

Peirce Thomas M Sch
School Improvement Plan
07/01/2014 - 06/30/2018

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
Schoolwide Status: Yes
Principal: Anthony Gordon
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Ellen Linky	Academic Recovery Liaison : School Improvement Plan
Anthony Gordon	Building Principal : School Improvement Plan
Ricky Rivera	Community Representative
Jill Cimino	Ed Specialist - Other
Walter Pegeus	Ed Specialist - Other
Donna Peyton	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Monique Hurst	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 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:

Yes

Coordination of Programs

Technical Assistance

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

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

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

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

Provider	Meeting Date	Type of Assistance
IU 26	12/5/2016 12:00:00 AM	Overview of OFPD&I
IU 26	12/16/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	12/20/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/13/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/27/2017 12:00:00 AM	PDE Monitoring Tool
IU 26	1/31/2017 12:00:00 AM	PDE Monitoring Tool
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	2/23/2017 12:00:00 AM	School Improvement Plan Support
IU 26	3/1/2017 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	3/23/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/28/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support

Student Assessment of Progress

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

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. Teachers 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 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
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	75.00
Other Academic Indicators:	
Promotion Rate:	97.49
Attendance Rate:	90.94

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	39.1
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	4.46
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.34

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	21.62
Grade 3 ELA- Percent Proficient or Advanced	13.04
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:	
ELA/Literature - Meeting Annual Academic Growth Expectations	57.00

Science/Biology - Meeting Annual Academic Growth Expectations	50.00
KPI Attendance:	91.1 %
Out-of-School Suspensions:	16.1 %

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
 2017-2018

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

Type: Interim
 Data Source: DIBELS
 Sept., Dec., Mar., June
 2017-2018

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

Type: Annual
 Data Source: School performance Profile score
 2017-2018

Specific Targets: Increase in the PA school Performance Profile Score

Type: Annual
 Data Source: PVAAS
 2017-2018

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
 2017-2018

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
 2017-2018

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: Instruction

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: Instruction

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

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

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

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

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

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

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

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 students data

Lesson Plans

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

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 students data

Lesson Plans

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

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

2017-2018

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

Type: Annual

Data Source: PSSA

2017-2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

2017-2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

2017-2018

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

Type: Interim

Data Source: Aimsweb, DRA2, and Lexia data

Specific Targets: By May 2018 40% of all students in K-3 will make at least 2 reading levels growth, as measured by the (DRA2) Text level Correlation Guide.

Type: Interim

Data Source: Aimsweb, DRA2 and Gates McGiniti data

Sept 2017-2018

Specific Targets: By May 2018 an increase students performance Gates Mcginte assessment by 10% (based on the assessment given June 2017).

Type: Interim

Data Source: Aimsweb, Benchmark and PSSA data

Sept 2017-2018

Specific Targets: By May 2018 an increase of students performance on the PSSA Assessment by 5% as compared to the 2016 PSSA Data.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

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*Lexia***Description:**

Lexia stands as one of the most rigorously researched, independently evaluated, and respected reading programs in the world. In numerous studies published in peer-reviewed journals, Lexia has been found to accelerate the development of critical fundamental literacy skills in elementary grades. Lexia Strategies has also been shown to be effective in remediating struggling readers in middle school. Lexialearning.com

SAS Alignment: Instruction*Guided Reading***Description:**

Guided Reading is a high impact practice that differentiates reading instruction based on students' reading levels and reading stages. Guided Reading allows teachers to explicitly teach to small groups, where the impact of instruction can be greater than that of whole group instruction because the instruction is specifically tailored to the small number of students in the group. Guided Reading also provides teachers with the opportunity to assess both formally and informally, as well as progress monitor and collect data. cli.org

SAS Alignment: Instruction*Differentiated Instruction***Description:**

Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum. (Hall, 2002)

SAS Alignment: Instruction*Guided Math***Description:**

Guided Math Best Practices combine Guided Math with current Math Best Practice Ideas.

1. Meets individual needs.
2. Diversifies for special education needs.
3. Scaffolds average students to algebra and story problem connections.
4. Challenges high achieving students with algebra and story problem connections along with extension activities.
5. Promotes mathematical thinking using Mathematical Process Skills.
6. Utilizes engaging, concrete, hands-on activities that promote mathematical understanding of concepts.
7. Incorporates daily spiral review. guidedmath.expert/category/research

SAS Alignment: Instruction

Guided Math Best Instructional Practices

Description:

Guided Math Best Practices combine Guided Math with current Math Best Practice Ideas.

1. Meets individual needs.
2. Diversifies for special education needs.
3. Scaffolds average students to algebra and story problem connections.
4. Challenges high achieving students with algebra and story problem connections along with extension activities.
5. Promotes mathematical thinking using Mathematical Process Skills.
6. Utilizes engaging, concrete, hands-on activities that promote mathematical understanding of concepts.
7. Incorporates daily spiral review. guidedmath.expert/category/research

SAS Alignment: Instruction

Math Fact Fluency

Description:

Guided Math Best Practices combine Guided Math with current Math Best Practice Ideas.

1. Meets individual needs.
2. Diversifies for special education needs.
3. Scaffolds average students to algebra and story problem connections.
4. Challenges high achieving students with algebra and story problem connections along with extension activities.
5. Promotes mathematical thinking using Mathematical Process Skills.
6. Utilizes engaging, concrete, hands-on activities that promote mathematical understanding of concepts.
7. Incorporates daily spiral review. guidedmath.expert/category/research

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

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

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

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

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

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

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

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

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

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

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

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

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Professional Development Calendar

Description:

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

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Professional Development Trainings

Description:

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

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Monitoring the Effectiveness of the Professional Development Session

Description:

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

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

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Lexia

Description:

Lexia is an online technology based reading intervention program that will be purchase to support all students who are struggling as a well as those who are on or above grade level. This program will be integrated daily in the classroom in

centers and additional times scheduled in the computer lab to ensure that students are spending the recommended amount of minutes per week as prescribed. All teachers will be trained on interpreting data from Lexia to help guide instruction and to track student progress. Lexia data reports will be collected and reviewed by the school's Instructional Team monthly.

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

Program Area(s):

Supported Strategies: None selected

Guided Reading

Description:

Guided Reading is an ongoing effective Instructional practice that will be provided by teachers in grades K-6. This instructional practice will be implemented on a daily basis to all students in specific small groups and supported by the CLI Coach and the SBTL. Professional Development for Guided Reading will be given at the start of the school year and ongoing observation and feedback will be given to teachers on the fidelity of implementation.

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

Program Area(s):

Supported Strategies: None selected

Differentiated Instruction

Description:

Differentiated Instruction PD will be provided for teacher at the start of the school year. This instructional practice will be implemented by teachers to address the various student learners to meet each student where he or she is.

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

Program Area(s):

Supported Strategies: None selected

Guided Math

Description:

Math Professional Development will be provided to teachers with a focus on how to implement Guided Math and small group math centers. A Math Lead will be identified to support and coach teachers with best math instructional practices. Ongoing observation and feedback will be given to teachers to help facilitate best instructional practices in each class.

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

Program Area(s):

Supported Strategies: None selected

Guided Math Best Instructional Practices

Description:

Peer observation will be encouraged for teachers to see effective practices and math centers. The best instructional practices implemented will be designed to meet individual student needs by scaffolding, connecting story problem, promoting mathematical thinking by using mathematical process skills, concrete hands on activities and incorporating daily spiral review.

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

Program Area(s):

Supported Strategies: None selected

Math Fact Fluency

Description:

Peer observation will be encouraged for teachers to see effective practices and math centers. The best instructional practices implemented will be designed to meet individual student needs by scaffolding, connecting story problem, promoting mathematical thinking by using mathematical process skills, concrete hands on activities and incorporating daily spiral review. Student data will be collected monthly and reviewed by the Instructional Team with feedback and ongoing teacher support. Lesson plans will also be designed to include all necessary Math Block components.

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

Program Area(s):

Supported Strategies: None selected

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

2017-2018

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

Type: Annual

Data Source: School Net

2017-2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by __50__%

Type: Interim

Data Source: Monthly data tracker

Sept 2017-2018

Specific Targets: By May 2018 there will be a 10% decrease in out of school suspension as compared to the 2017 out of school suspension data.

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

PBIS

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. pbis.org

SAS Alignment: Safe and Supportive Schools

Second Step

Description:

Second Step addresses the socioemotional skills of children and youth in grades pre-kindergarten through middle school and seeks to enhance their social environment by providing students with social cognitive skills (Bandura, 1986) that enable them to negotiate situations of interpersonal conflict in a non-violent manner (Thornton, Craft, Dahlberg, Lynch, & Baer, 2000). cfchlidren.org

SAS Alignment: Safe and Supportive Schools

Incentive Programs

Description:

As the report shows, educators can fortify the non-instructional side of student success in three essential ways: encouraging positive behaviors by offering rewards and emphasizing the value of students' work, improving their academic mindsets, and enhancing their sense of connectedness with their teachers and their peers. carnegiefoundation.org

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, classroom expectations.

Character Development Plan

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

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, facebook and poster communications, letters home

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

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

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 are utilizing the new program efficiently and effectively.

Student/Teacher Feedback, evidence of overall morale of building

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

Program Area(s):

Supported Strategies:

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

PBIS: Character Development Program: Evaluation of Data

Description:

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

Data charts, parent/teacher/student surveys

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

Program Area(s):

Supported Strategies:

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

PBIS

Description:

A School-wide Positive Behavior Intervention Program will be implemented to help establish and foster positive student behavior. This program will be implemented at the start of the year with PD training for teachers. A kickoff assembly will be given in September to share with students what the program entails and how they can earn tickets and rewards for displaying the behavior outline I the program.

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

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

- PBIS

*Second Step***Description:**

The Second Step Program will be implemented in all classes after the initial training in September. Teachers will conduct morning meetings to address any issues that may arise and to start the day off on a positive note. Classroom and school-wide data will also be collected monthly and reviewed by the Leadership Team in an effort to address any “hot spots” in the school and to offer support to teachers who may be experiencing some challenges with management.

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

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

- Second Step

*Incentive Program***Description:**

Weekly recognition will be given to those students who have earned rewards for that week. A data tracker will be established to track students with positive behavior as well as those students are non-compliant or commit a school infraction.

Other incentive programs will be established and implemented to encourage students to conduct themselves in a positive manner. These programs will offer rewards and incentives school-wide.

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

Program Area(s):

Supported Strategies:

- Incentive Programs

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 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

In early literacy, DRA Baseline data indicates that 14% of K-3 students were on Target in September and 27% on Target in February, yielding in a 13 % growth overall. In climate, Implementation of socialized recess, increase in the number of lunch periods and the separation of genders during recess has decreased the number of negative incidents referral by 15%.

Describe the continuing areas of concern from the past year.

We need by May 2018, 40% of all students in K-3 will make at least 2 reading levels growth, as measured by the (DRA2) Text level Correlation Guide. We need by May 2018, an increase students performance Gates Mcgintie assessment by 10% (based on the assessment given June 2017). We need by May 2018 an increase of students performance on the PSSA Assessment by 5% as compared to the 2016 PSSA Data. As for our climate by May 2018, there will be a 10% decrease in out of school suspension as compared to the 2017 out of school suspension data.

Describe the initiatives that have been revised.

SLGQ 4: Lexia, guided reading, differentiated instruction, guided math, guided math best instructional practices, and math fact fluency was added in response to the guiding question 4

SLGQ 6:PBIS, Second Step and incentive programs were added in response to guiding question 6.

2015-2016 Improvement Evaluation

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).

Describe the continuing areas of concern from the past year.

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)

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).

2014-2015 Improvement Evaluation

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 concern from the first year plan.

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