

Elkin Lewis Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Elkin Lewis Sch

3199 D St
Philadelphia, PA 19134
(215)291-4701

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Mary Sanchez

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Ximena Carrena	Building Principal
Evelyn Nunez	Building Principal : School Improvement Plan
Pablo Mateo	Community Representative
Andrea Roby	Ed Specialist - Other
Miulcaeli Batista	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Lizette Rivera	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:

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

Assurance for Priority Schools (Annually Updated SIP)

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

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	10/21/2016 12:00:00 AM	Overview of OFPD&I
IU 26	11/3/2016 12:00:00 AM	PVAAS Training
IU 26	2/2/2017 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	3/20/2017 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.

Teachers will draft a school level assessment calendar detailing the standards to be assessed and timelines. The instructional staff will analyze all assessments to identify what skills need to be retaught. Teachers will meet in grade group each week to plan lessons based on assessment data and to attend relevant PD to improve the academic achievement for all students.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
------------------------------	------------------------

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

Needs Assessment

School Accomplishments

Accomplishment #1:

Other Academic Indicators:	
Promotion Rate	97.58
Attendance Rate	89.93
Out-of-School Suspensions:	5.4%

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	38.9
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	12.13
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.48
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	31.69

Grade 3 ELA- Percent Proficient or Advanced	17.46
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	0.00
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	0.00
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	60.00

Science/Biology - Meeting Annual Academic Growth Expectations	50.00
KPI Attendance:	91.2 %

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: Achieve 3000 and ST Math Progress Reports

Quarterly

November 2017, January 2018, April 2018

Specific Targets: 20% increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Interim

Data Source: PA School Performance Profile

Sept 2017-2018

Specific Targets: Increase Building Level Score.

Type: Interim

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 98% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in reading.

90% of all PVAAS reported grade levels will have met or

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 55% or more in math for all student groups.

Increase up to 40% or more in reading for all student groups.

Type: Interim

Data Source: Aimsweb, Lexia, and DRA2 data

Sept 2017- 2018

Specific Targets: At least 50% of K -4 Students will be reading in target compared to 40% as evidenced by the DRA's from Q1 to Q4.

Type: Interim

Data Source: Aimsweb, ST Math, and common assessment data

Sept 2017- 2018

Specific Targets: At least 50% of k-3 will be proficient in Aimsweb Math compared to 36.4

Type: Interim

Data Source: informal and formal observation/ Danielson ruberic

Sept 2017- 2018

Specific Targets: Based on Fall observation scores 95% of the teachers received a satisfactory score compared to 85%.

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

Guided Reading

Description:

Real reading of high-quality and high-interest books at every level. The teacher provides the intentional and intensive instruction that develops the proficiency that allows students to focus on the interesting information. (Fountas & Pinnell, 1996)

SAS Alignment: Instruction

Lexia

Description:

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel (What Works Clearing House).

SAS Alignment: Instruction

Independent Reading

Description:

Students who do a substantial amount of voluntary reading demonstrate a positive attitude toward reading is upheld in both qualitative and quantitative research (Long and Henderson 1973; Greaney 1980; Hepler and

Hickman 1982; Greaney and Hegarty 1987; Reutzel and Hollingsworth 1991; Shapiro and White 1991; Mathewson 1994; Barbieri 1995; Short 1995)

SAS Alignment: Instruction

Think Through Math

Description:

Think Through Math lessons integrate Gradual Release pedagogy to prepare students for academic independence. The system ensures that students have the mathematical understanding before releasing them to complete a task on their own. The gradual release of responsibility model of instruction requires that the teacher shift from assuming “all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002, p. 211)

SAS Alignment: Instruction

Guided Math

Description:

Research states that SGI is an effective strategy to differentiate instruction for students

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction – Standards-Aligned

Description:

Develop and administer grade level pre-assessments for standards to be covered throughout each quarter that are aligned to the Planning and Scheduling Timeline. Pre-assessment data will be utilized to guide teachers in supporting students through differentiation of instruction.

Indicator of Implementation:

Completed pre-assessments

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction - Analyze***Description:**

Analyze pre-assessment data to identify student ability levels within the standards in order to develop flexible small groups and differentiate content, process and product.

Indicator of Implementation:

Completed Data Protocol Forms

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

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

- Differentiated Instruction

*Differentiated Instruction Professional Development***Description:**

Professional Development will be provided to teachers focusing on differentiation by process, product, and content to ensure consistent implementation of professional instructional practices to actively engage and meet students learning needs across all classrooms.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

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

- Differentiated Instruction

*Differentiated Instruction - Curriculum***Description:**

Grade level teams will create modifications to the process, content and product of the curriculum that reflect challenging learning expectations for all students. Teachers will use varied questioning, implement cooperative grouping, and create tiered assignments.

Indicator of Implementation:

Agendas, minutes, grade level instructional resource binder with sample lesson plans, worksheets, unit plans, graphic organizers and other instructional materials

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

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

- Differentiated Instruction

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

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Using Google Chromebooks

Description:

Purchase 60 Google Chromebooks to be used in the classroom for differentiated instruction utilizing web based reading and math programs such as Achieve 3000 and ST Math

Indicator of Implementation:

Purchase Receipt

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Using Web-based Programs

Description:

Purchase web based reading and math programs to differentiate instruction based on student levels and needs such as Achieve 3000 and ST Math.

Purchase Receipt

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and Formal Observations- Walkthrough Team

Description:

A walkthrough team will be established to ensure consistent implementation of instructional practices through all classrooms.

Indicator of Implementation:

Walkthrough team list

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

*Informal and Formal Observations - Professional Development***Description:**

Walkthrough team will be provided with professional development on walkthrough protocol and data collection procedures.

Indicator of Implementation:

Agenda and sign-ins, exit slips

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

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

- Informal and Formal Observations

*Informal and Formal Observations - Data Collection***Description:**

The walkthrough team will develop a checklist to identify targeted data collection areas based on the Danielson Framework and shared with staff.

Indicator of Implementation:

Walkthrough Protocol

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

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

- Informal and Formal Observations

Informal and Formal Observations - Schedules

Description:

Schedule opportunities for walkthrough teams to visit classrooms to collect data for targeted areas identified on walkthrough protocol to monitor implementation of effective instructional practices

Indicator of Implementation:

Walkthrough calendar

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Analyze Data

Description:

Data collected from conducted walkthroughs by the walkthrough team will be given to teachers and analyzed to identify strengths and weaknesses in the implementation of effective instructional practices and the differentiation of instruction in all classrooms.

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Evaluation

Description:

Based upon data analysis collected from walkthroughs teachers in need of support will be identified and referred for instructional coaching, if required.

Teacher support log

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness of the Professional Development Session

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Instructional Coaching – Identify Instructional Coaches

Description:

Instructional coaches will be identified by the leadership team in various areas based on teachers' instructional strengths and effectiveness in the classroom and to provide supports to teachers in need.

Formal and Informal observations

Instructional coach list

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

Program Area(s):

Supported Strategies:

- Professional Development

Instructional Coaching – Professional Development

Description:

Identified instructional coaches will be professionally developed in order to provide support to teachers and staff in the consistent implementation of effective instructional practices across all classrooms.

Professional development agendas and sign-ins, exit slips

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

Program Area(s):

Supported Strategies:

- Professional Development

Instructional Coaching – Identify teachers in need

Description:

Teachers in need of supports will be identified through formal and informal observations, walkthroughs, and data analysis.

Teacher support log

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

Program Area(s):

Supported Strategies:

- Professional Development

Instructional Coaching – Schedule opportunities to provide support and professional development

Description:

Schedule opportunities for instructional coaches to meet with teachers in need of support in order to address areas of concern.

Instructional coaching logs

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

Program Area(s):

Supported Strategies:

- Professional Development

Guided Reading

Description:

Review data every 4 weeks to inform us if progress is taking place, use data to inform what skills need to be re-taught

- provide PDs on a weekly basis during CPT
- monitor literacy instruction, specifically guided reading

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

Program Area(s):

Supported Strategies:

- Guided Reading

*Lexia***Description:**

Intensified the use of the Blended Learning Model using Lexia and Achieve 3000. Monitor the weekly implementation of these programs • Include students at Intensive Level of Intervention in the Saturday Academy • Open opportunities for EC hours for additional tutoring for students that are in need of intensive intervention

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

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

- Lexia

*Independent Reading***Description:**

Monitor literacy instruction, specifically guided reading. Informal and Formal observations during the literacy block

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

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

- Independent Reading

*Think Through Math***Description:**

The Math SBTL will train and work with teachers in diagnosing Math proficiency levels and implementing an action plan to increase growth using Think through Math. Data will be reviewed as follows: Weekly ST Math and Think through Math Data, monthly AIMSweb data, and quarterly Benchmark Data will be utilized to assess growth.

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

Program Area(s):

Supported Strategies:

- Think Through Math

Guided Math

Description:

Guided Math, give the teacher an opportunity to observe students works work more closely and to monitor their progress and make adjustments to their intervention program.

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

Program Area(s):

Supported Strategies:

- Guided Math

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: eMetric

September 2017 – June 2018

Specific Targets: Increase up to 55% or more in math for all student groups

Increase up to 40% or more in reading for all student groups

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 -June 2018

Specific Targets: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: DRA (Development Reading Assessment) Quarterly

October 2017 -June 2018

Specific Targets: 95% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: SchoolNet 2017 – 2018

Specific Targets: Reduce the number of chronically truant, tardy, suspension and serious incidents.

Strategies:

Common Planning Time

Description:

Common Planning Time will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: 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.

SAS Alignment: None selected

Data Informed Instruction:

Description:

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Informal Walkthroughs

Description:

Research states that differentiated Coaching that is aligned to individual teachers needs have a direct impact on student achievement.

SAS Alignment: Instruction

Targeted and different Teacher Coaching

Description:

Research states that differentiated Coaching that is aligned to individual teachers needs have a direct impact on student achievement.

SAS Alignment: Instruction

*Formal Walkthroughs***Description:**

Research states that differentiated Coaching that is aligned to individual teachers needs have a direct impact on student achievement.

SAS Alignment: Instruction

Implementation Steps:*Common Planning Time – Develop a schedule***Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers to allow for data analysis, modification, and adapt practices within classrooms. This will allow for school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar

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

Program Area(s):

Supported Strategies:

- Common Planning Time

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

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

Calendar

Teacher Schedules

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time – Implement Practices

Description:

Common planning time will be used to analyze data, monitor student progress, and identify areas of concern and need for intervention. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time – Monitor

Description:

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

Agendas

Meeting Notes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time – Evaluate

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Data Analysis Procedures – Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Develop a Schedule

Description:

Establish designated meeting times for multiple teachers or teams of teachers to analyze student progress based on data, collaborate with colleagues and identify trends to monitor achievement and adjust instructional practices.

Master Schedule/Calendar

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis – Create Data Protocol and Analysis

Description:

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

Agenda

Sign-in Sheets

Title I Binder

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

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, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needsAgendas

Sign in sheets

PD Schedule

PD evaluations

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

*Data Analysis Procedures – Analyze Data***Description:**

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

PDE and Locally Relevant Student Data

Completed data protocol forms

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

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

- Data Analysis Procedures

*Data Analysis – Adjust Lesson Plans and Instruction***Description:**

As a result of data analysis, teacher lesson plans and instruction will be adjusted for students whose achievement progress does not meet expectations.

Lesson plan checklist

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

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

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

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.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Data Analysis Evaluation

Description:

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

PDE and Locally relevant student data

Lesson plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Informed Instruction-Establish a Data Team

Description:

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

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Professional Development

Description:

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

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

*Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings***Description:**

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

Calendar of Monthly Meetings, Agendas, Sign-in Sheets

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

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

- Data Informed Instruction:

*Data Informed Instruction - Collect Data***Description:**

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

Data Binders

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will identify and disaggregate current performance of grade-levels on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Calendar of Monthly Meetings

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

Description:

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

Grade Level Goals

Student Specific Goals

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Informed Instruction- Select Instructional Strategies

Description:

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

Standards Aligned System Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction - Intervention Implementation

Description:

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

SAS Materials and Resources

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

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

- Data 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.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction:

*Data Informed Instruction (RTII) – Attendance and Truancy***Description:**

Analyze attendance data in order to determine students that require level 2 and level 3 interventions to address truancy and tardiness that impacts student learning and achievement.

Attendance Data

RTII Portal

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

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

- Data Informed Instruction:

*Informal Walkthroughs***Description:**

Align teacher coaching with the areas of need defined by the formal and informal observations. Schedule a one hour a week PLC and 45 minutes for CPT, All teachers will receive at least one Informal Observations with Feedback and all Formal Observations were completed, Provide written feedback as often as possible, Provide supplemental resources aligned with identified needs in the form of websites, videos, hand-outs, and other instructional aids, Provide the staff with a Weekly Newsletter that facilitates communication between staff and the leadership team.

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

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

- Informal Walkthroughs

*Targeted and different Teacher Coaching***Description:**

It also provides teachers with instructional best practices in the areas of reading, dual-language, math, climate, technology, etc., Administrative team walkthroughs to work on inter-reliability, Grade meetings analyzing data from assessments (DRA, Gates, AIMSWeb, SDP Benchmark) and interventions programs (Lexia, Achieve 3000, ST Math), Data reports will contain updated reports from assessments and RtII interventions for progress monitoring and collaboration, During CPT teachers will co-plan tiered instruction which allows students to move through grade band, small group classroom instruction and interventions program, Professional Development around the utilization of intervention programs and their analysis in data room of data analysis.

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

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

- Targeted and different Teacher Coaching

*Formal Walkthroughs***Description:**

Align teacher coaching with the areas of need defined by the formal and informal observations. Schedule a one hour a week PLC and 45 minutes for CPT, All teachers will receive at least one Informal Observations with Feedback and all Formal Observations were completed, Provide written feedback as often as possible, Provide supplemental resources aligned with identified needs in the form of websites, videos, hand-outs, and other instructional aids, Provide the staff with a Weekly Newsletter that facilitates communication between staff and the leadership team.

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

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

- Formal Walkthroughs

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

Indicators of Effectiveness:

Type: Interim

Data Source: SWIS Data

Sept 2017-June 2018

Specific Targets: Describe Goal: At least 97% of students will have no out of school suspensions compared to 95.1.

Strategies:

PBIS

Description:

Recent research reports that PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. (Colvin, Kame'enui, & Sugai, 1993; Sugai & Horner, 2002)

SAS Alignment: Safe and Supportive Schools

Scholar Dollars Token System

Description:

Positive school-wide rewards systems are instrumental in improving the school climate" (Buettner, 2013;)

SAS Alignment: Safe and Supportive Schools

TIPS Data Meetings

Description:

The collection, analysis, and use of data are considered essential for a number of PBIS purposes: (a) need clarification and priority, (b) matching of need and intervention or practice, (c) evaluation of research-base for practice selection, (d) student responsiveness and outcome impact, (e) intervention or practice fidelity, (f) social and ecological validity, and (g) implementation adjust for efficiency, effectiveness, and relevance (Lewis-Palmer, Sugai, & Larson, 1999).

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS

Description:

Monthly PBIS TIPS meetings to review the SWIS Data and define what interventions need to be implemented, reteaching of Elkin's PBIS Lessons on a

quarterly basis, weekly interagency meetings to discuss at risk students, afterschool and lunch detentions, institute a reflection area in every classroom and a reflection room.

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

Program Area(s):

Supported Strategies:

- PBIS

Scholar Dollars Token System

Description:

Scholar dollars is a reward system that was instituted into the our school culture. Students can earn rewards by exhibiting the Elkin Way of being responsible, respectful, ready to learn.

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

Program Area(s):

Supported Strategies:

- Scholar Dollars Token System

TIPS Data Meetings

Description:

Monthly PBIS TIPS meetings to review the SWIS Data and define what interventions need to be implemented, reteaching of Elkin's PBIS Lessons on a quarterly basis, weekly interagency meetings to discuss at risk students, afterschool and lunch detentions, institute a reflection area in every classroom and a reflection room.

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

Program Area(s):

Supported Strategies:

- TIPS Data Meetings

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Elkin Lewis Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Elkin Lewis 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 Elkin Lewis 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.

To highlight some of our successes this year: In early literacy based on Q2 DRA data 39% of our students are reading on target compared to 29%. In math, based on Q2 Aimsweb data 36.4% of our students scored proficient compared to 40%. Our climate based on In School Suspension Data 100% of our students have not received an in school suspension compared to 88%. In talent, based on Fall observation scores 95% of the teachers received a satisfactory score compared to 85%.

Describe the continuing areas of concern from the past year.

The continuing areas of concern we need to decrease At least 97% of students will have no out of school suspensions compared to 95.1., in literacy, we need at least 50% of K-4 Students will be reading in target compared to 40% as evidenced by the DRA's from Q1 to Q4. In math we need at least 50% of k-3 will be proficient in aimsweb Math compared to 36.4 and in the area of talent, based on Fall observation scores 95% of the teachers received a satisfactory score compared to 85%.

Describe the initiatives that have been revised.

SLGQ 4: guided reading, Lexia, independent reading, informal/formal walk throughs, targeted and differentiated teacher coaching were added in response to guiding question 4. SLGQ 6: PBIS, Scholar Dollars token System and TIPS data meeting were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Student and staff attendance 90th percentile, diverse group of teacher experience, experienced Principal and AP, ELL making progress on Access SLGQ #4)

Describe the continuing areas of concern from the past year.

Low PSSA achievement in reading and math, minimal increase in number of students meeting DRA Target, low achievement in benchmark, increase of suspensions, high number of students identified with behavioral health needs (10%), many teacher vacancies this school year, high staff turnover (SLGQ #2 and 4).

Describe the initiatives that have been revised.

The revisions include providing more time for teachers to meet to review data and create lessons that are data driven. The hiring of a climate teacher leader to provide ongoing in class support to teachers who need assistance with behavior and classroom management,

RTII Teacher Leader who will support teachers in identifying students who are in need of tier 2 and 3 interventions, providing the intervention support, providing feedback and modeling effective intervention strategies in literacy and math (SLGQ #2 and 4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. 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 has implemented common planning time, ongoing professional development, and informal and formal observations and walkthroughs. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

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

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

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

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

Describe the initiatives that have been revised.

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