McClure Alexander K Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

McClure Alexander K Sch

600 W Hunting Park Pike
Philadelphia, PA 19140
(215)456-3001

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Sharon Marino
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Sharon Marino	Building Principal : School Improvement Plan
Charlita Jackson	Community Representative
Ann Martinelli	Community Representative
Delores Shaw	Community Representative
Bill Summers	Community Representative
Sabina Velilla	Community Representative
Sarah Bower-Grieco	Elementary School Teacher - Regular Education
Susan Anderson	Elementary School Teacher - Regular Education
Jeanine Villanova	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Sandra Rivera	Parent
Ruth Washington	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

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o 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:

  - o 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.

  - o 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.

  - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o 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.

  - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o 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.

  - o Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School newsletter
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

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	1/12/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/3/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26	3/21/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/28/2017 12:00:00 AM	Budget Comfirmation / School Improvement Plan Support
IU 26	11/6/2017 12:00:00 AM	Overview of OFPD&I

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 and staff will utilize the RELAY model for Data Driven Analysis Meetings, Protocols, and Common Assessments. Create Staff Calendar/Grade Group schedule for DDI meetings, Train Leadership on DDI process, Review and fine tune Common Assessments, with teacher input, review protocols, establish a system for monitoring/evaluating assessments, including the reteach.

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 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

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:

Other Academic Indicators:	
Promotion Rate	100.00
Attendance Rate	91.60
Out-of-School Suspensions:	3.3 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	39.6
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	4.76
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	19.12
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	27.66
Grade 3 ELA- Percent Proficient or Advanced	**19.74**

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	64.00
Science/Biology - Meeting Annual Academic Growth Expectations	50.00

KPI Attendance:	93.6 %

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: Annual
Data Source: School Performance Profile
September 2017– June 2018

Specific Targets: Increase School Level Building Profile Building Level Score.

Type: Annual
Data Source: School Performance Profile
September 2017 – June 2018

Specific Targets: Increase in the number of students scoring proficient or advanced in Grade 3 Reading.

Type: Annual
Data Source: PVAAS
September 2017- June2018

Specific Targets: 50% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested areas.

Type: Annual
Data Source: Emetric
September 2017- June 2018

Specific Targets: Increase up to 20% or more proficient or advanced in all tested areas for all student groups.

Type: Interim
Data Source: PSSA
September 2017-June 2018

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

Type: Interim
Data Source: Instructional Reading Level (K-5)
Quarterly
December 2017, February 2018, June 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: Benchmark (3-5)
Quarterly
December 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: Lexia and CPEL data
Sept 2017- 2018
Specific Targets: 55% of K - 3 students will be on target per the DRA.

Type: Interim
Data Source: Aimsweb data, Lexia report and CPEL data
Sept 2017- June 2018
Specific Targets: 65% of K-5 students using Lexia will be working on or above grade level by June 2018.

Type: Interim
Data Source: Pathbalzer report, Aimsweb Math data and Scholastic Math Inventory
Sept 2017- June 2018
Specific Targets: 60% of Blended Learning Math Classes will meet the 2 lesson/week target, per Redbird.

Strategies:

Differentiated Instruction
Description:

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

SAS Alignment: Instruction

Danielson Framework

Description:

Danielson Framework: The Danielson Framework will be used as the foundation for assessing and supporting teaching practices. Professional development and coaching on all elements of instructional design (e.g. learning activities, materials, assessments, and strategies, higher level questioning) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Lexia

Description:

In 2016 - 2017, we've increased students above grade level from 3% to 15% through Lexia. We've increased students in grade level material from 20% to 40% and we've decreased students below grade level from 77% to 45%.

SAS Alignment: Instruction

Coaching through CLI

Description:

In a randomized, control-group study, American Institutes for Research's (AIR) preliminary results of the i3 project show that CLI is significantly impacting kindergarten early reading skills, teacher instructional practice and classroom environment in both kindergarten and first grade classrooms, as well as significantly impacting second grade reading skills (2014).
An OMG Center for Collaborative Learning study showed that kindergartners and first graders in schools with CLI classrooms consistently outperformed peers on literacy skill assessments (2009).
https://www.cli.org/about/

In terms of our own data, between September and January, our average overall score for CEPL has grown from approximately 1 to approximately 2.75.

SAS Alignment: Instruction

Reading Intervention Small Groups with City Year and SSAs

Description:

A third-party study by Policy Studies Associates (PSA) examined the impact of WHOLE SCHOOL, WHOLE CHILD on City Year's partner schools' performance in comparison to similar schools without City Year. The study used publicly available data that local education agencies (LEAs), State and U.S. Departments of Education use to assess school performance.

PSA found that schools with teams of City Year AmeriCorps members were two to three times more likely to increase English Language Arts (ELA) and math proficiency rates compared with similar schools that did not partner with City Year, as measured by state assessments. Schools that partnered with City Year also gained the equivalent of approximately one month of additional learning in math and ELA.

In the context of our school, the City Year intervention in literacy supported 33 students, and enabled growth in lexile level by an average of 65 points over the course of half the year. Progress was measured through the AIMS Web Oral Reading test. (https://www.cityyear.org/what-we-do/research/psa-study-city-year%E2%80%99s-impact-our-partner-schools)

SAS Alignment: Instruction

Extended Day Programming for Reading

Description:

The Harvard Family Research Project (HFRP) finds that after school programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh, & Russell, 2001) and in Foundations, Inc. elementary school programs (Klein & Bolus, 2002). A more recent longitudinal study showed significant gains in math test scores for elementary and middle-school students who participated in high-quality afterschool programs (Vandell, Reisner, & Pierce, 2007), and a meta-analysis of 35 studies of at-risk youth found that out-of-school time programs had a positive effect on reading and math achievement (Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006). (http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html)

In terms of our own data, between October 2016 and April 2017, our students received an additional 35 hours of instruction and support after school, which consisted of additional Lexia time, small group reading support, etc.

SAS Alignment: Instruction

Coaching through CLI

Description:

In a randomized, control-group study, American Institutes for Research's (AIR) preliminary results of the i3 project show that CLI is significantly impacting kindergarten early reading skills, teacher instructional practice and classroom environment in both kindergarten and first grade classrooms, as well as significantly impacting second grade reading skills (2014).
An OMG Center for Collaborative Learning study showed that kindergartners and first graders in schools with CLI classrooms consistently outperformed peers on literacy skill assessments (2009).
(https://www.cli.org/about/)

In terms of our own data, between September and January, our average overall score for CEPL has grown from approximately 1 to approximately 2.75.

SAS Alignment: Instruction

Math Institute

Description:

McClure will receive support from a MathCounts Specialist, $20,000 in EC funding for teachers' work with students, and additional professional learning support for Math Lead Teacher.

SAS Alignment: Instruction

Compass Learning (Pathblazer)

Description:

Pathblazer helps educators engage discouraged students, hold their attention, and deliver engaging instruction in math and reading to accelerate students to grade level. Pathblazer immediately identifies where students are struggling and provides the targeted instruction they need to close learning gap (https://www.edgenuity.com/products-and-services/intervention/#pathblazer)

SAS Alignment: Instruction

Math Small Groups during Blended Learning Rotation

Description:

A third-party study by Policy Studies Associates (PSA) examined the impact of WHOLE SCHOOL, WHOLE CHILD on City Year's partner schools' performance in comparison to similar schools without City Year. The study used publicly available data that local education agencies (LEAs), State and U.S. Departments of Education use to assess school performance.

PSA found that schools with teams of City Year AmeriCorps members were two to three times more likely to increase English Language Arts (ELA) and math proficiency rates compared with similar schools that did not partner with City Year, as measured by state assessments. Schools that partnered with City Year also gained the equivalent of approximately one month of additional learning in math and ELA.

In the context of our school, the City Year intervention in Math supported 28 students, and resulted in average growth of 59 points on the Math Scholastic Inventory exam.

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.

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- Lesson Plans

Description:

Based on the Professional Development content, teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

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 – Observation

Description:

Administrators will observe differentiated practices in classrooms using the Danielson Framework to ensure students are actively engaged and that lessons are differentiated based on process, content and/or product.

Student Portfolios

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Evaluation

Description:

Student Portfolios and classroom data will be used to determine if the implementation of differentied instructional practices meets the nees of all learners across all classrooms.

Common Assessments

Student Portfolios

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs

of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.
Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor and Evaluate the Implementation of the Danielson Framework of Instruction

Description:

Administrators will provide timely feedback based on informal, walkthrough and formal observations to ensure that all teachers appropriately adjust lessons to address student needs.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Lexia

Description:

The CLI Coach, Teach Plus partners, Teacher Leaders, and classroom teachers will utilize common assessment data, DRA2 data, Lexia data, CLI coaching conference data in order to professionally develop and support staff and students on guided reading, Lexia intervention, writer's workshop, and data driven instruction. To assess progress, we we will be using DRA2, Lexia, and AIMSWeb data.

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

Program Area(s):

Supported Strategies:

- Lexia

Coaching through CLI

Description:

The CLI Coach, Teach Plus partners, Teacher Leaders, and classroom teachers will utilize common assessment data, DRA2 data, Lexia data, CLI coaching conference data in order to professionally develop and support staff and students on guided

reading, Lexia intervention, writer's workshop, and data driven instruction. To assess progress, we we will be using DRA2, Lexia, and AIMSWeb data.

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

Program Area(s):

Supported Strategies:

- Coaching through CLI

Reading Intervention Small Groups with City Year and SSAs

Description:

Both City Year and Extended Day serve the purpose of providing students with additional, intensive, targeted small group support outside the classroom. During Extended Day with classroom teachers, students have the opportunity to work on Lexia independently, or work in reading intensive small groups with the teacher. Based on Early Warning Indicators, City Year Corps members select a small group of students. They work with this group of students intensively over the course of the year through 1:1 and small group instruction.

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

Program Area(s):

Supported Strategies:

- Reading Intervention Small Groups with City Year and SSAs

Extended Day Programming for Reading

Description:

Both City Year and Extended Day serve the purpose of providing students with additional, intensive, targeted small group support outside the classroom. During Extended Day with classroom teachers, students have the opportunity to work on Lexia independently, or work in reading intensive small groups with the teacher. Based on Early Warning Indicators, City Year Corps members select a small group of students. They work with this group of students intensively over the course of the year through 1:1 and small group instruction.

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

Program Area(s):

Supported Strategies:

- Extended Day Programming for Reading

Coaching through CLI

Description:

We use Lexia as our primary reading intervention at McClure. The CLI coach wil support teachers through coaching on guided reading, writing workshop, and other reading/writing interventions.

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

Program Area(s):

Supported Strategies:

- Coaching through CLI

Math Institute

Description:

65% of our teachers will attend the Summer Math Institute, and we will be allotted a Math Coach who will provide specific feedback to teachers on a biweekly basis. We will also be selecting a Math Lead Teacher, who will run PDs during and after school based on instructional needs. The Math Coach will work in tandem with City Year on small group instruction based on EWI data and Redbird data.

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

Program Area(s):

Supported Strategies:

- Math Institute

Compass Learning (Pathblazer)

Description:

For example, students will be grouped based on their Redbird grade level, and the classroom teacher and City Year will focus on these specific skills during the blended learning rotations. We will be tracking progress by monitoring weekly Redbird lesson pacing, with the goal of 60% of blended learning math classes meeting the 2 lessons / week target, as well as Math AIMSWeb data.

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

Program Area(s):

Supported Strategies:

- Compass Learning (Pathblazer)

Math Small Groups during Blended Learning Rotation

Description:

The Math Coach will work in tandem with City Year on small group instruction based on EWI data and Redbird data. For example, students will be grouped based on their Redbird grade level, and the classroom teacher and City Year will focus on these specific skills during the blended learning rotations. We will be tracking progress by monitoring weekly Redbird lesson pacing, with the goal of 60% of blended learning math classes meeting the 2 lessons / week target, as well as Math AIMSWeb data.

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

Program Area(s):

Supported Strategies:

- Math Small Groups during Blended Learning Rotation

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: School Performance Profile

2017 – 2018

Specific Targets: Increase in the number of students scoring proficient or advanced un Grade 3 Reading.

Type: Interim

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase School Level Building Profile Building Level Score.

Type: Interim

Data Source: Emetric

September 2017- May 2018

Specific Targets: Increase up to 20% or more proficient or advanced in all tested areas for all student groups.

Type: Interim

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 50% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested areas.

Type: Interim

Data Source: DRA (Developmental Reading Assessment) Quarterly

9/2017-6/2018

Specific Targets: 20% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test,

Quarterly

9/2017-6/2018

Specific Targets: 20% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: WRAP(Writing and Reading Assessment Profile)

Quarterly

9/2017-6/2018

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

Strategies:

Data Analysis Procedures

Description:

Data Analysis Procedures- Data analysis procedures will be established and implemented by all teachers, staff, and leadership to ensure all teachers identify instructional needs and at-risk students and modify and adapt instructional practices and interventions to meet the needs of all students.

SAS Alignment: Instruction

Data Informed Instruction:

Description:

Data Informed Instruction: Data informed instruction will be implemented to assist in identifying curricular content to guide teachers with determining the students' next steps. Results from assessments will be disaggregated by the common core standards and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: Instruction

Implementation Steps:

Data Analysis Procedures -Establish a Data Team

Description:

An RtII Leadership Team will be formed to analyze data. The team members will include the Principal, Teacher Leaders, Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, ESOL Teacher, and Special Education Liason. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

RtII Leadership Team Meeting Agendas

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The Data Analysis Team will establish protocols from the National Reform Faculty to analyze multiple sources of student data, ensuring that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions and improving student learning.

National Reform Faculty Protocols

Data Room/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 and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

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

Grade Group Agendas

Data Binders/Classroom Data Walls

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Disaggregate Data

Description:

Teachers and the leadership will establish measurable goals from the disaggregated data that address student strengths and weaknesses in order to identify necessary instructional practices/instructional groupings to meet the needs of students. The teacher goals will be aligned with the SLO's (Student Learning Objectives).

Grade Level Goals

Student Learning Objectives (SLO's)

Student Specific Goals

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Aligning Instructional Programs and Strategies to Learners

Description:

Educators will identify and select instructional strategies and appropriate intervention programs that directly address the areas of need as indicated by the disaggregated data.

RtII Dashboard/RtII Group Plans for Level 2 and 3

Standards Aligned System Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Data Based implementation of Interventions/Groups

Description:

Teachers and staff will implement intervention during schoolwide intervention blocks for reading and math based on data analysis results.

Intervention Groups- Direct Instruction, computer-based interventions

SAS Materials and Resources

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:

The RtII Leadership Team will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms and interventions to increase student mastery.

RtII Dashboard

Established Walkthrough Protocols

Teacher Data Action Plans

PDE and Locally Relevant Student

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:

RtII Leadership Team and 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.

RtII Dashboard

Grade Group Data Meetings

PDE and Locally Relevant Student

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Informed Instruction- Professional Development

Description:

The RtII Leadership Team and staff will be professionally developed on using data to drive instruction by disaggregating results by common core standards 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 RtII 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 common core standards or standards aligned learning assessments. 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,

Reflection Sheets including next steps

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 RtII Leadership Team will systematically collect state and local data based on grade-level and common and formative/summative assessments aligned to the common core and standards-aligned learning objectives

Schoolnet Dashboard for RtII

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 RtII Leadership Team and staff will identify and disaggregate current performance of grade-level relevant assessments by common core or standards-aligned learning objective.   Team will establish measurable goals based on student performance and align to Student Learning Objectives (SLO's).

Data Protocols

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Select Instructional Strategies

Description:

RtII Leadership Team and staff will identify and select instructional strategies that directly address the areas of underperformance as indicated by the disaggregated data.

Standards Aligned System Materials and Assessments

Evidence of "Teach Like a Champion" and "The Continnuum of Literacy Learnig" in Professional Development and Grade Group Agendas.

Evidence of School District of Philadelphia's Instructional Practices in PD and Grade Group Agendas.

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 support staff will implement interventions and reteach using flexible groups during scheduled class or intervention period.

SAS Materials and Resources

Direct Instruction Progress/Mastery Charts

Lexia Reports

Achieve 3000 reports

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 RtII Leadership Team and teachers will monitor interventions to ensure growth and progress toward Student Learning Objectives and targeted growth measures.

Data Protocols

Schoolnet documentation of RtII

Data Room/Binders

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Office Referral Googledoc (# of incidents) and Number of students rewarded 10 & 20 panther paw incentives on a monthly basis.

Sept 2017- June 2018

Specific Targets: Office referral rate will decrease by 10%, tracked on a monthly basis.

Strategies:

Positive Behavior Program

Description:

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional (http://www.sjusd.org/student-services/pbis/what-is-pbis/)

SAS Alignment: Safe and Supportive Schools

Playworks

Description:

Surveys of principals and teachers in the Playworks network of schools reveal: 85% of principals at first year schools report students were more engaged in school since having the program; 72% of students report Playworks made them want to attend school more; 63% of staff said that the transition time from recess to classroom instruction has decreased, allowing them to regain an average of 24 hours of teaching time last year; 91% of teachers and principals said that with Playworks at their school students are more cooperative with each other, and 87% reported that bullying or name-calling during recess has decreased (https://www.guidestar.org/profile/94-3251867)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Program

Description:

Two systems will work in tandem - positive behavior incentives, specifically the Panther Paw Incentive Program and Playworks, as well as Conflict Resolution Groups after school. In terms of the positive behavior incentives, these will work at several levels. In the lunchroom, students will earn class panther paws for exhibiting positive behavior (helpful, respectful, responsible, problem solvers). On a weekly basis, the grade with the most panther paws will earn the title of "Panther Helpers." Students also have the ability to earn individual Panther Paws for exhibiting positive behavior, as well as class panther paws for exhibiting positive behavior as a class. At pre-determined increments of time, students will be awarded with Panther Paw incentive parties to recognize them for their positive behavior. To address recurring conflicts between students, we will be holding after school conflict resolution groups in collaboration with the Dean of Climate, Safety, and Discipline and the School Counselor. Students will be identified for this intervention based on the number of incidents reported for that particular month. Progress in this domain will be tracked using the Office Referrals Googledoc, with the goal of reducing referrals by 10%.

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

Program Area(s):

Supported Strategies:

- Positive Behavior Program

Play Works

Description:

Two systems will work in tandem - positive behavior incentives, specifically the Panther Paw Incentive Program and Playworks, as well as Conflict Resolution Groups after school. In terms of the positive behavior incentives, these will work at several levels. In the lunchroom, students will earn class panther paws for exhibiting positive behavior (helpful, respectful, responsible, problem solvers). On a weekly basis, the grade with the most panther paws will earn the title of "Panther Helpers." Students also have the ability to earn individual Panther Paws for exhibiting positive behavior, as well as class panther paws for exhibiting positive behavior as a class. At pre-determined increments of time, students will be awarded with Panther Paw incentive parties to recognize them for their positive behavior. To address recurring conflicts between students, we will be holding after school conflict resolution groups in collaboration with the Dean of Climate, Safety, and Discipline and the School Counselor. Students will be identified for this

intervention based on the number of incidents reported for that particular month. Progress in this domain will be tracked using the Office Referrals Googledoc, with the goal of reducing referrals by 10%.

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

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for McClure Alexander K Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for McClure Alexander K 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 McClure Alexander K 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 literacy, 45% of our K-3 students are on target for their instructional reading level as per DRA2, compared to 36% in 15-16 and 73% of students are meeting their usage targets for Lexia. Our climate, 53% of our students are attending at a rate of 95% or higher, compared to 46% in 15-16.

Describe the continuing areas of concern from the past year.

In literacy we need 55% of K - 3 students will be on target per the DRA and 65% of K-5 students using Lexia will be working on or above grade level by June 2018. In math, we need 60% of Blended Learning Math Classes meet the 2 lesson/week target, per Redbird. For our climate we want the office referral rate to decrease by 10%, tracked on a monthly basis.

Describe the initiatives that have been revised.

SLGQ 4: Lexia, coaching through CLI, Reading Intervention Small Groups with City Year and SSAs, Extended Day Programming for Reading, Math Institute, Compass Learning (Pathblazer) and Math Small Groups during Blended Learning Rotation were added in response to guiding question 4.
SLGQ 6: Positive Behavior Program (Individual Panther Paws / Incentive Events, Lunchroom Panther Helpers, Class Panther Paw Celebrations) and Playworks were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

SLGQ #4: One particular success that we had was the implementation of RELAY protocols for Data Driven Instruction, Observation and Feedback, and Student Culture. Our focus on these three levers allowed us to devise a plan for implementation of seven common assessments using the Driven by Data process to reanalyze, plan, teach, monitor, analyze, reteach, and evaluate student progress toward standards. A more structured coaching cycle was put into place for Observation and Feedback, including training members of the Leadership Team to support instructional teaching practices in the classroom. Using the RELAY concept of choosing high-leverage, bite-size, manageable, actionable, and measurable action steps, we have introduced a more structured coaching cycle. In terms of Student Culture, we implemented a systematic way of honoring and recognizing student learning and growth, which include student voice and teacher input, in order to support the overall climate and culture of the building.

Describe the continuing areas of concern from the past year.

SLGQ #4: Continuing areas of concern include establishing and following through on time specifically set aside for coaching conferences due to a poor fill rate from the substitute

services system. Also, ensuring that new teachers to the career and school are receiving frequent and consistent feedback is another area of concern. In terms of the Danielson Framework, we spent the first year focusing very specifically on each component and when newer teachers come to the building, there is sometimes a disconnect between where we are and where we want them to be. As a result, we find ourselves constantly reviewing previous professional development in order to support. Lastly, in terms of culture, since we have newer folks to teacher, the management in the classroom is not as strong as we would like, causing us to have to go back to basics in terms of coaching and professional development.

Describe the initiatives that have been revised.

Our PBIS program is revised each and every year; we have added rubrics to support our efforts and update the tracking system and lesson plans that we use. Our observation and feedback cycle has also been revised to now include the leadership team and the delivery and structure of the system is now stronger. Our Common Assessments have also been revised and the structure of our Data Driven Instruction has been laid out for the year with everyone knowing and understanding the expectation in terms of reanalysis, previewing, planning, teaching, assessing, analysis, re-teaching and evaluation. Finally, our parent partnerships and community partners have been revised and strengthened to more fully support our plan, vision, and mission.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) ___2_, ___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.

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 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. 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 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 __2_, ___4_. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs __2__, ___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 ___2_, __4___, we will continue to assess and amend the implementation of strategies to increase student achievement.