

Gideon Edward Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Gideon Edward Sch

2817 W Glenwood Ave
Philadelphia, PA 19121
(215)684-5072

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Shauneille Taylor

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Shauneille Taylor	Building Principal : School Improvement Plan
Gregory White	Community Representative
Katie McGarry	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Ms. Brunson	Parent
Jennifer Johnson	Special Education Director/Specialist
Kevin Mc Coy	Student

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

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

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school

in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/14/2017 12:00:00 AM	PDE Comprehensive Plan Support
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	3/22/2017 12:00:00 AM	School Improvement Plan Support
IU 26	3/27/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support

Student Assessment of Progress

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

Including teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program the following strategies will be implemented:

1. Professionally develop staff on how to create/develop an assessment plan.
2. Professionally develop staff on how to backwards map plan.
3. Grade Group Meetings for implementation.
4. Identify students' academic area of challenge
5. Differentiate the instructional program in order to reteach specific/skill

Re-assess to measure student growth.

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
ELA/Literature - Meeting Annual Academic Growth Expectations	71.00
Other Academic Indicators:	
Promotion Rate	100.00
Attendance Rate	90.06

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	40.4
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on	5.52

PSSA/Keystone	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.42
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	19.15
Grade 3 ELA- Percent Proficient or Advanced	8.57
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	36.10
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	36.79
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
Science/Biology - Meeting Annual Academic Growth Expectations	62.50
KPI Attendance:	91.7 %
Out-of-School Suspensions:	30 %

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 #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for 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: Annual
Data Source: Emetric
2017-2018

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

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: 10% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

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: Annual
Data Source: School Performance Profile
2017-2018

Specific Targets: Increase building level score.

Type: Interim

Data Source: Quarterly DRA2 data and Aimswebs data

Sept 2017- June 2018

Specific Targets: Increase the number of K-3 students reading on target by 20% (Baseline is 20%-156 students), as evidenced by AIMS WEB.

Type: Interim

Data Source: Quarterly Benchmarks and iReady data

Sept 2017-2018

Specific Targets: Increase the number of 4-8 students reading on level by 20% (Baseline, 20%- 131 students), as evidenced by AIMS WEB.

Type: Interim

Data Source: i-Ready Math and Benchmark data

Sept 2017-2018

Specific Targets: Increase the number of K-8 students achieving Math proficiency by 10% (Baseline, 10%- 287 students) as evidenced by AIMS WEB.

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

Common Planning Time (CPT)

Description:

CPT 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: Instruction

Guided Reading/Small Group Instruction

Description:

Explicit instruction in phonemic awareness Systematic phonics instruction
Methods to improve fluency Ways to enhance comprehension

SAS Alignment: Instruction

Experience Core

Description:

Studies show that Experience Corps works. After one year, many students who work with Experience Corps volunteer tutors achieve as much as 60% improvement in critical literacy skills compared to their peers. Volunteers provide an average of 6-15 hours of support each week throughout the school year.

SAS Alignment: Instruction

I-Ready

Description:

Students achieve greater gains with 45 minutes or more per week of i-Ready Instruction. Students using i-Ready Instruction for 45 or more minutes per subject per week for at least 25 weeks showed significantly greater gains than the average student for the 2013–2014 school year.

SAS Alignment: Instruction

Extra-Curricular Activities (before/after school)

Description:

Targeted reading support provided by the teacher for students. The students identified are the ones who scored below basic/basic on the I-Ready diagnostic.

SAS Alignment: Instruction

Guided Math Instruction

Description:

Guided Math uses large group mini-lessons, small guided math groups, and Engaged Learning Activities to maximize the math learning opportunities for each and every student. This teaching format is reaching more students because it is aimed at their learning levels.

SAS Alignment: Instruction

First In Math

Description:

The School District of Philadelphia is bucking the trend of many urban school districts. Data supplied by the State of Pennsylvania and the US Department of Education shows that the District experienced an outstanding 37.4 percentage-point increase in math scores since implementing the program in 2003. The number of students scoring at Proficient & Above levels has increased each year, and continues to trend upward.

SAS Alignment: Instruction

I-Ready Math

Description:

Growth for special education students and economically disadvantaged students using I-Ready Math Instruction far outpaced average student growth rates. I-Ready was implemented during the 2016-2017 SY.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

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

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction-Observation

Description:

Administrators will observe differentiated practices in classroom using the walkthrough process . Informal and formal observations will be conducted on a daily basis by administrators and teacher teams to monitor implementation, determine level and frequency use of differentiated strategies as identified in lesson plans.

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- Calendar

Description:

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

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and formal observations -Observation Protocol***Description:**

Leadership team will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and formal observations -Walkthrough protocol communication***Description:**

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

Agenda

Sign-in sheet

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

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 to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

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

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

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

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)

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

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

Calendar

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

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

- Common Planning Time (CPT)

*Common Planning Time- Shared Rosters***Description:**

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

Calendar

Teacher Schedules

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

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

- Common Planning Time (CPT)

Common Planning Time- Implement Practices

Description:

Common Planning Time and Professional Learning Communities (PLC's) will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time -Monitor

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time- Evaluate

Description:

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

Data

Lesson Plans

Observations

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Guided Reading

Description:

K-3

Students will receive 120 minutes of uninterrupted Literacy Instruction by implementing the Balanced Literacy Framework (Read-Aloud, Shared Reading, Guided Reading/Small Group Instruction, Independent Reading, Independent Writing, Shared/Interactive Writing and Guided Writing). Students who were identified as below basic and basic according to the Fall Aims-Web will receive an additional 20 minutes of small group instruction with either the Experience Core member or computer-based I-Ready intervention program. The K-3 teachers will receive professional development facilitated by the K-3 literacy lead. The professional development will be offered once/wk during grade group, before/afterschool professional development offerings and real-time coaching support in the classroom.

4-8

Students who were identified as below basic and basic according to the I-Ready Fall Diagnostic will receive an additional 20 minutes of small group instruction using the computer-based I-Ready intervention program. The 4-8 teachers will receive professional development facilitated by a member of the Instructional Team. The

Instructional team's responsibility will be to align targeted literacy strategies (best practices) that are aligned to the components of the Balanced Literacy Framework e.g. Reading/Writing Workshop, Closed Reading, etc. The professional development will be offered once/wk during grade group, before/after school professional development offerings and real-time coaching support in the classroom.

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

Program Area(s):

Supported Strategies:

- Guided Reading/Small Group Instruction

Experience Core

Description:

Students who were identified as below basic and basic according to the Fall Aims-Web will receive an additional 20 minutes of small group instruction with either the Experience Core member or computer-based I-Ready intervention program. The K-3 teachers will receive professional development facilitated by the K-3 literacy lead. The professional development will be offered once/wk during grade group, before/after school professional development offerings and real-time coaching support in the classroom.

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

Program Area(s):

Supported Strategies:

- Experience Core

iReady

Description:

Students who were identified as below basic and basic according to the Fall Aims-Web will receive an additional 20 minutes of small group instruction with either the Experience Core member or computer-based I-Ready intervention program.

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

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

- I-Ready

*Extra-Curricular Activities (before/after school)***Description:**

Students who were identified as below basic and basic according to the I-Ready Fall Diagnostic will receive an additional 20 minutes of small group instruction using the computer-based I-Ready intervention program. The 4-8 teachers will receive professional development facilitated by a member of the Instructional Team. The Instructional team's responsibility will be to align targeted literacy strategies (best practices) that are aligned to the components of the Balanced Literacy Framework e.g. Reading/Writing Workshop, Closed Reading, etc. The professional development will be offered once/wk during grade group, before/afterschool professional development offerings and real-time coaching support in the classroom. Additionally, Student will receive an additional 60 minutes of literacy and math instruction.

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

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

- Extra-Curricular Activities (before/after school)

*Guided Math***Description:**

Students will receive 90 minutes of uninterrupted time for Math a day. Guided Math will be implemented for 20 minutes/day with support from the Carnegie Learning Math Coach. The Math coach will support K-8 teachers in cycles in order to facilitate professional development on the inquiry-based and problem-centered type of teaching.

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

Program Area(s):

Supported Strategies:

- Guided Math Instruction

*i-Ready***Description:**

I-Ready Math computer-based intervention will be implemented daily and for longer periods in the computer lab every other day. Parents will receive resources on math instruction during math game nights scheduled quarterly throughout the school year.

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

Program Area(s):

Supported Strategies: None selected

*First In Math***Description:**

First in Math is an intervention support that will be used to support student in areas of weakness. Student will also attend extended day program to focus on math skills.

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

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

- First In Math

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

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: eMetric

2017-2018

Specific Targets: Increase up to ___10___% or more in reading and math for all student groups.

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: ___10___% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Interim

Data Source: End of Unit Assessments

Monthly

2017-2018_

Specific Targets: 10% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Planning and Scheduling Timeline

Description:

Planning and Scheduling Timeline: The School District of Philadelphia, Planning and Scheduling timeline will be implemented to ensure consistency in curriculum expectations throughout the District. The Planning and Scheduling Timeline identifies eligible content descriptors and anchors to its most discrete expected outcomes for how students must apply knowledge so students show proficiency in the courses of study in which they are engaged. Lesson plan design using the planning and scheduling timeline will ensure that the objectives of planned courses and instructional units are identified and documented for all planned instruction. This will ensure a deeper understanding of the Common Core Standards and consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

SAS Alignment: Instruction

Standards Aligned Curriculum (SAS)

Description:

The Standards Aligned System (SAS), a comprehensive, researched-based resource to improve student achievement developed by PDE would be implemented to ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Using the six elements of SAS to design lessons, end of unit assessments, and interventions will ensure that the objectives of planned courses and instructional units are carefully aligned to the Pennsylvania Academic and Core Standards, as well as, provide educators with integrated classroom tools to enhance their teaching effectiveness.

SAS Alignment: Curriculum Framework

Implementation Steps:

Planning and Scheduling Timeline- Professional Development

Description:

Professional Development will be provided to all teachers on how to use the Planning and Scheduling Timeline to design lessons. This will ensure that all students will have the opportunity to learn grade expected outcomes identified as essential and ensure that standards aligned curriculum framework is implemented across all classrooms for all students

PD Agenda

Calendar

Planning and Scheduling Timeline

Handouts

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

Program Area(s):

Supported Strategies:

- Planning and Scheduling Timeline

Planning and Scheduling Timeline- Implement

Description:

Teachers will implement Planning and Scheduling Timeline through lesson plan design, end of unit assessments and interventions to ensure that the objectives of planned courses and instructional units are identified and documented for all planned instruction. This will ensure consistent implementation of standards aligned curriculum framework across all classrooms for all students.

Lesson Plans

Scheduling Timeline Handouts

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

Program Area(s):

Supported Strategies:

- Planning and Scheduling Timeline

Planning and Scheduling Timeline- Monitor and Evaluate

Description:

Leadership will monitor and evaluate implementation of the Planning and Schedule Timeline and Curriculum Scope and Sequence through lesson plan review, the walkthrough process, to determine impact on student and teacher practice, and offer additional intervention if required.

Walk through Protocols

Observation Feedback

Lesson Plan Review

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

Program Area(s):

Supported Strategies:

- Planning and Scheduling Timeline

Standards Aligned System (SAS)- Professional Development

Description:

Professional Development on the SAS six elements will be provided to all teachers. This will ensure that the educational content is carefully aligned to the Pennsylvania Academic and Core Standards and standards aligned curriculum framework is implemented across all classrooms for all students

PD Agenda

Calendar

SAS Resources Handouts

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

Program Area(s):

Supported Strategies:

- Standards Aligned Curriculum (SAS)

*Standards Aligned System (SAS)- Implement***Description:**

Teachers will implement SAS in the classroom through lesson plan design, the assessment creator, and intervention resource tools to ensure that the objectives of planned courses and instructional units are identified and documented for all planned instruction. This will ensure consistent implementation of standards aligned curriculum framework across all classrooms for all students.

Lesson Plans

SAS Resources Documents

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

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

- Standards Aligned Curriculum (SAS)

*Standards Aligned System (SAS)- Monitor***Description:**

Leadership will monitor the implementation of SAS through lesson plan review, as well as, informal/formal observations to ensure that content, including materials, activities, and estimated instructional time for achieving the academic standards, are documented for all planned instruction and incorporates the use of SAS resources. This will ensure consistent implementation of standards aligned curriculum framework across all classrooms for all students.

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

Program Area(s): Student Services

Supported Strategies:

- Standards Aligned Curriculum (SAS)

Standards Aligned System (SAS)- Evaluate

Description:

The Leadership Team will meet collaboratively to review student data to determine if the uses of SAS resources are making an impact. This will enable the leadership to provide feedback to adjust ongoing teaching and learning as needed thus ensuring consistent implementation of a standards aligned curriculum framework across all classrooms for all students

Collaborative Team Meeting Agendas and Minutes

Leadership's Feedback from Walkthroughs and Lesson Plan Review

Student Work

Student Assessment Data

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

Program Area(s):

Supported Strategies:

- Standards Aligned Curriculum (SAS)

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 and KPI Schoolnet data

Sept 2017- 2018

Specific Targets: Decrease the percentage of out of school suspensions from 28.6% to 10%

Strategies:

PBIS

Description:

Schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.

SAS Alignment: Safe and Supportive Schools

Gideon Bucks

Description:

Rewards students who do not typically have behavior problems, and at the same time it is an easy incentive program with instant rewards and high student interest.

SAS Alignment: Safe and Supportive Schools

Community Based Partnerships

Description:

Community based partnerships can facilitate and provide leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS

Description:

We are a community partnership school and the Community School model can support the work of building and support the students and staff on bringing supports in the schools to assist with the behavioral health challenges. Devereaux provides training for the staff on the Positive Behavior Intervention Support focused mainly on teaching behavioral expectations and rewarding students for following them which is a much more positive approach than waiting for misbehavior to occur before responding. The SWIS data will provide monthly data

for the team to reflect and reteach specific behaviors in order to combat the possibility of students being suspended.

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

Program Area(s):

Supported Strategies:

- PBIS

Gideon Bucks

Description:

Devereaux provides training for the staff on the Positive Behavior Intervention Support focused mainly on teaching behavioral expectations and rewarding students for following them which is a much more positive approach than waiting for misbehavior to occur before responding. The SWIS data will provide monthly data for the team to reflect and reteach specific behaviors in order to combat the possibility of students being suspended. During the monthly Gideon Gatherings students will have the opportunity to cash in their Gideon Bucks.

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

Program Area(s):

Supported Strategies:

- Gideon Bucks

Community Based Partnerships

Description:

We are a community partnership school and the Community School model can support the work of building and support the students and staff on bringing supports in the schools to assist with the behavioral health challenges. Devereaux provides training for the staff on the Positive Behavior Intervention Support focused mainly on teaching behavioral expectations and rewarding students for following them which is a much more positive approach than waiting for misbehavior to occur before responding.

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

Program Area(s):

Supported Strategies:

- Community Based Partnerships

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Gideon Edward Sch.

Assurance of Quality and Accountability

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

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

In early literacy, 52% of the students are on target as measured by DRA in comparison to 41.5% on September's assessment; yielding a 10.5% increase. In literacy covering grade 4-8, In grade 4, 25% of the students are on target for reading fluency as measured by Aimsweb in comparison to 21.6% on September's assessment; yielding a 3.4% increase. In Grade 5, 33% of the students are on target for reading fluency as measured by Aimsweb in comparison to 22% on September's assessment; yielding an 11% increase. In Grade 6, 30% of the students are on target for reading fluency as measured by Aimsweb in comparison to 23% on September's assessment; yielding a 7% increase. In math, In grade 6, 35% of the students are on target for math concepts and applications as measured by Aimsweb in comparison to 26% on September's assessment; yielding a 9% increase.

Describe the continuing areas of concern from the past year.

In early literacy, we need to increase the number of K-3 students reading on target by 20% (Baseline is 20%-156 students), as evidenced by AIMS WEB. In literacy we need to increase the number of 4-8 students reading on level by 20% (Baseline, 20%- 131 students), as evidenced by AIMS WEB. In math we need to accomplish the goal of increasing the number of K-8 students achieving Math proficiency by 10% (Baseline, 10%- 287 students) as evidenced by AIMS WEB.

Describe the initiatives that have been revised.

SLGQ 4: small group instruction, Experience Corp, i-Ready, extra-curricular activities, guided math, First in Math were strategies added in response of guiding question #4.
SLGQ 6: PBIS, Gideon Bucks and Community based Partnerships were added in response to guiding question #6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Not applicable, this is my first year at this location.

Describe the continuing areas of concern from the past year.

Climate - Many of the challenges that the school commonly faces – changes in family structure, inadequate nutrition/healthcare, homelessness, child abuse, bullying, violence and discipline problems which often turn up in the classrooms, but they don't originate there. They spill over from the world outside, in which our students spend most of their time and energy. Minimal learning takes place during the structured school time due to community/family challenges that wear on the students in a structured learning environment which may become a physical challenge during unstructured time, e.g. lunch/recess.

Additional challenges are as follows: the time of year for the leveling process,

behavioral/mental diagnosed and undiagnosed students/families, staff and funding for an accommodation/in-school suspension, and having a structured program to include student voice in the discipline process.

Instruction (SLGQ #4) - Lack of follow-up collaboration among teachers, principal, and staff after professional development in order to gauge teachers'/staff understanding. Little/no evidence of the transferring of research based skills from professional development to increase the rigor in instruction. There's also a challenge with the organizational structure, as it relates to the human and fiscal resources within the school's current alignment/ goals which directly impacts the overall student growth and continuous school improvement. The above challenges are due to the increase number of behaviors that staff are encountering and try to resolve in order for an effective delivery of instruction within 120 min. /90 min. literacy and math block (SLGQ #3).

Describe the initiatives that have been revised.

Implements High Quality Instruction (3c); Using Data for Informed Decisions Making (1b); Ensures School Safety (2g)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs)3 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the standards aligned systems to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps outlined in SLGQs 3 &4 to ensure viable outcomes. Thereafter a review of PDE and locally relevant data sources, the school will be able to decide whether or not to continue to implement strategies and interventions associated with SLGQs 3&4 to ensure increased academic performance of all students.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 3 &4 we will continue to assess and amend the implementation of strategies to increase student achievement.