

Steel Edward Sch

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Steel Edward Sch*

4301 Wayne Ave  
Philadelphia, PA 19140  
(215)456-3008

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Jamal Dennis

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Jamal Berry Dennis	Building Principal : School Improvement Plan
Kendra Brooks	Community Representative
Tiffany Chalmus	Ed Specialist - Other
Michelle Kealey	Ed Specialist - Other
Heather Kiszonas	Ed Specialist - Other
Dr. Sherrie Wallace	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Eric Marsh	Parent

# Federal Programs

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## 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:

- School web site
- District web page
- Town hall meetings
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

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

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

No

## **Coordination of Programs**

### **Technical Assistance**

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

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

The Office of Federal Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidence of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26	9/28/2016 12:00:00 AM	Overview of OFPD&I
IU 26	10/13/2016 12:00:00 AM	PVAAS Training
IU 26	10/26/2016 12:00:00 AM	PVAAS Training
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	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	3/24/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support
IU 26	12/7/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	12/21/2017 12:00:00 AM	Progress Monitoring District Plan

### **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 Steel the teachers will use the assessments (AIMSweb, ANet, & IRLA) to deepen their understanding of the standards. They will then bring this knowledge to life in their classroom through the planning and implementation of instruction that precisely addresses the standards as well as frequent checks for understanding that match the expected complexity of the assessments. Teachers will use the assessments (AIMSweb, ANet, & IRLA) to inform placement in Tier II or Tier III interventions as well as progress monitor in order to determine the rate of improvement (achievement). Teachers will also use the ANet Schedule of Assessed Standards in order to create unit/long-range standards focused plans. Leaders will use ANet assessment tools (blog post, coaching template, data documents, network resources) to plan professional development and individual teacher coaching.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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

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## School Accomplishments

### Accomplishment #1:

<b>Indicators of Academic Growth PVAAS:</b>	
ELA/Literature - Meeting Annual Academic Growth Expectations	70.00
<b>Other Academic Indicators:</b>	
Promotion Rate	98.64
Attendance Rate	88.75
<b>Out-of-School Suspensions:</b>	2.5 %

## School Concerns

### Concern #1:

<b>2015-2016</b>	
<b>SPP score of for Focus:</b>	38.4
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	1.05
	10.32

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	<b>12.33</b>
Grade 3 ELA- Percent Proficient or Advanced	15.25
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
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
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
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

<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.00
<b>KPI Attendance:</b>	89.3 %

## 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

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## 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: PSSA

April-May

2018

Specific Targets: 75% of the at risk population will show evidence of making gains on standardized testing.

Type: Interim

Data Source: DIBELS

September

2017,

January 2018 and May 2018

Specific Targets: 75% of at risk students will show improvement on assessments in using the identified interventions in the Response to Instruction and Intervention process.

Type: Interim

Data Source: DRA/WRAP

September 2017-June

2018

Specific Targets: 75% of all student groups will show growth on the DRA/WRAP assessment in literacy after participating in standardized guided reading sessions five times per week.

Type: Interim

Data Source: Early Warning Indicator

September 2017- June 2018

Specific Targets: Reduce the number of students listed for multiple course failures, tardiness, truancy and suspension.

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

Specific Targets: Increase in the number of PVAAS reported grade levels that have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Interim  
 Data Source: Emetic  
 September 2017 – June 2018

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

Type: Interim  
 Data Source: School Performance Profile  
 Specific Targets: Increase in School Performance Profile building level score.

Type: Interim  
 Data Source: SchoolNet  
 2017 – 2018

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

Type: Interim  
 Data Source: SchoolNet  
 2017 – 2018

Specific Targets: Reduce the number of chronically truant and tardy.

Type: Interim  
 Data Source: DRA2 and School Pace data  
 Sept 2017- June 2018  
 Specific Targets: Decrease the number of K-3 students reading on intensive by 20% (Baseline is 41% - 119 students)

Type: Interim  
 Data Source: DRA2 and School Pace  
 Sept 2017-2018

Specific Targets: Increase the number of 3rd graders reading on grade level by 20% (Baseline, 75% - 45 students), as evidenced by the PSSA

Type: Interim

Data Source: Aimsweb, Benchmark and Weekly TTM score

Specific Targets: Increase the number of 5th grade students achieving Math proficiency by 10% (Baseline, 80% - 48 students), as evidenced by the PSSA

## **Strategies:**

### *Data Analysis Procedures*

#### **Description:**

**Data Analysis Procedures-** Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** Instruction

### *Data Informed Instruction:*

#### **Description:**

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

**SAS Alignment:** Instruction

### *School-wide Attendance Incentive Program:*

#### **Description:**

**School-wide Attendance Incentive Program:** 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:** Instruction

### *Guided Reading*

**Description:**

Steel staff participated in the Literacy Institute in which kindergarten through 3rd grade teachers receive ongoing from CLI coach. They are recipients of coaching, coteaching, professional development, and they receive support and informal feedback from best practices.

**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.

**SAS Alignment:** Instruction

### *Small Group Pullouts*

**Description:**

**Research has discovered that small group instruction and cooperative learning have a significant impact on student achievement. Because small group instruction is a highly effective differentiating instruction strategy it is widely used in elementary classrooms. Part of the literacy framework provides evidence that this research based practice should be implemented within the 120 literacy block.**

**SAS Alignment:** Instruction

### *Think Through Mathematics*

**Description:**

**Think Through Math is built from a carefully sequenced and paced progression of Course of Study that provide the conceptual underpinnings of grade-level success. The system is designed to build students' conceptual understanding, flexible strategic thinking, and problem-solving perseverance. As students advance through adaptive lesson pathways,**

they interact with highly focused content purposefully chosen to help students make connections while learning to think algebraically. Provide an opportunity to support students who are at each tier of the rti process by provide individualized lessons that can be used during small group instruction, home practice, and/or independent instruction.

**SAS Alignment:** Instruction

### *Guided Math Groups*

**Description:**

Research has discovered that small group instruction and cooperative learning have a significant impact on student achievement. Because small group instruction is a highly effective differentiating instruction strategy it is widely used in elementary classrooms. Guided Math is an environment in which students are afforded the opportunity to work with teacher guidance and/or independently in order to build solid math skills, concepts and strategies.

**SAS Alignment:** Instruction

### *Parent Workshops*

**Description:**

Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs. Parents are more confident in their parenting and decision-making skills. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children. Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Data Analysis Procedures – Establish a Team*

**Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, 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

List of Data Team members

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Create Data Analysis Protocols*

**Description:**

The Data Analysis Team will 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. Calendar of Monthly Meetings, Agendas, Sign-in Sheets,

Copy of Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures – Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agendas, Sign in sheets, PD Schedule, PD evaluations, Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures- Master Assessment Calendar*

**Description:**

Principal, Instructional Teacher Leader and teachers at each grade level will collaboratively develop a master assessment calendar outlining the dates that teachers (K-2, 3-5, 6-8) must administer assessments on specific assessment anchors, eligible content or standards aligned learning objectives that students need to master.

Master Calendar

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures – Analyze Data*

**Description:**

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery..

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures - Monitor Data Analysis*

**Description:**

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

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures – Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally relevant student data

Lesson plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

### *Data Informed Instruction- Professional Development*

**Description:**

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings*

**Description:**

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar of Monthly Meetings

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

*Data Informed Instruction- Universal Screeners Diagnostic Testing*

**Description:**

Universal Screeners, diagnostic and placement test will be administered to all students the first week of September to ensure early identification of at risk and high performing students in order to determine and plan interventions.

Universal Screener Assessment Results

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction - Collect Data*

**Description:**

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Assessment Training Sessions*

**Description:**

Provide training sessions for teachers to become adept at administering the various assessments tools that are designed to support them in creating opportunities to deliver more effective instruction to at risk students.

Agendas, Sign-In Sheets, Professional Development Flyers Teacher Assessment Binder, Student Portfolios with Assessments

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Select Instructional Strategies*

**Description:**

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

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

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

- Data Informed Instruction:

*Data Informed Instruction - Intervention Implementation***Description:**

Teachers and staff will implement intervention during scheduled class or intervention period. City Year Teams offer academic, attendance, culture and climate services to schools. Assisnment to City Year Intervention will be based on Data Analysis.

SAS Materials and Resources

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

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

- Data Informed Instruction:

*Data Informed Instruction – Monitor and Evaluate***Description:**

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary..

Data Protocols

RTII Portal

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

*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:

*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:

### *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:

### *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 chronicchronically 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:

### *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:

### *Attendance Incentive Climate Specialist*

**Description:**

Work to support school attendance initiatives to review student attendance data and implement attendance monitoring programs, supports and incentives.

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

### *Guided Reading*

**Description:**

The reading specialist will work with student that have been identified as intensive across k-3 grades bands into Tier 2 and Tier 3 classifications. In addition to support we will implement the blended learning model to leverage Lexia on/offline learning resources to provide provide students will differentiated instruction to master skill. Lastly, SSA'a will be utilized to support small group intrsuction.

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

**Program Area(s):**

**Supported Strategies:**

- Guided Reading

### *Lexia*

**Description:**

Lexia will be used as an intervention tool to support students in areas of need. DRA assessments will be administered 4 times a year. In which data analysis of assessments will be be reviwed to gernerate action steps to support students needs during common planning time. In addition to support we will implement the blended learning model to leverage Lexia on/offline learning resources to provide provide students will differentiated instruction to master skill. Lastly, SSA'a will be utilized to support small group intrsuction.

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

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

- Lexia

*Small Group Instruction***Description:**

CLI coaches provide literacy support to teachers in K-3 classrooms daily. During the 120 minute literacy block student will participate in independent reading for 30, intentional reading for 15 min, receive 20 minutes of small group instruction, and 40 minutes of collaborating in intentional literacy centers. The reading specialist will work with student that have been identified as intensive across k-3 grades bands into Tier 2 and Tier 3 classifications.

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

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

- Small Group Pullouts

*Think Through Math***Description:**

TTM will be used as an intervention tool to support students in areas of need. Aimsweb assessments will be administered 3 times a year. In which data analysis of assessments will be reviewed to generate action steps to support students needs during common planning time. In addition to support we will implement the blended learning model to leverage TTM on/offline learning resources to provide differentiated instruction to master skill.

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

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

- Think Through Mathematics

## *Guided Math Groups*

### **Description:**

Math lead will provide literacy support to mathematics will partnering with the professional development departments from Achievement Network, Think Through Mathematics, and the school based mathematics team. During the 90 minute mathematics block student will participate in independent reading for 15, intentional modeling for 15 min, receive 20 minutes of small group instruction, and 40 minutes of collaborating in intentional mathematics centers. The SBTL and math lead will work with student that have been identified as intensive in 5th grades bands into Tier 2 and Tier 3 classifications.

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

### **Program Area(s):**

### **Supported Strategies:**

- Guided Math Groups

## *Parent Workshops*

### **Description:**

Parents are more confident in their parenting and decision-making skills. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children. Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.

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

### **Program Area(s):**

### **Supported Strategies:**

- Parent Workshops

**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: School Performance profile

Sept 2017 and June 2018

Specific Targets: Increase Building Level Score

Type: Interim

Data Source: PSSA

April-May

2018

Specific Targets: 75% of the at risk population will show evidence of making gains on standardized testing

Type: Interim

Data Source: PVAAS

September 2017- June 2018

Specific Targets: Increase in the number of PVAAS reported grade levels that have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Interim

Data Source: Dibels

September

2017

January

2018 and

May 2018

Specific Targets: 75% of at risk students will show improvement on assessments in using the identified interventions in the Response to Instruction and Intervention process.

Type: Interim

Data Source: DRA/WRAP

September 2017- June 2018

2014 – June

Specific Targets: 75% of the student groups will show growth on the DRA/WRAP assessment in literacy after participating in standardized guided reading sessions five times per week.

Type: Interim

Data Source: Early Warning

Indicator

September

2017 – June

2018

Specific Targets: Reduce the number of students listed for multiple course failures, tardiness, truancy and suspension.

Type: Interim

Data Source: E-metric

September 2017-June 2018

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

## ***Strategies:***

### *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:** None selected

### *Danielson Framework*

#### **Description:**

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

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

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *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.

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

Year-long PD calendar

Title I Binder

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

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

- Professional Development

*Professional Development -Monitoring the effectiveness of the Professional Development Session*

**Description:**

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

Year-long PD calendar

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Danielson Framework -Professional Development on Danielson Framework*

**Description:**

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

Agenda

Sign-in sheets

Exit Slips

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

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

- Professional Development
- Danielson Framework

*Danielson Framework -Develop Lesson Plans based on Danielson Framework*

**Description:**

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

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

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

- Danielson Framework

*Danielson Framework -Implement the Danielson Framework of Instruction*

**Description:**

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

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Danielson Framework

*Danielson Framework – Monitor the implementation of the Danielson Framework of Instruction*

**Description:**

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Danielson Framework

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Percentage of Participants, ClassDojo Points, KPI, Teacher Managed and Office Managed Culture Forms

Sept 2017-2018

Specific Targets: Increase the number of student that have not had an out of school suspension by 2% (Baseline, 95% - 462 parents)

### ***Strategies:***

#### *PBIS*

##### **Description:**

Implement a schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom setting. Positive behavior support is an application of a behaviorally-based system approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

**SAS Alignment:** Safe and Supportive Schools

#### *Restorative Practice*

##### **Description:**

Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

**SAS Alignment:** Safe and Supportive Schools

### *Parent Workshops*

**Description:**

**Parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs. Parents are more confident in their parenting and decision-making skills. As parents gain more knowledge of child development, there is more use of affection and positive reinforcement and less punishment on their children. Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.**

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Parent Workshops*

**Description:**

**Parents have a better understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Parents are more aware of, and become more active regarding, policies that affect their children's education when parents are requested by school to be part of the decision-making team.**

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

**Program Area(s):**

**Supported Strategies:**

- Parent Workshops

## *Restorative Practices*

**Description:**

STS referrals, restorative practices, parent conferences, peer mediations, positive behavior supports and interventions, police mediations, partnership with CUA, interagency meetings.

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

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

- Restorative Practice

## *PBIS*

**Description:**

PBIS will be instruted in the school to establish a system that will help reduce serious incidents, sussionsions, and an abundance of referrals. This process will be implemented and managed by the leadership team. Data will be tracked on the SWIS tracker.

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

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

- PBIS

# Appendix: Professional Development Implementation Step Details

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

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Steel Edward Sch in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Steel Edward Sch in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

In literacy 40% of Kindergarteners are reading on Target as indicated by Qtr 2 DRAs and 25% of 3rd graders are reading on grade level as indicated by Qtr 2 Benchmarks. In math, 80% of 5th graders are achieving proficiency in Math as indicated by Qtr 2 Benchmarks. Our climate, we decreased out of school suspension by 5% through Positive Behavior Support Program and afterschool mentoring with Helping Hands Children Center.

### **Describe the continuing areas of concern from the past year.**

We need to decrease the number of K-3 students reading on intensive by 20% (Baseline is 41% - 119 students) and increase the number of 3rd graders reading on grade level by 20% (Baseline, 75% - 45 students), as evidenced by the PSSA. We need to increase the number of 5th grade students achieving Math proficiency by 10% (Baseline, 80% - 48 students), as evidenced by the PSSA. We need to increase the number of student that have not had an out of school suspension by 2% (Baseline, 95% - 462 parents).

### **Describe the initiatives that have been revised.**

SLGQ 4: Guided Reading, Lexia, small group pull-outs, Think Through Math and guided math groups were added in response to guiding question 4.

SLGQ 6: PBIS, Restorative Practice and parent workshops were added in response to guiding question 6.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

SLGQ # 2 and 4: 41.8% of our K-3 students are reading on target as measured by the DRA as of April 2016, Usage of a schoolwide reading program that supports and tracks reading growth of all students in the school, All K-3 teachers are being supported by an Early Literacy Specialist, All K-3 teachers are conducting guided reading lesson daily, All teachers participate in weekly planning meetings with their grade partners (data, lesson planning, professional development, RTII), .9% growth in the number so students scoring advanced or proficient in the 6th grade

### **Describe the continuing areas of concern from the past year.**

Our School Progress Report overall score was 11%, which means that we are at the intervene level (Achievement 4%, Progress 17%, & Climate 12%), 22.7% decrease in the number of students scoring proficient/advanced on the 2015 Math PSSA (5.7%) from the 2014 Math PSSA (28.4%), 93.8% average percent of days attended for all students, increase of 35 students with at least one out-of-school suspension during the previous three school years, All students in need of Tier II interventions in math and literacy are not receiving them with Fidelity, Quality instruction that is responsive and meets the needs of the

learners (differentiation based on the learners strengths and weaknesses), Using data to drive instruction and overall needs of students (SLGQ #4).

**Describe the initiatives that have been revised.**

We will focus on Principle 6: Safe School Environment 2g. Ensures School Safety which ensures that we provide a safe school environment. We will focus on Principle 4: Strengthening Instructional Program to implements high quality instruction. Finally we will focus on Principle 5: Data to Inform Instruction to uses data for informed decision making.

## 2014-2015 Improvement Evaluation

**Describe the success from the first year plan.**

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2, 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2, 4, to ensure increased academic performance of all students.

In addition, 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.

**Describe the initiatives that have been revised.**

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4 we will continue to assess and amend the implementation of strategies to increase student achievement.

In addition, 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