

Duckrey Tanner Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Duckrey Tanner Sch

1501 W Diamond St
Philadelphia, PA 19121
(215)684-5066

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: David Cohen

Superintendent: William Hite

Stakeholder Involvement

Name	Role
David Cohen	Building Principal : School Improvement Plan
Andrea Swan	Community Representative
Cynthia Moultrie	Elementary School Teacher - Regular Education
Shelia Williams	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Danita Bates	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- School newsletter
- PTA/PTO website
- District web page
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

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

Provider	Meeting Date	Type of Assistance
IU 26	12/12/2016 12:00:00 AM	Leadership team meeting
IU 26	1/22/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/3/2017 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

Student Assessment of Progress

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

We involve our teachers in the process of school level assessments planning during our Instructional Leadership Team Meetings. Our teachers have built in time to meet with their academic coaches to plan and analyze the school's instructional programs. We meet as a leadership team weekly to discuss academic assessments and to improve the achievement of all students and our instructional program.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that

students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	80.00
ELA/Literature - Meeting Annual Academic Growth Expectations	86.00
Other Academic Indicators:	
Promotion rate	98.43
Attendance Rate	88.16

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	43.3
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on	4.14

PSSA/Keystone	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	9.31
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	9.64
Grade 3 ELA- Percent Proficient or Advanced	7.58
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	23.10
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	26.20
Indicators of Academic Growth PVAAS:	
	50.00

Science/Biology - Meeting Annual Academic Growth Expectations	
KPI Attendance:	89.2 %
Out-of-School Suspensions:	8.2 %

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

2017-2018

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

2017-2018

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

Type: Interim

Data Source: Aimsweb and Study Island Data

Sept 2017- June 2018

Specific Targets: Increase literacy benchmarks by 10% per benchmark assessment.

Type: Interim

Data Source: Aimsweb, Benchmark and PSSA data

Sept 2017- 2018

Specific Targets: Increase Math Benchmark percentage by a minimum of 8 % for each grade.

Type: Interim

Data Source: Aimsweb, DRA 2 and Study Island

Sept 2017-2018

Specific Targets: Increase by 7% for All K-2 students from on each tier on Aimsweb.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

Extended Learning Time

Description:

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

SAS Alignment: Instruction

Parent Involvement (PCE)

Description:

A Parent and Community Engagement System will be established to provide information and engage families as active partners in the educational process. Through the use of surveys and community feedback systems, at various points throughout the school year, the principal and other educators will proactively listen and respond to community concerns, as well as, enlist the participation of families and community stakeholders in dialogue pertaining to the educational choices for students. Parental involvement, including monthly parent meetings, Open Houses, classroom visitations by grades, informational sessions on the core curriculum, academic testing and grade expectations, and procedures. The Parent and Community Engagement System will engage families as active partners in the educational process, reduce barriers, and accelerate the academic, social, and emotional growth of students. This will ensure that the school fully ensures a safe and supportive environment for all students.

SAS Alignment: Instruction

Study Island

Description:

Intuitive analytics and real-time progress monitoring features track student performance, identify strengths, and pinpoint learning gaps to improve student outcomes. <http://www.studyisland.com/>

SAS Alignment: Instruction

Guided Reading

Description:

A high impact practice that differentiates students abilities and meets them at their level.

SAS Alignment: Instruction

Full Implementation of Literacy Block

Description:

To include teachers in the decisions regarding the use of academic assessments to improve the achievement we create & distribute grade and class assignments to prepare 4th & 5th grade teachers to become subject specific. Assign Grades K-3 teachers to anticipated grades/ rooms for the 2016-17 school year to allow planning and preparation in cases where the instructional grades may be changing. Create schedule to provide common planning time/ smooth transitions between teachers for subject specific classes/ maximize subject priority prep assignments (Science exploration/ gym for grades 3-5 & music for grades K-2 computers and gym balanced for everyone) PD/planning time to look at and analyze PSSA results for 2016 accomplished by the end of August. Looking at the creation/ utilization of assessment that best support instructional goals.

SAS Alignment: Instruction

FIRSTINMATH

Description:

Online practice reinforces a range of proficiencies, from addition to complex algebra. Setting and achieving Goals, as well as a friendly competition component, keeps students energized to sustain accelerated effort over time.

SAS Alignment: Instruction

GUIDED MATH GROUPS

Description:

The purpose of guided math is to meet the developmental needs of students as they learn math concepts.

SAS Alignment: Instruction

Saxon Phonics

Description:

Saxon Phonics applies the same incremental, spiraling principals that are used in their math program. New content is taught in small increments, then continually applied and reviewed to achieve mastery and retention. ... Both programs teach phonics, spelling, and handwriting

SAS Alignment: Instruction

*Reading Eggs***Description:**

Reading Eggs was created by a highly experienced team of elementary school teachers, writers and developers to help children become fluent and proficient readers. The multi-award winning early learning resource supports your child's learning to read journey with carefully designed online reading games and activities that are easy to follow, self-paced, and highly engaging for young learners.

SAS Alignment: Instruction

*Guided Reading/Small Groups***Description:**

A high impact practice that differentiates students abilities and meets them at their level.

SAS Alignment: Instruction

Implementation Steps:*Differentiated Instruction Professional Development***Description:**

Professional development on Differentiated Instruction will be offered to all teachers, to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Differentiated Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging 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 bi-weekly to ensure that plans are differentiated by content, process, and product and 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:

- 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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Develop Calendar

Description:

A walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

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

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.

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 of delivery of instruction.

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 Domains 2 and 3 to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough Protocol

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

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): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation- Instructional Coaching

Description:

School Base Teacher Leader will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

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 along with observation results, student data to determine PD needs.

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- Professional Development Calendar

Description:

A professional development monthly 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 - Professional Development Trainings

Description:

School based teacher leaders, staff, Central Office and outside agencies 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

Professional Development - Instructional Coaching

Description:

At the discretion of Leadership the school based teacher leader will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Extended Learning Time

Description:

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gap

Start Date: 9/1/2017 **End Date:** 6/22/2018

Program Area(s): Professional Education

Supported Strategies:

- Extended Learning Time

Parent and Community Engagement System - Establish a Parent and Community Engagement (PCE) Team

Description:

Establish a community of school stake holders (school leadership, staff, teachers, parent volunteers and school community members) to create a Parent and Community Engagement team (PCE team). This will ensure that a team exists at school to actively involve parents and provide proactive supports and interventions to implement a safe and supportive environment for all students.

Start Date: 9/1/2017 **End Date:** 6/22/2018

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Parent and Community Engagement System -Establish the PCE Team Responsibilities and Expectations

Description:

The Parent and Community Engagement (PCE) Team including the Leadership Team, will identify the key initiatives (surveys, feedback, open houses, visits, monthly meetings and curriculum sessions) and school personnel responsible to execute the key initiatives. This will ensure that the principal and all other educators frequently provide information to and engage families as active partners in the educational process to reduce barriers and accelerate the academic, social and emotional growth of students.

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

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Parent and Community Engagement System - Communicate the Key PCE Initiatives

Description:

The PCE team will share the PCE initiatives, meetings dates, open houses, curriculum sessions, surveys, and expectations with staff, teachers, leadership, students and school community members. This will ensure that the principal and all other educators frequently provide information to and engage families as active partners in the educational process to reduce barriers and accelerate the academic, social and emotional growth of students.

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

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Parent and Community Engagement System - Monitor Implementation of the Key PCE Initiatives

Description:

The PCE Team will monitor implementation of the key initiatives by reviewing feedback on the surveys, participation rate at the open houses, school visits, monthly meetings, and curriculum sessions. This will ensure that that the school supports and implements a safe and orderly learning environment.

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

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Parent and Community Engagement System - Evaluate the Effectiveness of the PCE Program

Description:

The PCE team will evaluate the effectiveness of the key initiatives and adapt supports, if needed, by reviewing feedback and survey data, as well as, participation rates for open houses, school visits, monthly meetings and curriculum sessions. This will ensure that that the school supports and implements a safe and orderly learning environment.

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

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Study Island

Description:

Our goal is to increase our literacy benchmarks by 10% per assesment. We will utilize the intevention program Study-Island to gather real-time progress of our students in order to make the most informed decisions on instruction.

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

Program Area(s):

Supported Strategies:

- Study Island

Guided Reading

Description:

We will have guided reading groups occuring where students are working on their level with a teacher to reach his or her individual reading goals and will develop action plans based on their levels.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Full Implementation of Literacy Block

Description:

Full-implementation of the literacy block will allow students to have access to all aspects of the balanced literacy framework and will be used as the roadmap for students to reach their goals.

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

Program Area(s):

Supported Strategies:

- Full Implementation of Literacy Block

First in Math

Description:

Our goal is to increase our Math Benchmarks by 8% each test. We will be using both FIRSTINMATH and studyisland with interventions with our students. We will be consistently analyzing our scores and reviewing our strategies to ensure we are utilizing best practices and changing our instruction based on our results.

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

Program Area(s):

Supported Strategies:

- FIRSTINMATH

Guided Math Groups

Description:

We will be holding guided math groups to meet students at their individual level and set incremental goals.

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

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

- GUIDED MATH GROUPS

*Saxon Phonics***Description:**

Our goal is to increase our early literacy scores on AIMSWEB by using the intervention program Saxon Phonics on our K-2 classes.

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

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

- Saxon Phonics

*Reading Eggs***Description:**

We will also utilize the intervention program Reading Eggs to track students progress and adapt instruction based on their individual needs.

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

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

- Reading Eggs

*Guided Reading / Literacy Circles***Description:**

We will also have guided reading groups and have our Literacy Specialist pull a variety of small groups throughout the day. These interventions will target our students and increase our academic rigor and individualized instruction.

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

Program Area(s):

Supported Strategies:

- Guided Reading/Small Groups

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: __100__% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2014-6/2015

2017-2018

Specific Targets: __100__% or more students will increase in reading skills by one grade level

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: ___85___% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Annual

Data Source: Emetric

2017-2018

Specific Targets: Increase up to ___25___% or more in all tested subjects for all student groups.

Strategies:

Data-Informed Instruction

Description:

Data informed instruction will be implemented to analyze student data sources and identify trends to design instructional practices that address all students' instructional needs. The leadership team will create and establish protocols to analyze PDE and locally relevant assessment/student achievement data and make decisions for improving student learning. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Common Planning Time

Description:

Common Planning Time: Common Planning Time (CPT) will be implemented monthly to allow for multiple teachers, or teams of teachers, to work together using the established data protocols to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions to inform decisions for improving student learning.

SAS Alignment: None selected

Implementation Steps:

Data Informed Instruction – Create a Schedule

Description:

The leadership will create a monthly schedule for the team to collaborate and analyze student data.

Calendar, Prep Schedule

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction

Data Informed Instruction - Share the Schedule

Description:

The leadership will share the schedule with the team to collaborate and analyze student data.

Calendar of Monthly Meetings, Prep Schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction

Data Informed Instruction - Establish Data Protocol

Description:

The leadership will establish data protocols and determine the data sources that will be used to analyze student data.

Data Protocol/Classroom Data Report

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

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction

Data Informed Instruction- Professional Development

Description:

The leadership team will provide professional development on how to disaggregate data based on assessment anchor, eligible content, or standards-aligned learning objective.

Agenda

Sign-in Sheet

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

Teachers will disaggregate student data by assessment anchor, eligible content, or standards-aligned learning objective and identify student groups to determine interventions including After School Programs.

Data Protocols, Classroom data report

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

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed 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, RTII

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

Program Area(s): Professional Education

Supported Strategies:

- Data-Informed Instruction

Data Informed Instruction - Intervention Implementation

Description:

Teachers and staff will implement intervention during scheduled class or intervention period and during after-school program.

Student sign-in sheets,

Intervention program progress reports

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data-Informed 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.

Student data, RTII Portal, Intervention progress reports

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data-Informed Instruction

*Common Planning Time – Develop a Schedule***Description:**

The leadership will create a yearly prep schedule that will provide time for the teachers to collaborate and analyze student data to drive instruction.

Calendar

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

*Common Planning Time – Share Rosters and Protocol***Description:**

The leadership will share the schedule and protocol with the teachers that will used to collaborate and analyze student data.

Calendar,

Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- - Implementation Practices

Description:

Teachers meet weekly to plan lessons and share student work to establish best practices for classroom instruction

Agendas

Meeting Minutes

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

Leadership Team and teachers will meet monthly to monitor lesson plans assessments and student work

Agendas, Meeting Minutes, student work

Lesson plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

The Leadership Team will meet to review student data to determine the effectiveness of common planning time instructional practice.

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

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: Principals Information Board

Suspension Data

2017-2018

Specific Targets: ___20___% reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

2017-2018

Specific Targets: __20__% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: School Net

2017-2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by ___10___%

Type: Interim

Data Source: SWIS data

Specific Targets: Reduction of office referrals by 20%

Strategies:***Positive Behavior Support Program:*****Description:**

Positive Behavior Support Program (PBS) will be implemented 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 PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: Safe and Supportive Schools

Data Analysis:**Description:**

Data Analysis procedures will be implemented to review and analyze behavior and perceptual data for decision making, as well as, ensure that measurable outcomes are supported and evaluated by data. Leadership, teachers and staff will collaborate to gather, suspension data monthly, discuss behavioral trends, and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students

SAS Alignment: Safe and Supportive Schools

School-wide Attendance Incentive Program**Description:**

School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms, increase academic achievement and attendance.

SAS Alignment: Safe and Supportive Schools

PBIS

Description:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments . <https://www.pbis.org/school>

SAS Alignment: Safe and Supportive Schools

Incentive Program

Description:

Incentives are a great way to engage your students and create excitement for your PBIS rewards program.

SAS Alignment: Safe and Supportive Schools

City Year

Description:

At City Year, we believe education has the power to help every child reach his or her potential. <https://www.cityyear.org/philadelphia/our-work>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment. List of PBIS Team Members

List of PBS Team Members

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations

Description:

The PBS team will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

Teachers and staff will implement and reinforce PBS practices, policiesCalendar of school-wide incentives.

Calendar of school-wide incentives

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.SchoolNet Data

Schoolnet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program

Description:

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Data Analysis -Establish a Data Team

Description:

Establish a data team comprised of school leadership, staff, teachers and school community members that will collect, review and analyze academic and perceptual data. This will ensure that the positive behavioral support system is effective in creating a safe and supportive environment for all students.

List of the Data Team Members

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Data Analysis - Data Collection

Description:

The Data Team will gather suspension, serious incidents and reliable perceptual data on school climate monthly to analyze.

Data Analysis Protocols

SchoolNet Data

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Data Analysis - Disaggregate Data

Description:

The Data Team will disaggregate behavior, suspension, and academic data to discuss behavioral trends and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students.

Data Team Members

Data Analysis Protocols

SchoolNet Data

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Data Analysis - Share Trends from Data Analysis

Description:

The Data Team will share behavioral trends, and accurate and reliable perceptual data on school climate with teachers, parents, and the leadership team as a part of a continuous improvement process. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Data Analysis Protocols

SchoolNet Data

Data Analysis Results

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Data Analysis - Adjust Practices

Description:

Data Team will revisit practices and incentives based upon review of data results.

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team

Description:

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

Start Date: 9/1/2017 **End Date:** 6/22/2018

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

*PBIS***Description:**

Our goal is to improve the overall school climate in our building and ultimately reduce the amount of discipline office referrals. We will do this by beefing up her PBIS program in our buiding. PBIS is a great tool to use for students to bring them together and work to develop a single school cultural. We will utilize our incentive program from PBIS to celebrate the positive things that students do and not focus on negative behaviors.

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

Program Area(s):

Supported Strategies:

- PBIS

*Incentive Program***Description:**

We will utilize our incentive program from PBIS to celebrate the positive things that students do and not focus on negative behaviors. This will help promote a positive school based community.

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

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

- Incentive Program

*City Year***Description:**

The support of CITY-YEAR will assist in our goal of providing a positive caring school environment. City year fosters positive relationships and gives us more staff to ensure we are meeting our goal.

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

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

- City Year

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Duckrey Tanner Sch.

Assurance of Quality and Accountability

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

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

In math, 4th Grade had a score of 33% on Benchmark 1 and a core of 41 % on benchmark 2. This yielded an 8% increase from Mathematics Benchmark 1 to Benchmark 2 in 4th Grade . This was supported by the new curriculum, interventions, working with city-year and education-works. In the area of climate, Our office referrals have continued to decrease monthly for serious and non-serious incidents. Our January data shows a 15% decrease to February. We have made this improvement through our strong PBIS program, Climate Specialist and Program Manager, Educationworks and city year.

Describe the continuing areas of concern from the past year.

In literacy, we need an increase in literacy benchmarks by 10% per benchmark assessment. In early literacy, need an increase by 7% for All K-2 students from on each tier on Aimsweb. In math, we need to increase Math Benchmark percentage by a minimum of 8 % for each grade. As for our climate concerns we need to reduce office referrals by 20%.

Describe the initiatives that have been revised.

SLGQ 4: Study Island, Reading Eggs, First In Math, Full implementation of literacy block, guided reading/math groups and Saxon Phonics were added in response to guiding question # 4.

SLGQ 6: PBIS, incentive program and City Year was added in response to guiging question #6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The school has improved the overall climate and cultural of the building. We implemented a strong PBIS model throughout our building and all stakeholders understand the expectations (SLGQ #6). We have begun implementing a strong Guided Reading Program and Balanced Literacy Program in every classroom. We created a school-wide intervention block that focuses on student's current level of performance and tracks students to show progress (SLGQ #4). We are using data to drive our instruction and implemented a bi-weekly assessment program to show our students academic gains or to make changes when needed (SLGQ #2). We have improved our use of technology and through computer-based interventions. We have developed positive rapports with local institutions and all educational stakeholders to meet the needs of all of our students (SLGQ #4).

Describe the continuing areas of concern from the past year.

Early literacy, curriculum, technology needs, mental-health of children (SLGQ #4 and 6).

Describe the initiatives that have been revised.

We have revised our literacy block initiative and PBIS Program (SLGQ #4 and 6).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

This year Duckrey used the Positive Behavior Support plan with fidelity to address the general climate issues in our school. This program helped work with students and brought a positive school climate to the school. Duckrey also worked hard to implement the RTII program this year too.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. 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. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

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

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

SLGQ's 2 and 4`

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

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs __4 and 6_ we will continue to assess and amend the implementation of strategies to increase student achievement.