

Sheppard Isaac Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Sheppard Isaac Sch

120 W Cambria St
Philadelphia, PA 19133
(215)291-4711

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Marisol Rodriguez- Rivera

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Marisol Rivera-Rodriguez	Building Principal : School Improvement Plan
Pastor Gilbert	Community Representative
Colleen Lutz	Ed Specialist - Other
Megan Wertz	Ed Specialist - Other
Keesha Ransom	Intermediate Unit Staff Member
Diana Lopez	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:

- District web page
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that

includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	2/3/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/1/2017 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	3/28/2017 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.

At the start of the school year, a School Wide Professional Development session was utilized for all staff to review, reflect and modify the School's Improvement Action Plan and strategies. Throughout the school year, teachers, in professional learning communities, reviewed student data (AimsWeb, DRA, Benchmarks, student work, interim assessments) and developed action plans for academic improvement, including assessments and interventions needed for individual students.

Benchmarks assessments, as well as DRA and Aims Web data are used district wide to improve the achievement of individual students to learn, what knowledge is valued, and how learning will be measured. Benchmark assessments support instructional planning by providing educators, principals, and other staff the information that is needed to develop and adjust curriculum and instruction to meet students' learning needs.

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	100.00
ELA/Literature – Percent of Required Gap Closure Met	94.74
Science/Biology – Percent of Required Gap Closure Met	100.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	100.00
ELA/Literature – Percent of Required Gap Closure Met	100.00
Science/Biology – Percent of Required Gap Closure Met	100.00
Indicators of Academic Growth PVAAS:	
ELA/Literature - Meeting Annual Academic Growth Expectations	83.00

Other Academic Indicators:	
Promotion Rate:	100.00
Attendance Rate:	91.73
KPI Attendance:	94.4%
Out-of-School Suspensions:	4.4 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	59.8
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	15.79
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	26.32
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	47.22
Grade 3 ELA- Percent Proficient or Advanced	32.50
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
	83.00

ELA/Literature - Meeting Annual Academic Growth Expectations	
Science/Biology - Meeting Annual Academic Growth Expectations	67.00

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

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

Type: Interim

Data Source: PSSA

September 2017 – June 2018

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

Type: Interim

Data Source: PVAAS

September 2017- May 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

October 2017-June 2018

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

Type: Interim

Data Source: DRA2 and Aimsweb

Sept 2017- June 2018

Specific Targets: Increase the number of students reading on grade level in grades K-3 to 50%

Type: Interim

Data Source: PSSA, TDA and Benchmark assessment data

Sept 2017- 2018

Specific Targets: Increase 3rd and 4th grade students scoring proficient on the PSSA ELA to at least 35%.

Type: Interim

Data Source: iReady and Benchmark, and PSSA Math data

Sept 2017 - June 2018

Specific Targets: Increase 3rd and 4th grade students scoring proficient on the Math PSSA to at least 25%.

Type: Interim

Data Source: Pennsylvania State Grade Level Rubrics for Writing

Sept 2017 - 2018

Specific Targets: Students will increase use of details, explanation, and evidence in their writing by at least one tier from their baseline assessment.

Students will increase use of details, explanation, and evidence in their writing by at least one tier from their baseline assessment.

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:

Informal and Formal Observations: The Administrator will monitor the execution 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

Professional Development

Description:

Professional Development on Differentiated Instruction and best practices in reading and math will be offered to teachers 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: None selected

Guided Reading

Description:

Through guided reading implementation in the school year 2015-2016, there was an increase of 15% students reading on target level.

SAS Alignment: Instruction

Instructional Coaching and Professional Development

Description:

This has been found effective in increasing our reading levels by more than 15% percentage points.

SAS Alignment: Instruction

Lexia

Description:

Provides independent practice in the 5 components of reading; can be used to group students according to need. Supplemental software program; complements any sound core curriculum; students work independently via differentiated practice; alerts teacher when student needs support; provides full reporting of progress and needed skill review; 20 to 30 minutes, 3 to 5 times per week; includes placement testing.

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SAS Alignment: Instruction

I-Ready Reading

Description:

iReady is a district-approved, research-based intervention that has external data showing implementation with fidelity leads to students increasing student instructional Reading levels by 1 1/2 years or more over the course of the year which leads to closing achievement gaps for struggling students. It was recommended by a member of the district's MTSS leadership team based on the student progress data coming from multiple schools.

SAS Alignment: Instruction

Leveled Literacy Intervention

Description:

Leveled Literacy Intervention is an RTII Tier II and Tier III intervention program. It has been found successful in increasing students' comprehension skills.

SAS Alignment: Instruction

Math Blended Learning

Description:

Through the use of Math Blended Learning, it is evidenced through small group instruction and differentiation of instruction that students have increased mastery levels of the Mathematics Common Core Standards.

SAS Alignment: Instruction

ST Math

Description:

ST Math is an approved Tier I computer based program in the School District of Philadelphia. ST Math is proven to improve conceptual understanding and students' problem solving skills.

SAS Alignment: Instruction

I Ready Math

Description:

The Iready Math intervention is an approved Tier II and Tier III math intervention computer based program in the School District of Philadelphia.

SAS Alignment: Instruction

CLI Writer's Workshop Approach

Description:

It has been proven in many schools throughout the School District of Philadelphia that many students increase writing skills and writing levels by one or more years.

SAS Alignment: Instruction

Lucy Caulkins Writing Resources

Description:

It has been proven in many schools through the School District of Philadelphia that the Lucy Caulkins Writing Resources develops students' writing skills by at least one or more writing levels.

SAS Alignment: Instruction

Professional development and instructional coaching

Description:

It is evidenced in schools with instructional coaching models that teachers have developed their teaching practices to score proficient or above in the Danielson Framework.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

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

- Differentiated Instruction

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

Teachers will design lesson plans that reflect differentiated instruction. 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:** 6/29/2018

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

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrator will review lesson plans to ensure that plans reflect the implementation of Differentiated Instruction

Lesson Plans

Reflective Feedback

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

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

- Informal and Formal Observations

*Differentiated Instruction - Observation***Description:**

Administrator will observe differentiated instruction in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective Feedback

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

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:** 6/29/2018

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:** 6/29/2018

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:** 6/29/2018

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.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and 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:** 6/29/2018

Program Area(s):

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/Agenda of Instructional Coaching Session

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment along with observation data to determine PD needs.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff, leadership and outside vendors where possible will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development – Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Guided Reading

Description:

K-3

Teachers implement routines and procedures for Guided Reading, 9/25/17 Guided Reading implemented in all classrooms K-4th grades, 9/25/17 Small group pull out interventions (Reading Specialist, ESL, LLI, etc) started, September 12th begin PLC-PD focus on Guided Reading structures (Before, During, After lesson planning) and using anecdotal records to drive instruction and grouping. Beginning October 2017, Students in Special Education and in Tier II will begin Lexia Intervention in the classroom during Guided Reading and Blended Learning.

3rd and 4th Grade

September 2017-Teachers implement routines and procedures for Guided Reading, 9/25/17 Guided Reading implemented in all classrooms K-4th grades, 9/25/17 Small group pull out interventions (Reading Specialist, ESL, LLI, etc) started, September 12th begin PLC-PD focus on Guided Reading structures (Before, During, After lesson planning) and using anecdotal records to drive instruction and grouping. 9/30/17: Administer TDA Baseline. October 2017 Begin PLC 4 week data

analysis protocol in order to develop action plan and strategies for Reading and continue throughout the school year.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Instructional Coaching and Professional Development

Description:

September 2017-Literacy Lead will develop coaching schedule and begin needs assessments for all teachers. Literacy lead will provide differentiated coaching and professional development based on the results of the needs assessment.

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

Program Area(s):

Supported Strategies:

- Instructional Coaching and Professional Development

Lexia

Description:

Beginning October 2017, Students in Special Education and in Tier II will begin Lexia Intervention in the classroom during Guided Reading and Blended Learning. October 2017 Begin PLC 4 week data analysis protocol in order to develop action plan and strategies for Reading and continue throughout the school year.

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

Program Area(s):

Supported Strategies:

- Lexia

I-Ready Reading

Description:

November 2017 Begin I-Ready Reading Intervention for students in Tier I-Tier III.

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

Program Area(s):

Supported Strategies:

- I-Ready Reading

Leveled Literacy Intervention

Description:

9/25/17 Guided Reading implemented in all classrooms K-4th grades, 9/25/17 Small group pull out interventions (Reading Specialist, ESL, LLI, etc) started, September 12th begin PLC-PD focus on Guided Reading structures (Before, During, After lesson planning) and using anecdotal records to drive instruction and grouping. 9/30/17: Administer TDA Baseline.

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

Program Area(s):

Supported Strategies:

- Leveled Literacy Intervention

Math Blended Learning

Description:

September 2017: Teachers will establish routines and procedures for Math Blended Learning. 9/27/17 Math Blended learning implemented in all classrooms 1st-4th grades. Kindergarten will begin by 10/15/17. Teachers will implement Math talk

routines and higher order questioning by 9/30/17. Math Word wall evident in all classrooms. October 2017: Teachers begin using OGAP framework to review student work in order to identify next steps for students and grouping for math blended learning. Teachers begin word problem solving strategies

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

Program Area(s):

Supported Strategies:

- Math Blended Learning

ST Math

Description:

By 10/15/2017, all students will begin ST Math during Blended Learning.

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

Program Area(s):

Supported Strategies:

- ST Math

I Ready Math

Description:

Teachers will implement Math talk routines and higher order questioning by 9/30/17. Math Word wall evident in all classrooms. 10/1/17 I Ready Math Diagnostic completed for grades 1-4. K I Ready Math Diagnostic completed by 10/30/17. Benchmarks administered according to SDP Assessment Calendar and data analyzed by teachers in PLC in order to create an action plan to address students' needs.

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

Program Area(s):

Supported Strategies:

- I Ready Math

CLI Writer's Workshop Approach

Description:

September 2017: Literacy Lead will facilitate CLI Writer's Workshop Approach professional development using Lucy Caulkins' Writing Resources.

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

Program Area(s):

Supported Strategies:

- CLI Writer's Workshop Approach

Lucy Caulkins Writing Resources

Description:

September 2017: Literacy Lead will facilitate CLI Writer's Workshop Approach professional development using Lucy Caulkins' Writing Resources. By 9/30/17, all teachers will implement Writer's Workshop using Lucy Caulkin's Writing Resources. By 9/30/17, In PLC's, teachers will create common grade band rubrics and implement with fidelity. Beginning 10/30/17 and continuing bi-monthly, teachers will analyze student writing to determine areas of weakness and develop next steps for teaching writing. Teachers will host a "Writing Celebration" two times during the school year (Winter and Spring). Teachers will also post writing with writing rubrics inside and outside of the classrooms.

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

Program Area(s):

Supported Strategies:

- Lucy Caulkins Writing Resources

Professional development and instructional coaching

Description:

September 2017: Literacy Lead will facilitate CLI Writer's Workshop Approach professional development using Lucy Caulkins' Writing Resources.

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

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

- Professional development and instructional coaching

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: 10% reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: 10% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 10%

Type: Interim

Data Source: KPI attendance data

Sept 2017 - June 2018

Specific Targets: 1) Increase students 95% attendance rate to at least 46%.

Type: Interim

Data Source: Office Referral data

Sept 2017- June 2018

Specific Targets: 2) Decrease office referrals by at least 10% points.

Strategies:

Sheppard Sense Positive Behavior Program:

Description:

Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS 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 includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program 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

School-wide Attendance Incentive Program:

Description:

School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: Safe and Supportive Schools

Celebration of Learning

Description:

Through staff and student surveys, Celebration of Learning has proven to be effective in increase a positive learning envrionment at school.

SAS Alignment: Safe and Supportive Schools

Attendance Letters to Parents

Description:

Parent letters have been proven effective in communicated to parent's attendance concerns as evidence through parent visits and parent phone calls.

SAS Alignment: Safe and Supportive Schools

Incentives for Students, Staff and Parents for student attendance

Description:

Through staff, student and parent surveys, incentives have proven to increase school attendance.

SAS Alignment: Safe and Supportive Schools

Sheppard PRIDE Positive Behavior Intervention and Supports System

Description:

Teacher Mentor, Check in and Check out: Thorough implementation of our revised Sheppard PRIDE Positive Behavior Intervention and Supports System/Teacher Mentor, Check in and Check out system, there has been a decrease of office referrals by at least 10% reduction compared to the previous school year.

SAS Alignment: Safe and Supportive Schools

Second Step Program-Social skills and self management instruction

Description:

The Second Step Program has been proven effective in developing students' conflict resolution and social skills in other school in the School District of Philadelphia.

SAS Alignment: Safe and Supportive Schools

Referrals to behavioral health services

Description:

It has been proven that more than 85% of students at our school with consistent behavior health services improve behavior.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

Sheppard's Leadership Team will reestablish Sheppard's "Sheppard Sense" Positive Behavior Support Program which encourages our students to be Respectful, Responsible and Do their Best. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations

Description:

The PBS team will redistribute binders (lesson plans) to staff which include clear and precise expectations for the classrooms, hallways, cafeteria, auditorium, and recess time. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations

Description:

The PBS team will share the positive behavior practices, policies, and expectations with the entire school community through Sheppard Sense assemblies . This will

ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

Teachers and staff will facilitate each lesson in the binder on how to behave in the classroom, auditorium, cafeteria, hallways and recess time. Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program

Description:

The PBS Team will evaluate progress by reviewing school data on suspensions, truancy, tardiness and pink slips. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team

Description:

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

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

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

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

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

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

Celebration of Learning

Description:

October 2017: Begin Celebration of Learning Monthly, Begin Staff student attendance incentive monthly, Begin Parent student attendance incentive monthly, Begin attendance conferences with parents (5 or more absences). Student of the Month and Perfect Attendance Bulletin Board Displays. Begin Friday enrichment clubs & Student Council, Begin Sheppard PRIDE reward monthly. Through counselor support, guidance and monitoring, teachers will begin to use the Second Step Program Lessons during their weekly morning meetings.

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

Program Area(s):

Supported Strategies:

- Celebration of Learning

Attendance Letters to Parents

Description:

September 2017: Back to School Assembly (Sheppard PRIDE Positive Behavior and Intervention Support System Review, Expectations, tickets, rewards, etc.) Begin Scrabble Attendance Incentive for students, Begin phone calls to parents about student attendance (2 or more absences). Begin attendance letters to parents (4 or more absences)

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

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

- Attendance Letters to Parents

Incentives for Students, Staff and Parents for student attendance

Description:

Begin Scrabble Attendance Incentive for students, Begin phone calls to parents about student attendance (2 or more absences).

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

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

- Incentives for Students, Staff and Parents for student attendance

Sheppard PRIDE Positive Behavior Intervention and Supports System

Description:

September 2017: Back to School Assembly (Sheppard PRIDE Positive Behavior and Intervention Support System Review, Expectations, tickets, rewards, etc.) Teachers teach conduct intensive lessons (model, teach and reinforce expectations throughout the school).

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

Program Area(s):

Supported Strategies:

- Sheppard Sense Positive Behavior Program:

*Second Step Program-Social skills and self management instruction***Description:**

9/27/17 Counselor will begin teaching and modeling to teachers the Second Step Program. Through counselor support, guidance and monitoring, teachers will begin to use the Second Step Program Lessons during their weekly morning meetings.

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

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

- Second Step Program-Social skills and self management instruction

*Referrals to behavioral health services***Description:**

November 2017: RTII behavior meetings with teachers, counselor, and principal will begin. Students that require Tier III Behavior interventions will be referred to behavior health services by the counselor.

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

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

- Referrals to behavioral health services

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Sheppard Isaac Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Sheppard Isaac 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 Sheppard Isaac 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, after the 2nd quarter, 45% of K-3 students are at target reading levels demonstrating a growth of 3% points from 1st marking period with 41% of students at target reading levels. In math after the 2nd marking period, 41% of 3rd and 4th grade students scored proficiency on the Mathematics Benchmarks demonstrating an increase of 2% points from 39% at the 1st marking period. In the area of climate after the 2nd marking period, 56.1% of students have a rate of attendance of 95% compared to 56.1% after the 1st marking period.

Describe the continuing areas of concern from the past year.

In the area of literacy we need to increase the number of students reading on grade level in grades K-3 to 50% and increase 3rd and 4th grade students scoring proficient on the PSSA ELA to at least 35%. In addition we need students to increase use of details, explanation, and evidence in their writing by at least one tier from their baseline assessment. In math we need to increase 3rd and 4th grade students scoring proficient on the Math PSSA to at least 25%. Lastly, we need to 1) increase students 95% attendance rate to at least 46% 2) decrease office referrals by at least 10% points.

Describe the initiatives that have been revised.

SLGQ 4: Guided Reading, Instructional Coaching and Professional Development, Lexia, I-Ready Reading, Leveled Literacy Intervention for students reading one or more grade levels below target level, Math Blended Learning, ST Math, and I Ready Math intervention were added in response to the guiding question 4.

SLGQ 6: Celebration of Learning, Attendance Letters to Parents, and Incentives for Students, Staff and Parents for student attendance were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Our data indicates higher reading levels than mathematics. Currently, all teachers implement a balanced comprehensive literacy framework. We have one model CLI classroom in each grade. All classrooms have Smart boards to allow for visual, auditory, and kinesthetic learning to take place in every classroom. Through our 4-week cycle of PLC meetings, teachers analyzed student data to identify areas of need and created targeted action plans for improvement focused on increasing student outcomes. Moreover, the data is used for small group instruction and targeted interventions (SLGQ #4).

Describe the continuing areas of concern from the past year.

Although mathematic lessons are planned using a gradual release model, lessons are not differentiated in all grade levels to meet the needs of individual student learners. Currently,

we do not have a Tier II and Tier III math intervention for all students. Moreover, a School Wide area of need is utilizing effective questioning and discussion techniques, and engaging students in rigorous learning. Our school program strength of SLGQ2 in Literacy needs to also be transferred to mathematics.

Describe the initiatives that have been revised.

We will implement a Math Blended Learning model next school year in grades K-4th. Teachers will provide small group instruction and students will also receive part of their instruction using the ST Math computer based program. Utilizing small group, as well as ST Math will allow the most effective vehicles for differentiating instruction to meet students' individual needs (SLGQ #4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

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

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

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

Through the use of our monthly professional development sessions our teachers have been able to implement new strategies to provide their students with differentiated instruction. All K-4 classrooms now have Smartboards to allow for visual, auditory, and kinesthetic

learning to take place in every classroom. Every K-4 classroom also implemented math and literacy choice boards to differentiate their instruction to reach high ability, on target, and low ability students. Professional development sessions were used to design and create these boards to have a maximum impact on our entire learning community. Through the use of daily informal observations, the principal was able to monitor the implementation of the strategies discussed during our monthly professional development sessions and to see the differentiated instructional practices taking place in each classroom. The data collected during these informal observations was then further used to design further professional development sessions to meet the needs of our staff so our students would benefit.

During PLC meetings, teachers analyzed Benchmark, DRA, and our own Interim Assessment data to monitor how our differentiated instructional practices were working which allowed us to better meet the needs of our students. As a result of this data, all teachers now implement math stations and literacy centers which assists in differentiating the instruction of their students while also providing time to individually conference with each student in the classroom on a regular basis.

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 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 6 to ensure increased academic performance of all students.

Sheppard will continue to offer school-wide Professional Development sessions on a regular basis to make sure that our teachers continue to implement strategies to improve the way that they differentiate their instruction to meet the needs of all of their students. These regular professional development sessions will also allow the teachers to analyze data, collaborate, and discuss ways that we can continue to improve on the instructional practices throughout the building.

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.