.

Type: Interim

Data Source: Aimsweb, Common Assessments and Pathblazer

Sept 2017 - 2018

Specific Targets: By June 2018 the percentage of 3-5 students that will have achieved grade-level mathematics proficiency as per the District mandated Benchmarks will increase by 5%.

Type: Interim

Data Source: Pathblazer, DRA2 and Aimsweb data

Sept 2017- 2018

Specific Targets: By June 2018 the percentage of 3-5th students that will have achieved grade-level reading proficiency as per the DRA will increase by 10%.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

Professional Development

Description:

Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

SAS Alignment: None selected

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: None selected

*Saxon Phonics***Description:**

Phonemic Awareness and Phonics, the beginning reading skills referred to as foundational skills, can determine the success of future readers. They are strong predictors of reading success, and can be developed through explicit and systematic instruction.

SAS Alignment: Instruction

*Guided Reading***Description:**

Guided reading is 'small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency'. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

SAS Alignment: Instruction

*Compass Learning (PathBlazer)***Description:**

Each student is provided with an Individualized Learning Path (ILP) designed to fill gaps and accelerate them to on-level mastery. All lessons are built around a gradual-release instructional model of explicit instruction, supported practice, independent practice, and assessment.

SAS Alignment: Instruction

Common Assessments

Description:

Interim assessments collaboratively designed by grade-level teachers. Designed as matching pre- and post-assessments to ensure same-assessment to same-assessment comparison of student growth. Similar in design and format to district and state assessments. Items represent essential standards only. A blend of item types, including selected-response (multiple choice, true/false, matching) and constructed-response (short- or extended). Student results analyzed in Data Teams to guide instructional planning and delivery

SAS Alignment: Instruction

*Guided Math Groups***Description:**

Each student receives small group, need specific instruction, followed by independent worktime. Allows for students to be rotated/moved to different groups by lesson or unit. Students are engaged at all times in mathematics practice, and concepts are reinforced daily in stations

SAS Alignment: Instruction

*Compass Learning (PathBlazers)***Description:**

Each student is provided with an Individualized Learning Path (ILP) designed to fill gaps and accelerate them to on-level mastery. All lessons are built around a gradual-release instructional model of explicit instruction, supported practice, independent practice, and assessment.

SAS Alignment: Instruction

*AimsWeb progress monitoring***Description:**

Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

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): Professional Education

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 – 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): Student Services

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): 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 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

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

Danielson Framework –Monitor and Evaluate 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): Professional Education

Supported Strategies:

- Danielson Framework

Saxon Phonics

Description:

The consistent implementation of the Saxon Phonics program provides K-2 students with the direct instruction and reinforcement of foundational skills they need as beginning readers.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Guided Reading

Description:

Execution of guided reading groups with fidelity will allow teachers to provide differentiated instruction to students on their independent level so that they can grow their proficiency.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Compass Learning (Pathblazer)

Description:

The PathBlazer intervention will be used to support students who need extra support in reaching the desired proficiency level.

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

Program Area(s):

Supported Strategies:

- Compass Learning (PathBlazer)

Common Assessments

Description:

The goal of using common assessments is to ensure that the continual focus is on higher levels of achievement for all students. When teachers develop and use common assessments, they must provide all students with access to the same essential knowledge and skills regardless of who their teacher is.

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

Program Area(s):

Supported Strategies:

- Common Assessments

Guided Math Groups

Description:

Guided Math - the teacher puts the students into small groups and the students work on specific standards being taught in centers around the room. Students are placed in ability level groups and taught the standards of the curriculum. Differentiation is achieved as students are in different groups and instruction is changed to hit the needs of the student.

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

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

- Guided Math Groups

Compass Learning (Pathblazer)

Description:

Differentiation is achieved as students are in different groups and instruction is changed to hit the needs of the student. The PathBlazer intervention will be used to support students who need extra support in reaching the desired proficiency level.

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

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

- Compass Learning (PathBlazers)

AimsWeb progress monitoring

Description:

Progress Monitoring enables goal oriented, frequent data collection in order to inform instruction and measure student achievement.

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

Program Area(s):

Supported Strategies:

- AimsWeb progress monitoring

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: PVAAS

September 2017- June 2018

Specific Targets: Increase up to 5% or more in reading and math for all student groups.

Type: Interim

Data Source: Response to Intervention and Instruction (RtII): Monthly September 2017-June 2018

Specific Targets: Reduce Level 2 for identified students with academic concerns by 10% and the number of Level 3 cases by 10%.

Type: Interim

Data Source: School District Literacy Monitoring Tool/Progress Monitoring: September 2017 November 2017, January 2018, March 2018, June 2018

Specific Targets: 5% increase in the percentage of students at the Target Level and 5% decrease in the percentage of students at the Intensive Level

Type: Interim

Data Source: Emetrics

September 2017- June 2018

Specific Targets: 5% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested grades

Type: Interim

Data Source: SchoolNet

2017 – 2018

Specific Targets: Decrease the number of chronically truant students

Type: Interim

Data Source: SchoolNet

2017– 2018

Specific Targets: Decrease the number of chronically tardy students.

Strategies:

Data driven instruction

Description:

Data driven instruction that is aligned to the Common Core Standards to provide differentiated learning opportunities for all children to meet high levels of student achievement will be implement. Data would include PSSA, Acuity Benchmark, Response to Intervention and Instruction (RtII , ESOL Access, Reading Assessments- DRA, GATES, DIBELS. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: Instruction

*Professional Learning Communities***Description:**

Continued implementation of Professiona Learning Communities (PLCs) 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

Implementation Steps:*Common Planning Time- Develop a Schedule***Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will ensure 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:

- Professional Learning Communities

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:

- Professional Learning Communities

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:

- Data driven instruction
- Professional Learning Communities

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:

- Professional Learning Communities

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:

- Professional Learning Communities

Data Informed Instruction – Establish a Data Team

Description:

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

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction- Professional Development

Description:

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

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data driven instruction

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

Description:

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

Calendar of Monthly Meetings

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction - Collect Data

Description:

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

Data Binders

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction- Disaggregate Data

Description:

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

Data Protocols

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction- Disaggregate Data pt.2

Description:

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

Grade Level Goals

Student Specific Goals

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction- Select Instructional Strategies

Description:

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

Standards Aligned System Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data driven instruction

Data Informed Instruction- Intervention Implementation

Description:

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

SAS Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data driven instruction

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

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

Data Protocols

RTII Portal

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

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

- Data driven instruction

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: SWIS Behavior data

Sept 2017- 2018

Specific Targets: By June 2018 the percentage of referrals for administrative discipline will decrease by 20%.

Strategies:

Second Step

Description:

A study examined the effects of the Second Step program on 1,253 second- through fourth-grade children. When compared to children in a control group, those who participated in the Second Step program showed greater improvement in teacher ratings of their social competence, were less aggressive, and were more likely to choose positive goals.

SAS Alignment: Safe and Supportive Schools

Playworks Partnership

Description:

On a 2016 national annual survey conducted in schools using Playworks, 82% of staff reported a decrease in conflicts from recess spilling into the classroom, a decrease in amount of class time spent resolving conflicts and 95% of staff reported an increase in students' use of conflict resolution strategies.

SAS Alignment: Safe and Supportive Schools

PBIS with Devereaux

Description:

After partnering with Devereaux, the School District of Philadelphia was awarded the School Climate Transformation Grant award from the U.S. Department of Education which provides evidence of the partnership's effectiveness in Philadelphia schools.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Second Step

Description:

Through the use of the Second Step curriculum and partnership with Playworks, we will grow our students' capacity in conflict resolution and positive social interaction. A socialized recess will support the decrease in physical incidents on the playground and in the cafeteria. Playworks instruction and the Second Step curriculum will support classroom instruction of positive social choices.

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

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

- Second Step

*Play Works***Description:**

Through the use of the Second Step curriculum and partnership with Playworks, we will grow our students' capacity in conflict resolution and positive social interaction. A socialized recess will support the decrease in physical incidents on the playground and in the cafeteria. Playworks instruction and the Second Step curriculum will support classroom instruction of positive social choices.

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

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

- Playworks Partnership

*PBIS with Devereaux***Description:**

The PBIS framework that we continue to implement provides rewards and consequences that support student choices. Our partnership with Devereaux also provides us with access to the SWIS system which allows us to track and analyze our behavior referrals. We anticipate all these initiatives will contribute to a 20% decrease in behavior referrals.

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

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

- PBIS with Devereaux

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Cayuga School.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Cayuga School 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 Cayuga School 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, 51.6% of students are demonstrating grade-level proficiency as per the DRA as compared to 46% in fall administration yielding a 5.6% increase; this tool measures comprehension, fluency and phonics. In math, students' scores averaged 44.7% on the Q2 Benchmark Assessment as compared to 43.7% from Q1 and in climate, 3.8% of student population has received (1) suspension as compared to 9% the previous year. 45 students were suspended last year as compared to 18 students for the current school year.

Describe the continuing areas of concern from the past year.

In early literacy by June 2018, we need the percentage of K-2 students that will have achieved grade-level reading proficiency as per the DRA will increase by 10%. In literacy we need by June 2018, the percentage of 3-5th students that will have achieved grade-level reading proficiency as per the DRA will increase by 10%. In math we need by June 2018, the percentage of 3-5 students that will have achieved grade-level mathematics proficiency as per the District mandated Benchmarks will increase by 5%. In the area of climate we need by June 2018 the percentage of referrals for administrative discipline will decrease by 20%.

Describe the initiatives that have been revised.

SLGQ 4: Saxon Phonics, guided reading, Compass learning (PathBlazer), common assessments, guided math groups and Aimsweb was added in response to guiding question number 4.

SLGQ 6: Second Step, Playworks and PBIS with Deveraux were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The success from the past year includes the following:

1. The student attendance rate increased from 90% to 93%.
2. The percentage of chronically truant students has decreased from 20.9% to 13.9%.

Describe the continuing areas of concern from the past year.

The continuing areas of concern for Cayuga Elementary are:

1. Percentage of students reading at target in grades K-3 is at 50%.
2. Percentage of students proficient or advanced on PSSA Math 6.8%, ELA 17%

Describe the initiatives that have been revised.

1. Strengthen the instructional program. (SLGQ #4)

2. Using data to inform instruction. (SLGQ #2),
3. Safe school environment (SLGQ #2),
4. Reduce the percentage of students with Out of School Suspensions. (SLGQ #6)
5. Implementation of School Wide Positive Behavior Intervention and Support. (SLGQ #6)
6. Use Title I funding to reduce class size and support literacy instruction in grades K-3 through the purchase of 3-classroom teacher and 2- SSA staff.
7. School intervention funds to purchase literacy intervention for grades K-5

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

- Use of Curriculum Engine, PDE and SAS Resources for instruction and assessments in regular professional development and grade meetings.
- Monitored through classroom visits, Leadership Team, and grade team meetings, as well as collected lesson plans
- Standard lesson plan model established. Lesson plans are checked weekly
- Emerging common language established for instruction
- Lesson sharing and demonstration of Sentence Starters and Sentence Prompts by teachers

Literacy Specialist, shares ideas and strategies in grade meetings

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

- Focusing on improving attendance is a major school-wide goal. Presently at 92.5% - goal is 95%.
- Use of SDOP SISL for meetings with parents/guardians
- Daily calls made to homes (tracked)
- Monthly attendance challenge with local elementary schools for rewards
- PBIS has not yet been fully implemented – goal is to emphasize greater 2nd semester.
- Principal has implemented “principal on wheels” initiative where he spends periods of time each day with his laptop and cell, increasing visibility for security.
- Emerging consistency of tracking and following up on attendance, tardiness, and behavior
- Daily increase of parent/family contacts

Describe the initiatives that have been revised.

Implement Positive Behavior Support Program (PBIS) school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBIS framework to guide the selection, integration, and implementation of the best evidence based academic and behavioral practices for improving academic and behavior outcomes for all students.