

Cramp William Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Cramp William Sch*

3449 N Mascher St  
Philadelphia, PA 19140  
(215)291-4704

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Deanda Logan

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Deanda Logan	Building Principal : School Improvement Plan
Maria Garcia	Community Representative
Jaclyn Gates	Ed Specialist - Other
Linda Kerrigan	Ed Specialist - Other
Tonya Cabeza	Elementary School Teacher - Regular Education
Sandra Warren	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Lyzette Rios	Parent
Russy Baez	Student

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- School newsletter
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits

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

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

No

## **Coordination of Programs**

### **Technical Assistance**

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

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

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

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26	10/21/2016 12:00:00 AM	Overview of OFPD&I
IU 26	11/3/2016 12:00:00 AM	Leadership team meeting
IU 26	11/7/2016 12:00:00 AM	PVAAS Training
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	Progress Monitoring District Plan
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	3/29/2017 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.

Teachers are involved in the assessment plan through quarterly planning using the standards to create localized assessments amongst grade levels for all subject areas. Teachers participate throughout the process of creating the assessment calendar with their SBTL and CLI leaders. Teachers are involved in the analysis of each assessment. Teachers have access to all district level data via SchoolNet. Teachers monitor assessment data to inform and adjust instruction.

The strategies and processes also include daily PLC, grade level meetings, Leadership team meetings, formal and informal observations, Neighborhood Network meetings, monitoring tools, AIMSweb, Benchmark Tracker sheets, DRA reading level.

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

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I - Meeting Annual Academic Growth Expectations	96.00
ELA/Literature - Meeting Annual Academic Growth Expectations	72.00
<b>Other Academic Indicators:</b>	
Promotion Rate	99.64
Attendance Rate	91.55
<b>KPI Attendance:</b>	93 %
<b>KPI Out-of-School Suspension:</b>	2.1%

## School Concerns

### Concern #1:

<b>2015-2016</b>	
<b>SPP score of for Focus:</b>	47.9
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	10.40

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	15.26
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	27.06
Grade 3 ELA- Percent Proficient or Advanced	20.69
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Mathematics/Algebra I- Percent of Required Gap Closure Met	63.22
ELA/Literature – Percent of Required Gap Closure Met	13.72
Science/Biology – Percent of Required Gap Closure Met	0.00
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	64.72
ELA/Literature – Percent of Required Gap Closure Met	10.37
Science/Biology – Percent of Required Gap Closure Met	0.00
<b>Indicators of Academic Growth PVAAS:</b>	
Science/Biology - Meeting Annual Academic Growth	50.00

Expectations	
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## 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

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## 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 2017, January 2018, April 2018

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

Type: Annual  
 Data Source: PSSA  
 2017-2018

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

Type: Annual  
 Data Source: PVAAS  
 2017-2018

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: Benchmark and DRA data  
 Sept 2017- June 2018

Specific Targets: At least 48% of third grade students will make at least one year's worth of ELA growth as evidenced by their DRA2 scores.

Type: Interim

Data Source: Benchmark, and i-Ready data

Sept 2017- June 2018

Specific Targets: At least 40% of all third grade students, and 40% of all 4th grade students will make at least one year's worth of Math growth as evidenced by their Benchmark scores.

Type: Interim

Data Source: Experience Corp, DRA2 and Lexia data

Sept 2017- June 2018

Specific Targets: At least 75% of all Kindergarten students will make at least one year's worth of growth as evidenced by their DRA2 scores. and 50% of 3rd grade students will score at target by June 2018 as evidenced by DRA2 scores..

## ***Strategies:***

### *Differentiated Instruction*

**Description:**

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

**SAS Alignment:** Instruction

### *Informal and Formal Observations*

**Description:**

**Informal and Formal Observations: Principal Logan will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process, along with immediate feedback 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:** Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching. Teachers will attend weekly PLC meetings. Teachers will have Common Planning Time each week.

**SAS Alignment:** Instruction

### *Danielson Framework*

**Description:**

**Danielson Framework:** The Danielson Framework will be used as the foundation for assessing and supporting best teaching practices. Professional development and coaching on all elements of instructional design (e.g. 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. The Danielson Framework also promotes Constructivist Teaching and Learning so students are driving the instruction, rather than teacher directed learning.

**SAS Alignment:** Instruction

### *Reduced class size*

**Description:**

"...students in smaller classes showed more positive behaviors towards engagement and learning than did the students in larger classes" [www.nea.org](http://www.nea.org)

**SAS Alignment:** Instruction

### *One-on-one tutoring*

**Description:**

"Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a quality tutoring program." [www.gpo.gov](http://www.gpo.gov)

**SAS Alignment:** Instruction

### *Small group tutoring*

**Description:**

"Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a quality tutoring program." [www.gpo.gov](http://www.gpo.gov)

**SAS Alignment:** Instruction

### *I-Ready Computer driven math intervention*

**Description:**

"An analysis of i-Ready student data from the 2013–14 school year shows that students—including key populations that face a greater risk of falling behind—who engage in i-Ready online instruction outpace average student growth." [www.curriculumassociates.com](http://www.curriculumassociates.com)

**SAS Alignment:** Instruction

### *Reduced class size in 3rd grade*

**Description:**

"...students in smaller classes showed more positive behaviors towards engagement and learning than did the students in larger classes" [www.nea.org](http://www.nea.org)

**SAS Alignment:** Instruction

### *Carnegie Learning*

**Description:**

"...nearly doubled growth in performance on standardized tests relative to typical students in the second year of implementation." [www.carnegielearning.com/why](http://www.carnegielearning.com/why)

**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:** 6/30/2018

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

#### **Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction- Lesson Plans*

#### **Description:**

Teachers will develop lesson plans that include differentiated instruction by process, content, and assessment that reflect challenging and modified learning expectations for all students. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

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



**Supported Strategies:**

- Differentiated Instruction

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

Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs. Lesson plans should include modifications for ESOL, Special Ed and Advanced students

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

*Differentiated Instruction - Observation***Description:**

Principal Logan will observe differentiated practices in each classroom using the walkthrough process to ensure students are actively engaged and that the learning needs of all students are being met. Principal Logan will make sure all lessons are aligned with the PA Framework of teaching. Principal Logan will observe student-directed learning and look for modifications within each lesson that fits the needs of each learner: ESOL, SPED, below basic and advanced.

Differentiated Instruction

-Informal and Formal Observations

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction
- Informal and Formal Observations

### *Differentiated Instruction – Feedback*

**Description:**

Principal and Teacher Leader will provide feedback on research based instructional practices and to monitor instructional fidelity of intervention programs. This is to ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of Teaching.

Feedback Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Informal and formal observations- Calendar*

**Description:**

A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices to ensure that each teacher is being observed formally or informally in a consistent basis.

Walkthrough schedules

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations -Observation Protocol*

**Description:**

Leadership will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. This will promote Constructivist Teaching throughout the school.

Walk through protocol

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations -Walkthrough protocol communication*

**Description:**

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations using the Danielson Model during District Wide Professional Development and during PLC.

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Conduct Walk Throughs*

**Description:**

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices, modified lessons and student-directed learning that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Feedback*

**Description:**

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Feedback Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

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

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity 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.

Schedule/Agenda of Instructional Coaching Session

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

**Program Area(s):****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:** 6/30/2018

**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:** 6/30/2018

**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:** 6/30/2018

**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:** 6/30/2018

**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 that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Year-long PD calendar

Title I Binder

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

**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 and that the Constructivist approach is being implemented in each classroom.

Agenda

Sign-in sheets

Exit Slips

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

**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:** 6/30/2018

**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:** 6/30/2018

**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 all students needs at each learning level.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

### *Reduced class size*

**Description:**

A balanced literacy block which includes guided reading will allow teachers to work with small intervention groups and provide more individualized instruction to move students along in DRA2 levels. Purchase additional teachers in order to reduce class size.

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

**Program Area(s):**

**Supported Strategies:**

- Reduced class size

### *One-on-one tutoring*

**Description:**

Experience Corp and City Year tutors will provide further one-on-one instruction to students to increase literacy scores at least one instructional level each report period.

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

**Program Area(s):**

**Supported Strategies:**

- One-on-one tutoring

### *Small group tutoring*

**Description:**

Experience Corp and City Year tutors will provide further one-on-one instruction to students to increase literacy scores at least one instructional level each report period.

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

**Program Area(s):**

**Supported Strategies:**

- Small group tutoring

### *I-Ready*

**Description:**

i-Ready math is an intervention program that will be implemented with students at least 3 days during scheduled laptop cart time per week to help increase math levels and scores.

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

**Program Area(s):**

**Supported Strategies:**

- I-Ready Computer driven math intervention

### *Reduced class size in 3rd grade*

**Description:**

A representative from Carnegie Learning will meet with 3rd and 4th grade teachers to deliver practical strategies and training to help teachers shift their mindset, deepen content knowledge, and create student-centered learning environments in math.

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

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

- Reduced class size in 3rd grade

**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 /

2017-2018

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

Type: Interim

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

2017-2018

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

Type: Annual

Data Source: PVAAS Growth

2017-2018

Specific Targets: 80% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual

Data Source: PSSA/Emetric

2017-2018

Specific Targets: Increase up to 10% or more in reading and math for all student groups.

### **Strategies:**

#### *Common Planning Time*

##### **Description:**

**Common Planning Time** (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student achievement, progress and needs based on classroom and standardized 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. Working as a team will help the progression of each student.

**SAS Alignment:** None selected

#### *Data Analysis Procedures-*

##### **Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students. Having students look at their individual data will increase student awareness and allow them to take ownership of their learning, understand their strengths and weaknesses and help them to work harder to achieve their personal goals.

**SAS Alignment:** None selected

## ***Implementation Steps:***

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

**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all grade groups to allow for data analysis, modification, and adapt practices within classrooms. This will ensure use of established protocols to analyze appropriate data for informing decisions for improving student learning.

Schedule

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

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

**Description:**

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

Calendar, Teacher Schedules

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### ***Common Planning Time- Implement Practices***

**Description:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. Data will be used as the ongoing tool that adjusts instruction in order to accommodate students' strengths and weaknesses. Teachers will also meet in grade groups/Common Planning Time (CPT), and other forums to review, analyze, and disaggregate data to make decisions related to curricular content and instructional practices. Student work will be reviewed in grade group/CPT for rigor, progress monitoring, coordination of grading, and effective feedback. Teams will work collaboratively to identify and adjust ongoing teaching and learning. Small instructional groups will then be a focus to implement these practices. Standards-aligned assessments will be discussed by teachers and students at the classroom level to provide feedback that is used to adjust ongoing learning. This will ensure that teachers use established protocols to analyze appropriate data for informing decisions for improving student learning.

Agendas

Lesson plans

Meeting Minutes

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time -Monitor*

**Description:**

Administration will monitor that Common Planning Time is being used by every grade group 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:** 6/30/2018

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

- Common Planning Time

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

Leadership will evaluate the effectiveness of Common Planning Time through the Formal and Informal Observations process to ensure that implementation is present in classroom practices. This will ensure that a school-wide use of data that is focused on school improvement and the academic growth of all students.

Data

Lesson Plans

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

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

- Common Planning Time

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

A Data Analysis Team will be formed to analyze data. The team members will include the Principal, Assistant Principal, School Based Instructional Specialist (SBIS), Technology Teacher Leader (TTL), Assessment Coordinator, Roster Chair, Response to Intervention and Instruction (RTII) Champion, Department Chairs, Academy Coordinators, ESOL Coordinator, and Special Education Liason. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

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



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

- Common Planning Time

*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 making decisions actionable towards student improvement.

Copy of Data Protocols

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

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

- Data Analysis Procedures-

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

**Professional Development on Data Analysis will be provided to all teachers and education specialists in order to ensure that school staff members understand how to use established protocols for analyzing appropriate data, make data sets actionable in improving student learning, and adjust instruction to meet students' needs.**

**Agenda**

**Sign in Sheets**

**PD Evaluation sheet and schedule**

**Title I Binder**

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures-Analyze Data*

**Description:**

All teachers, staff, leadership and students will analyze student assessment data during CPT, PLC and during classroom time (with students) to make informative decisions to improve student learning and to modify and adapt identified instructional practices within our classrooms to increase student ownership and mastery.

PDE and Locally relevant students data

Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

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

**Description:**

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery. Teachers will use Tracker Sheets with their students to analyze student growth.

PDE and Locally relevant students data

Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures-Data Analysis Evaluation*

**Description:**

Teachers, with and without their students, 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 and by the use of Tracker Sheets.

PDE and Locally Relevant Student Data

Agendas

Meeting Minutes

Lesson Plans

Formal/Informal Observations

Pre- & Post-Observations Meetings

Reflective Feedback Forms

Data Protocols

Data Room Updates

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Pink slip data

Sept 2017- 2018

Specific Targets: At least 98.7% of all students will have no out of school suspensions by June, 2017.

**Strategies:**

*PBIS*

**Description:**

Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 113-144.

This paper documents that typical state agents were successful in implementing SWPBS practices, and that these practices were experimentally linked to improved perception of school safety, with preliminary support that implementation was associated with improved proportion of students at 3rd grade who met the state reading standard.

**SAS Alignment:** Safe and Supportive Schools

*Peer mediation*

**Description:**

"Conflict resolution programs that include peer mediation have made significant inroads on the number of student disputes brought to teachers' and administrators' attention." [www.ocde.us/conflict resolution](http://www.ocde.us/conflict%20resolution)

**SAS Alignment:** Safe and Supportive Schools

### *Playworks*

**Description:**

"Less Bullying: Teachers in treatment schools reported less bullying and exclusionary behavior than teachers in control schools." [www.rwjf.org](http://www.rwjf.org)

**SAS Alignment:** Safe and Supportive Schools

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

#### *PBIS*

**Description:**

-Continue to implement PBIS strategies to decrease student incidences through daily and weekly monitoring. Incentives such as High Fives, pretzel rewards, behavior charts, class dojo, and remind.com to reward student successes.

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

**Program Area(s):**

**Supported Strategies:** None selected

#### *Peer mediation*

**Description:**

Continue to implement a peer mentoring program through the school counselor that includes a scripted student training program designed to diffuse student conflict amongst their peers.

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

**Program Area(s):**

**Supported Strategies:** None selected

### *Playworks*

**Description:**

Continue to utilize the Playworks program implemented by a school-based coach to provide structured and guided team building recess activities which reduce incidences of student conflict.

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

**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Cramp William Sch.*

# Assurance of Quality and Accountability

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

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*



# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

In literacy, 45.6 % of third graders are reading on target as indicated by Quarter 2 DRAs, compared to the Fall's DRA2 level of 40% , reflecting a 5.65 increase. In math, 38.6 % of third graders are on target as indicated by Quarter 2 Benchmarks, compared to 36% for Quarter 1, an increase of 2.6%. 4th grade: 37.5 vs. 37.3 , a .2% increase. In early literacy 80% of all Kindergartners are on target as indicated by the Quarter 2 DRA, compared to 75% in the Quarter 1, an increase of 5 %. For climate, 98.3% of students have no suspensions, as compared to 96.9%, an increase of 1.4%.

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

In literacy we need at least 48% of third grade students will make at least one year's worth of ELA growth as evidenced by their DRA2 scores. In early literacy, at least 75% of all Kindergarten students will make at least one year's worth of growth as evidenced by their DRA2 scores. and 50% of 3rd grade students will score at target by June 2018 as evidenced by DRA2 scores. For our climate goal we need at least 98.7% of all students will have no out of school suspensions by June, 2017.

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

SLGQ 4: reduce class sizes, one to one tutoring, small group tutoring, iReady, Carnegie learning and Lexia were added in response to guiding question # 4.

SLGQ 6: Peer mediation, playworks and PBIS were added in response to guiding question # 6.

## 2015-2016 Improvement Evaluation

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

Cramp has partnerships with CLI and DVAEYC that support our early literacy focus. Academic progress monitoring and data analysis has improved with the implementation of AIMS Web and progress monitoring tools (SLGQ #2 and 4).

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

The school is concerned with declining PSSA scores and budget cuts which affect staffing and resources. We are also concerned about being able to address the needs of an increasing population of students that evidence/present with behavior and/or mental health concerns (SLGQ #2 and 4).

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

**SMART GOAL #1 (ELA):**

By the end of the 2016-17 school year, students will demonstrate one year's growth/progress in their independent reading level as evidenced by AIMSweb/ DRA and Gates scores.

To meet the Early Literacy initiative goals of all students reading by fourth (4th) grade.

**SMART GOAL #2 (MATH):**

By the end of the 2016 – 2017 school year, students will demonstrate one year's growth/progress in their math level as evidenced by PSSAs, Benchmarks and AIMSweb.

**SMART GOAL #1: (Attendance)**

: We will reduce by 10% the number of chronically truant students from 40% to 36 %.

**SMART GOAL #2:**

(Climate) we will reduce by 10% the number of repeat, out of school suspensions.

## 2014-2015 Improvement Evaluation

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

School Level Guiding Questions (SLGOs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring Strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. As we are learning the Danielson Framework, there has been moderate success regarding teacher instruction since the implementation of informal and formal observations using the model.

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.

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

The school will continue implementation of strategies and action steps outlined in SLGOs 2 and 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGOs 2 and 4 to ensure academic performance of all students. We have identified the need for additional professional development. As we move forward we have set aside Title I PD funds for staff professional development on the Danielson Framework.

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

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