Peirce Thomas M Sch

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Peirce Thomas M Sch
2300 W Cambria St
Philadelphia, PA 19132
(215)227-4411

Federal Accountability Designation: Priority
Title I Status: Yes
Principal: Anthony Gordon
Superintendent: William Hite

Planning Committee

Name of Team Member	Position/Representation
Anthony Gordon	**Building Level Principal**
Donna Peyton	**Teacher**
Jania Engle	**Parent**
	Business/Community Member
Jill Cimino	**Educational Specialist**
Keesha Ransom	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
Ellen Linky	**Academic Recovery Liaison (ARL)-*Priority Schools***

Assurances

Title I Schools

Title I Priority or Focus Schools

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

Assurances 1 through 12

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5**: The school improvement plan covers a two-year period.
- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
    - Clear and Shared Focus
    - High Standards and Expectations
    - Effective Leadership
    - High Levels of Collaboration and Communication
    - Curriculum, Instruction and Assessment Aligned with Standards
    - Frequent Monitoring of Teaching and Learning
    - Focused Professional Development
    - Supportive Learning Environment
    - High Levels of Community and Parent Involvement
- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
- Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency

that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

- Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
- Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
- Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
- Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
- Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
- Provide ongoing mechanisms for family and community engagement
- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- Yearly letter to parents

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:

Yes

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:
Attendance rate – 91.71

Accomplishment #2:
6th Academic Growth (5.3) grade math significant evidence that the school exceeded standard for the PA

Accomplishment #3:
5th grade reading showed significant evidence that the school exceeded standard for the PA Academic Growth (4.8)

Accomplishment #4:
Math overall showed significant evidence that the school exceeded standard for the PA Academic Growth (2.7)

Accomplishment #5:
Meeting Annual Academic Growth Expectations-Mathematics (92.00)

Accomplishment #6:
Meeting Annual Academic Growth Expectations – Reading (88.00)

Accomplishment #7:
Met annual academic growth expectations in Writing

School Concerns

Concern #1:

49.1 School Performance Profile Building Level Score Designation Priority

20.14% proficient or advanced on Mathematics PSSA Grades 3, 4, 5, 6 did not show a positive three year trend in Mathematics Black and ED student groups did not show a positive three year trend in Mathematics
23.91% proficient or advanced on Reading PSSA Grades 3, 4, 5, 6 did not show a positive three year trend in Reading Black and ED student groups did not show a positive three year trend in Reading 25.71% proficient or advanced in Grade 3 Reading
24.07% proficient or advanced in Science
23.33% proficient or advanced in Writing
School did not meet the academic growth standard in Science. School did not meet academic growth standard in Writing
23.6% Truancy YTD
44.8% Tardiness YTD
76 Suspensions YTD Simple Assault Harassment/Bullying
91.9% Average Daily Attendance

Prioritized Systemic Challenges

Systemic Challenge #1 *(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 #2 *(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 #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 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: DRA
Sept., Dec., Mar., June
9/14/- 6/15

Specific Targets: 50% Student will increase reading levels will be on grade level

Type: Interim
Data Source: DIBELS
Sept., Dec., Mar., June
9/14/- 6/15

Specific Targets: 50% Student will increase reading levels will be on grade level

Type: Annual
Data Source: School performance Profile score
9/14/- 6/15

Specific Targets: Increase in the PA school Performance Profile Score

Type: Annual
Data Source: PVAAS
9/14-6/15

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

Type: Annual
Data Source: EMetric
9/14-6/15

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects for all student groups.

Type: Interim
Data Source: Trophies
End of Unit Assessments
9/14-6/15

Specific Targets: 50% increase in Reading mastery levels on unit tests

Strategies:

Focused Grade Groups –

Description:
Focused grade groups 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. This will ensure schoolwide use of that is focused on school improvement and the academic growth of all students

SAS Alignment: None selected

Data Analysis Procedures:

Description:

Data analysis procedures will be implemented to ensure all educators are systematically using established protocols to analyze appropriate data for informing decisions for improving student learning. Data analysis protocols will be established to examine PDE data sources as well as, local assessments. Analyzing trends in student performance would assist educators in determining how to adapt instruction, adopt interventions and increase student achievement.

SAS Alignment: None selected

Implementation Steps:

Focused Grade Group: Create Schedule

Description:

The School Improvement Committee will create a schedule that allows teachers to have a time for grade group meetings where they will analyze data and discuss instructional strategies

Copy of schedule, meeting from minutes

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Focused Grade Groups –

Focused Grade Group: Create Agenda

Description:

A grade group agenda will be developed to ensure that every grade group works collaboratively to identify instructional practices linked to student success and analyze data to inform instruction.

Agenda

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Focused Grade Groups –

Focused Grade Group: Conduct Grade Group Meetings

Description:

Teachers will meet once a week to disaggregate their student data, identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery to help them drive instruction.

Minutes from Grade Group meetings, data

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Focused Grade Groups –

Focused Grade Group: Monitor Grade Group Meetings

Description:

Principal and the leadership team will facilitate the grade group meetings and review student data across grade levels. Principal will also facilitate discussions with teachers on student data, strengths and concerns, and identified supports and enrichments that would be implemented to support the students.

Grade Group Meeting minutes, documentation of the data

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Focused Grade Groups –

Focused Grade Group: Evaluate

Description:

The Principal and Leadership Team will evaluate the classroom data (specifically RtII students) to ensure students are demonstrating growth and progress based on the identified interventions and enrichments.

Student data, report cards, student work

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Data Analysis Procedures: :

Data Analysis Procedure – Establish a data team

Description:

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, Dean of Students, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

Data Team Members

Start Date: 9/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures: :

Data Analysis Procedures- Create Data Analysis Protocols

Description:

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

Copy of Data Protocols

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures: :

Data Analysis Procedures-Professional Development on Data Protocols and Analysis

Description:

Staff will be provided with professional development on data collection, analysis, and how to interpret data in order to drive instruction.

Agenda

Sign in Sheets

PD Evaluation sheet and schedule

Title I Binder

Start Date: 9/9/2014 **End Date:** 6/6/2018

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. An extra common planning time was placed in the schedule so that grade group can meet and analyze data with the Principal.

PDE and Locally relevant student's data

Lesson Plans

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Data Analysis Procedures: :

Data Analysis: Evaluation of Data Usage

Description:

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

PDE and Locally relevant student's data

Lesson Plans

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Data Analysis Procedures: :

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2014, January 2015, April 2015

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

Type: Annual

Data Source: PSSA

September 2014 – May 2015

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

September 2014- May 2015

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

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

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: None selected

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: None selected

Extended Learning Time

Description:

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

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 instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

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

Implementation Steps:

Differentiated Instruction: Leadership Team Meeting

Description:

The Leadership Team will meet to discuss ways to implement differentiated practices and train teachers during Professional learning communities

minutes from meeting

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Professional Development

Description:

A professional development for all staff to teach them how to differentiate instruction using multiple instructional strategies in the classroom

Sign-in sheets

Start Date: 9/8/2014 **End Date:** 6/23/2018

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: 9/8/2014 **End Date:** 6/23/2017

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.

Lesson Plans

Reflective Feedback

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction: Monitoring Protocol

Description:

Leadership will develop a monitoring protocol to provide feedback on the differentiated practices visible in the classroom.

Data Monitoring Form

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Principal Observation

Description:

Throughout the year, principal informally and formally observes classrooms using the observation protocol specifically focused on differentiated instruction.

Observation forms

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Informal and Formal Observations

Differentiated Instruction -Principal/Teacher Feedback Sessions

Description:

Principal will meet with teachers during grade group meetings to discuss observations for differentiated instructions and will communicate if students are actively engaged and whether the differentiated practices are meeting the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Meeting minutes/forms

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction: Evaluation

Description:

School Improvement Committee reviews and analyzes data of PVAAS and PSSA over course of year to look for growth and impact from differentiated instruction strategies being implemented in the classroom.

Data charts and graphs created by SIC to compare results

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

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: 9/8/2014 **End Date:** 6/23/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

Walk through protocol

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Walkthrough Protocol Communication

Description:

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations.

Agenda

Sign-in sheet

Start Date: 9/8/2014 **End Date:** 6/16/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

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

Walkthrough protocol

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal Formal Observation Feedback

Description:

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

Feedback Protocol

Start Date: 9/1/2013 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity.

Schedule of Instructional Coaches

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

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: 9/1/2015 **End Date:** 6/30/2018

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: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

Professional Development - Professional Development Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Start Date: 9/1/2015 **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.

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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.

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Professional Development Trainings

Description:

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

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Monitoring the Effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

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

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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: Annual

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: __50__% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: School Net

September 2014- June 2015

Specific Targets: Decrease the number of Chronically Tardy and Truant students by ___50___%

Strategies:

Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

Description:

A character development program will be implemented to teach. The principal, educators, and school community members will collaboratively utilize the character development program framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This will ensure that the principal and all other educators implement a system that includes a

response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS: Character Development Program: Character Development Team

Description:

Committee members will be identified to form a team that will help plan, implement, and monitor a new program for character development.

Team members/meeting minutes

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

PBIS: Character Development Program: Character Development Plan

Description:

Based on behavior and climate data, the Character Development Team, including the leadership team will create a character development program that will have clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, and classroom expectations.

Character Development Plan

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

PBIS: Character Development Program: Communication with Community

Description:

Principal will hold school wide assemblies and meet with School Advisory Committee to communicate the new program with all stakeholders.

Assembly, face book and poster communications, letters home

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

PBIS: Implementation/Adoption of Plan and Practices

Description:

All school community members will adopt practices and principles of new program. Teachers will incorporate any lessons within their classroom and align with CC.

Program documents, posters, all stakeholders know and can share what the plan consists of

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

PBIS: Character Development Program: Monitoring of Program

Description:

Character Development Team monitors to ensure students and staff is utilizing the new program efficiently and effectively.

Student/Teacher Feedback, evidence of overall morale of building

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

· Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

PBIS: Character Development Program: Evaluation of Data

Description:

Character Development Team will evaluate program by looking at year to data suspensions, tardiness, and truancy for positive changes. Community feedback will be requested by Character Development Team to see how it has affected the school.

Data charts, parent/teacher/student surveys

Start Date: 9/9/2014 **End Date:** 6/6/2017

Program Area(s):

Supported Strategies:

· Positive Behavior Support (PBS)—Climate Specialist Character Development Program:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Peirce Thomas M Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Peirce Thomas M 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 Peirce Thomas M Sch in the Philadelphia City SD for the 2014-2017 school-years.

Affirmed by Paul kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 8/1/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

School Level Guiding Questions (SLGQs) 4, is 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.

Monthly Professional development opportunities have centered around district instructional practices, differentiation of instruction, as well as applying intervention to students in need. Professional Development was monitored through walk-throughs, information, and formal observation using the Danielson Framework. Through the use of data analysis and data analysis procedures the school was able to identify strengths and weakness whole school, grade level and student group and adjust instructional practices.

Describe the continuing areas of concerns from the first year plan

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

The school will continue to implement Professional Development Schoolwide to ensure the fidelity of implementation of effective instructional practices. Data analysis will continue to drive Professional Development needs as well as a tool to identify school wide concerns. While the school was unable to implement PBIS until recently, the school will continue implementation in hopes to address culture and climate issues.

Describe the initiatives that have been revised

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

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the ***Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.***

Planning Team:

Name of Team Member	**Position/Representation**
Anthony Gordon	**Building Level Principal**
Donna Peyton	**Teacher**
Jania Engle	**Parent**
	Business/Community Member

Jill Cimino	**Educational Specialist**
Keesha Ransom	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
Ellen Linky	**Academic Recovery Liaison (ARL)-*Priority Schools***

SW Planning Period: X **1 Year Planning Period** ☐ **Less Than 1 Year Planning Period****

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

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 a schoolwide program and requirements

1. ***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 the supports the schools in order to improve student achievement, educator equality, 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, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

Date	Provider	Type of Assistance
2/25/16	IU26 Office Of Federal Programs	Google Doc Support
3/10/16	IU26 Office Of Federal Programs	Comprehensive Plan Session Support
3/18/16	IU26 Office Of Federal Programs	Budget drop-in sessions Support
3/28/16	IU26 Office Of Federal Programs	Budget Support/Needs assessment Support
4/5/16	IU26 Office Of Federal Programs	Comprehensive Plan Profile & Needs Assessments Support
4/11/16	IU26 Office Of Federal Programs	PDE Title I Addendum download
4/14/16	IU26 Office Of Federal Programs	PDE Title I addendum notification
4/15/16	IU26 Office Of Federal Programs	Comprehensive Plan Strategies & Action Steps and Title I Addendum Support
4/27/16	IU 26 Office Of Federal Programs	Comprehensive Plane and Title I Addendum Renewal-school visit
4/29/16	IU 26 Office Of Federal Programs	PDE Title I Addendum Renewal email reminder

Student Assessment of Progress

1. ***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.***

The process and strategies that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and overall instructional program are Weekly Grade Group Meetings that allows teachers to review data from Anet, DRA, Aimsweb and teacher made assessments to plan lessons to address common core standard skill(s) being taught and to plan to re-teach skill(s) that were taught that students did not mastered. There are also regular scheduled data conversations with the Leadership Team and teachers to discuss data and to devise an action plan to address the needs of students and for planning around our instructional program. Teachers are also required to have active data walls. Teacher

are required to teach students how to read the data so that students can also take part and be responsible for their own personal academic 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 instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

No_ Extended School Day/Tutoring Programs
- **No_ Reading**
- **No_ Math**
- **_No Science**
- **_No Before School**
- **No After School**
- **No_ Lunch/Study Periods**

Yes Summer School Program

- **Yes Reading**
- **Yes Math**
- **_No Science**

Yes_ In-class Instructional Support

Yes_ Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. ***Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

My school will identify and support students experiencing difficulty through progress monitoring and data collection through Aimsweb, DRA, ANet Assessments. This data will be shared and monitored by the Principal and the school's leadership team. Weekly grade group meetings will be held with teachers to analyze student data and develop Action Plans to address academic needs and intervention(s) to assure students progress.

2. Describe how timely assistance and services will be provided for your struggling learner

Teachers will identify students who are having academic difficulty through data analysis and collaborative data conversations with the principal and members of the school leadership team. Teachers are required to enter students who are having academic difficulty in RTII and collaborate with the principal, grade group partners and members of the leadership team to develop an action plan to address those students who are in need of intervention. School-wide technological interventions (Lexia and Accelerated Math) will be implemented in reading and math to address students who are having academic difficulty. Ongoing student progress and weekly grade group meetings will be mandatory for teachers, principal, and members of the leadership team to analyze data, plan and implement strategies to support students who are having academic difficulty Additional support and partnership with City Year and SSA's is needed to help reduce student ratio and provide academic support to teachers.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

My school engages in site selection. The principal and teachers from the leadership team attends the Districts meet and greet recruitment fairs. The Principal, teachers and parents serve on the site selection committee.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

The principal conducts ongoing observation and provides teacher feedback. Professional Development and coaching is continuous yearlong. The Principal and Leadership Team members attend District Meet and Greet and Recruitment Fairs to recruit Highly Qualify and effective teachers. The Principal conducts regular observations and provides feedback. Ongoing Professional Development and Coaching are provided throughout the year.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 2 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

The Parent involvement an activity that was conducted during the year was as followed:

1. (3) Title I Meetings and Topics Covered

a. **How Title I Works / Parent Role**
b. **Keeping Parents Involved and Informed**
c. Teacher Qualifications
d. **School Title I Budget**
e. 1% Parent Involvement Set-Aside
f. Comprehensive Planning Document and Federal Budget Addendum
g. U.S. Department of Education Approved the Pennsylvania Department of Education's NCLB Waiver
h. Parent Compact
i. Parent Involvement Policy
2. Principal's "Chat and Chew" (Monthly)
a. Title I
b. School Progress
c. Achievement Data
d. Literacy Initiatives
e. Math Initiatives
f. Academic Support
g. School Mission and Vision
h. Parent Involvement
3. Report Card Conferences (Quarterly)
a. Academic Progress
b. Student Data
i. Reading and Math Levels
ii. Reading and Math Interventions
4. Academic Parent Teacher Team
a. Literacy and Math Data
b. Parent Action Plan
c. Parent Collaboration
5. Parent Workshops
a. Literacy
b. Technology
c. Math

Parents are invited to all meetings through Monthly Calendar Invite, Reminders, Personal Invite and Phone Blast.

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

The Principal has monthly "Chat and Chew" meetings with parents to engage them in the instructional program. Workshops are also offered to parents to inform them on reading

and math strategies to help support their child at home. Quarterly Report Card Conferences are held with parents to discuss student academic progress. Interim reports are sent home to parents keeping them informed of student progress between scheduled conferences. Academic Parent Teacher Team Meetings are also held with parents to discuss student academic (Reading and Math) data. During this meeting, the teacher and Parent (s) set academic goals and strategies together.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

Yes, the school provides communication in multiple languages through the Office of Multi-Culture Program.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.

My school has partnered with Building Bridges and other Early Learning Centers to inform help parent transition children from Early Learning to Kindergarten. Open Houses are also conducted to invite parents in to share our program and to help with transition.

2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

Parents of student who are transitioning from Elementary to Middle School will be meeting with the School Counselor and other Middle School staff to inform parents and students of their program. This Middle School Orientation the month of May.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

N/A

Coordination and Integration of Services and Programs

The purpose of a Title I 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;
  - **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? If yes, please complete chart below.**

Yes _ No X_

Please indicate below the funds to be integrated within this SWP:

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

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

- **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.

X **By checking the box, the school assures all of the preceding statements.**

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

- ❑ · **School web site**
- ❑ **School newsletter**
- ❑ **PTA/PTO website**
- ❑ **District web page**
- ❑ **Wiki Spaces, Yahoo, Face book, etc.**
- ❑ **Board meeting presentations**
- ❑ **Town hall meetings**
- ❑ **District's annual report**
- ❑ **District report card**
- ❑ **Press releases to local media**

X Yearly letter to parents

- ❑ **Periodic mailings/letters, postcards, etc.**

X Short Message Systems (phone blasts)

- ❑ **Short Message Systems (email blasts)**
- ❑ **Invitations to planning (etc.) meetings**

X Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- ❑ **Special all-school evening event to present improvement plan**
- ❑ **Monthly PTO meetings**

X Regular Title 1 meetings

- ❑ **Parent advisory committee meetings**

X Parent-Teacher Conferences

- ❑ **Home-school visits**
- ❑ **School Improvement Brochure**

X Student Handbook

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

Have you completed an evaluation with the assistance of our Academic Recovery Liaison?

X **Yes, the school has completed an evaluation with the assistance of its Academic Recovery Liaison**

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year.

One of the strength of the current program successfully implementing the Literacy Block in all grades K-6. In addition to implementing the Literacy Block, CLI support with continuous teacher feedback is ongoing to help further strengthen each of the components in the Literacy Block and to ensure that each of those components are implemented with fidelity (SLGQ #4).

Ongoing Professional Development trainings with the focus on literacy and particularly Guided Reading and meaningful small group centers, effective use of data to drive instruction and effective instructional practices have been ongoing to ensure all teachers are well verse in using student data to tailor instruction to meet each individual students needs (SLGQ #6).

Also by adding additional instructional and assessment resources and partnership with Achievement Network is also strength for our program. The data team and teachers use this resource to gage students' growth and area of need. Assessments are given on a continuous basis to chart student's level of proficiency to the Common Core Standard (SLGQ #4).

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years.

There are several challenges of the school program. One of the challenges of the school program is reducing the ratio of students to teachers. By increasing the number of

teachers will help to decrease class size. Forming a partnership with City Year will enable us utilize the City Year members to work directly with teachers to assist with small group instruction and provide before and or after school enrichment academic activities/program. The Reading Specialist will collaboratively with regular education teachers to provide students with remedial instruction, early intervention as well as small group and individual instruction as needed (SLGQ #4).

Another challenge of the school program is high discipline referrals and incidents. Having a full-time counselor will help address and guide families of students with mental health issues and conflict among peers. The Counselor will also assist in fostering a positive school climate. Having appropriate resources and materials to support our PBIS Program will help encourage our students to behavior in a positive manner resulting in positive school climate (SLGQ #6)

Revised Initiatives

Describe the initiatives that have been revised.

1. Teacher Allocation (2) is needed to fulfill the lowering of class size. 2. City Year members will be trained to work directly with teachers to conduct Guided Reading, small groups. Members of City Year will assist in maintaining and promoting PBIS to help with school climate. In addition, City Year will also provide before/after school enriched academic program(s). 4. The full-time Guidance Counselor will support climate by overseeing the Second Step Program to help with positive school climate. The Counselor will also work with families and students to support academic, social, emotional and mental health needs by being the liaison between school and outside agencies. Appropriate books, materials and resources will support the PBIS program and other school climate initiative. 5. The School Climate Coordinator will support and promote positive student behavior, PBIS, students and work families to foster positive school climate. 6. The Reading Specialist will support regular education teachers in providing support to students in need of remediation, small and individual reading groups (SLGQ #4 and 6).