

Emlen Eleanor C Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Emlen Eleanor C Sch

6501 Chew Ave
Philadelphia, PA 19119
(215)951-4010

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tammy Thomas
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Tammy Thomas	Building Principal : School Improvement Plan
Jan Deruiter	Community Representative
John Coats	Ed Specialist - Other
Sharon Ryder	Elementary School Teacher - Special Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Beverly Green	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:

- School web site
- Yearly letter to parents
- 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 Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools 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,

evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU26/Office of Federal Programs Design and Implementation	10/14/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	10/27/2016 12:00:00 AM	Instructional Review with Assistant Superintendent
IU26/Office of Federal Programs Design and Implementation	12/6/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/4/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	2/3/2017 12:00:00 AM	Progress Monitoring Visit for PDE
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis
IU26/Office of Federal Programs Design and Implementation	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
IU26/Office of Federal Programs Design and Implementation	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.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal

Student Assessment of Progress

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

Teachers are included in the decisions regarding academic assessments in order to improve achievement and the overall instructional program by collaborating on a weekly basis at

grade group meetings, analyzing data and developing grade assessments with the use of acuity. Teachers use progress monitoring data such as DRA levels, AimsWeb, Benchmarks and teacher made assessments to develop lessons to address areas of weakness and re-teaching.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

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

Coordination and Integration of Services and Programs

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

- *Any federal education program 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 **99.25**

ELA/Literature - Percent of Required Gap Closure Met **100.00**

Science/Biology - Percent of Required Gap Closure Met **51.85**

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 **90.26**

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I - Meeting Annual Academic Growth Expectations **100.00**

ELA/Literature - Meeting Annual Academic Growth Expectations **74.00**

Science/Biology - Meeting Annual Academic Growth Expectations **71.00**

Other Academic Indicators:

Cohort Graduation Rate **N/A**

Promotion Rate **96.76**

Attendance Rate **93.10**

Advanced Placement, International Baccalaureate, or College Credit **N/A**

N/PSAT/Plan Participation	N/A
KPI Attendance:	93.4 %
Out-of-School Suspensions:	8.9%

63.2% of K-3 students are reading on target as indicated by Quarter 2 DRAs as compared to 51% from the first quarter **51 % of 5th graders are achieving proficiency in math as indicated by Quarter 2 Benchmarks as compared to 51% from the first BM report.** **Decrease OSS and Serious Incidents by 10% specifically target 5th Grade.** **Increase parental involvement in monthly parent workshops by 2%**

School Concerns

Concern #1:

SPP score of for Focus:	66.4
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.15
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	38.83
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	45.76
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	50.00
SAT/ACT College Ready Benchmark	N/A

Indicators of Closing the Achievement Gap- All Students:	
Science/Biology – Percent of Required Gap Closure Met	51.85

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

Aligned Concerns:

SPP score of for Focus:	66.4
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.15
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	38.83
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	45.76
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	50.00
SAT/ACT College Ready Benchmark	N/A
Indicators of Closing the Achievement Gap- All Students:	
Science/Biology – Percent of Required Gap Closure Met	51.85

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.

Aligned Concerns:

SPP score of for Focus:	66.4

Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.15
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	38.83
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	45.76
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	50.00
SAT/ACT College Ready Benchmark	N/A
Indicators of Closing the Achievement Gap- All Students:	
Science/Biology – Percent of Required Gap Closure Met	51.85

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase the number of students scoring proficient or advanced in grade 3 reading.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 80% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math, reading science and writing.

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 50% or more of all students will receive a passing grade of “C” or better on the end of unit assessments.

Type: Annual

Data Source: eMetric

2017 – 2018

Specific Targets: Increase up to ___10___% or more in for all tested subjects for student groups.

Type: Interim

Data Source: DRA 2

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Type: Interim

Data Source: Teacher Assessment Data

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Type: Interim

Data Source: Writing Samples

Specific Targets: No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Type: Interim

Data Source: IReady Data reports

Specific Targets: Describe Goal: Increase the number of 5th grade students achieving math proficiency by 10% on the 3rd Benchmark

Type: Interim

Data Source: Aimsweb Data

Specific Targets: Describe Goal: Increase the number of 5th grade students achieving math proficiency by 10% on the 3rd Benchmark

Type: Interim

Data Source: LEXIA Reports

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Type: Interim

Data Source: Benchmark Data

Specific Targets: Describe Goal: Increase the number of 5th grade students achieving math proficiency by 10% on the 3rd Benchmark

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 classroomsal strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms.

SAS Alignment: Instruction

*Informal and Formal Observations***Description:**

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

SAS Alignment: Instruction

*Instructional Coaching and Modeling:***Description:**

Instructional Coaching will be utilized schoolwide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms. Teachers will receive support in the implementation of Danielson's framework around the 4 domains along with the PDE Teacher Effectiveness model.

SAS Alignment: Instruction

*Guided Reading***Description:**

CLI Guided Reading is a high impact practice that differentiates reading instruction based on student reading levels and stages. It allows teachers to explicitly teach to small groups, progress monitor and collect data

SAS Alignment: Instruction

PSSA Books

Description:

The Pennsylvania PSSA Practice Coach book allows students, parents, and teachers the ability to see and answer practice questions for the assessment that will help prepare them for the ELA/ TDA portion of the test

SAS Alignment: Instruction

Writer's Workshop

Description:

CLI Writer's workshop involves direct writing instruction in form of a mini-lesson and followed by 45 min. of active writing time for the students. The teacher models writing techniques and conferences with students individually to help create better writers.

SAS Alignment: Instruction

Small Group Instruction

Description:

National Mathematics Advisory Panel states that providing small group math instruction and allowing student to work in pairs or small groups provides opportunity for students to use manipulatives and communicate mathematically in a way that will improve their mathematical knowledge

SAS Alignment: Instruction

iReady

Description:

The Educational Research Institute of America states that IReady allows for comparisons of predicted observed proficiency rates for its users . It's rigor and content is based off the Common Core Standards

SAS Alignment: Instruction

Lexia

Description:

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel (What Works Clearing House).

SAS Alignment: Instruction

100 Book Challenge

Description:

American Reading Company states that Educational Research demonstrates that the amount of time children read has an enormous impact on their reading ability. Students are asked to read for 20 min per night on their independent reading level.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Teachers will receive online and face-to-face professional development on differentiated instruction to ensure that all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Agenda

Sign-in Sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Lesson Plan checklists

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction- Lesson Plan Review***Description:**

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction – Monitor***Description:**

The Principal will conduct both formal and informal classroom observations to ensure that all classroom teachers deliver standards-aligned, differentiated instruction that reflects challenging learning expectations for all students. The School Based Teacher Leader and Special Ed Liason will conduct “spotlight” informal walkthroughs in order to provide feedback to colleagues before administration comes in. Administration along with the SBTL will utilize feedback from informal and formal classroom observations to hold all staff members accountable for consistent implementation of effective instructional practices. Agenda

Informal Observation tool (Spotlight)

Formal/ Informal Observations (Danielson Framework)

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Evaluate Instructional Coaching

Description:

Teachers who receive unsatisfactory informal or formal observations /needs improvement will be provided instructional coaching in the form of modeling and/or co-teaching to ensure that research-based differentiation practices are implemented across all classrooms and comprise the majority of observed practices in each classroom to increase student achievement

Teacher Leader Logs

Instructional Coaching Schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Develop Calendar

Description:

A year-long walkthrough calendar will be developed to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough Protocol Communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework.

Walkthrough protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - 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.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity. Instructional coaches will provide support to teachers and staff in areas determined as needing improvement. This practice will ensure that the administrative team holds all staff members accountable for consistent implementation of effective instructional practices. Lesson Plans

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Instructional Coaching -Staff Selection for Instructional Coaching

Description:

Teachers and staff will be selected by the administrative team based upon student data and observation reports.

Student data

Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching and Modeling:

Instructional Coaching -Scheduling Time for Grade Group Meetings for PD

Description:

Administration will ensure grade group meeting times will be incorporated into the the 2014-2015 teacher / prep schedule. This time will be allocated to grade group meetings for professional development in the areas of need based off of data and formal/ informal observations. Year-long PD calendar

Agendas

Sign In sheets

SBTL log sheets

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching and Modeling:

Instructional Coaching - Modeling and Coaching

Description:

The school based teacher leader and coaches will focus on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms

Agendas

Sign In sheets

SBTL log sheets

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching and Modeling:

Instructional Coaching -Monitoring Instruction

Description:

Administrator and leadership team will monitor the effectiveness of instructional coaching to ensure it has changed both teacher and student practice. i

Observations, Lesson Plans, Lesson Plan Feedback Forms

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching and Modeling:

Instructional Coaching -Evaluation

Description:

Leadership team will evaluate the effectiveness of instructional coaching through the process of data analysis and teacher observations.

Student data results

Observation Protocol

Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching and Modeling:

Guided Reading- Student Identification

Description:

The ELS (Early Literacy Specialist) and the SBTL (School Base Teacher Leader) will work with the K-3 teachers to identify students at each grade leve in order to develop Guided Reading groups based of the DRA2 data and Reading Behaviors.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading- Small Group

Description:

Small group instrcution will be used for Guided Reading

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

Program Area(s):

Supported Strategies:

- Guided Reading

PSSA Books- Literacy

Description:

3rd Grade teachers will utilize the Practice PSSA coach books to help prepare students for TDA (Text Dependent Analysis)

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

Program Area(s):

Supported Strategies:

- PSSA Books

PSSA Books-Math

Description:

Grade 3-5 teachers will utilize the Practice PSSA coach books to help prepare students for math portion of the PSSA

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

Program Area(s):

Supported Strategies:

- PSSA Books

Writer's Workshop- Assessment

Description:

To measure effectiveness, monthly writing samples will be collected and quarterly DRA2 data along with teacher assessments will be analyzed for progress as we move toward our 8 week targets.

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

Program Area(s):

Supported Strategies:

- Writer's Workshop

*Small Group Instruction - PSSA Prep***Description:**

Small group instruction will be used and Grade 3-5 teachers will utilize the Practice PSSA coach books to help prepare students for math portion of the PSSA.

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

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

- Small Group Instruction

*iReady - Intervention***Description:**

The SBTL (School Base Teacher Leader) will work with teachers to identify students at each grade level in order to assign students to the online math Intervention IReady.

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

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

- iReady

*Lexia-Intervention***Description:**

Small group instruction will be used for Guided Reading and LEXIA for the online Reading Intervention.

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

Program Area(s):

Supported Strategies:

- Lexia

Lexia-Intervention

Description:

To measure effectiveness we will analyze quarterly DRA2 data , Monthly LEXIA reports along with teacher assessments will be analyzed for progress as we move toward our 8 week targets.

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

Program Area(s):

Supported Strategies:

- Lexia

100 Book Challenge- Independent Reading

Description:

100 Book Challenge books will be provided to every student based off their independent reading level.

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

Program Area(s):

Supported Strategies:

- 100 Book Challenge

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: Insight for School Improvement

Suspension Data

September 2014- June 2015

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

Type: Interim

Data Source: Insight for School Improvement

Suspension Data

September 2014- June 2015

Specific Targets: 10% decrease in Bullying /Harrassment and intentioanlly placing others in danger.

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

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

Type: Interim

Data Source: SIMS Data for Serious Incidents

Specific Targets: Decrease out of school suspensions and Serious Incident Reports by 5% through PBIS

Type: Interim

Data Source: In School Climate Data

Specific Targets: Decrease out of school suspensions and Serious Incident Reports by 5% through PBIS

Strategies:

Positive Behavior Support 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: None selected

School Wide PBIS

Description:

George Sugai, PhD and Robert Horner, PhD in *The Evolution of Discipline Practices: School Wide Positive Behavior Supports* study shows that schools that have increased emphasis on "school wide" positive behavior support show a preventive whole school approach that can decrease negative behaviors and increase overall positive behaviors from students.

SAS Alignment: Safe and Supportive Schools

Detention and Community Service

Description:

Education Works states that detentions should be used wisely. Quality detention activities are key. The use of a "Reflection Packet" will help students reflect on their behaviors rather than viewed as a punishment. Take advantage of the time to teach the student how to change their behaviors.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. 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 team Members

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program -School Wide Evaluation

Description:

Leadership team will conduct a needs survey to identify behavioral needs of the school based on perceptual data, teacher feedback and analyzed student data.

Survey Feedback

Evaluation Data

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program -Prioritizing the Survey Feedback

Description:

The principal along with the PBS Team will review the data from the staff suveys and prioritize 3 areas that we will focus on to implement and monitor around PBS. (Ex. Lunchroom, recess yard, hallways)

Focus Priority List of PBS areas

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program -Staff Positive Behavior Support Training

Description:

The Emlen PBS Team will provide training to staff members on the various components of the School Wide Positive Behavior Support Model and use of Lion Tickets and ticket redemption for students.

Meeting agendas

Sign In sheets

PD material

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program -Identify at-risk Students in need of Intensive PBS

Description:

School staff will identify those children who currently have behavior plans in place or those in need of intensive behavior support/plans.

List of Students with Behavior Plans

List of Students in need of Behavior Plans

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program -PBS Program Implementation

Description:

The Emlen Staff will implement the outlined PBS plan that will include school wide expectations. It will be explained to all students and promoted school wide. Students will understand how they can earn and redeem Emlen Lion Tickets.

lesson plans

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Monitor and Evaluate Effectiveness of PBS

Description:

The principal, teachers and PBS team members will evaluate the effectiveness of the PBS plan and revise as needed to meet the needs of the school.

ISI Dashboard Data

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

School Wide PBIS - Incentives

Description:

The team will ensure that the Emlen School PBIS system is in place and that monthly incentives and rewards are provided to students that follow the Student Code of Condcut .

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

Program Area(s):

Supported Strategies:

- School Wide PBIS

Detention and Community Service - Implementation

Description:

An After School Detention program will begin in October and will be posted as an EC Club.

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

Program Area(s):

Supported Strategies:

- Detention and Community Service

Detention and Community Service - Reflection

Description:

This detention program will help to reduce Out of School Suspensions and allow students to take ownership of their behaviors while completing a " Refelction Packet"

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

Program Area(s):

Supported Strategies:

- Detention and Community Service

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Emlen Eleanor C Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Emlen Eleanor C 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 Emlen Eleanor C 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.

63.2% of K-3 students are reading on target as indicated by Quarter 2 DRAs as compared to 51% from the first quarter. 51 % of 5th graders are achieving proficiency in math as indicated by Quarter 2 Benchmarks as compared to 51% from the first BM report. Decrease OSS and Serious Incidents by 10% specifically target 5th Grade. Increase parental involvement in monthly parent workshops by 2% .

Describe the continuing areas of concern from the past year.

No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment. Describe Goal: Increase the number of 5th grade students achieving math proficiency by 10% on the 3rd Benchmark. Describe Goal: Decrease out of school suspensions and Serious Incident Reports by 5% through PBIS. At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment. At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Guided Reading, PSSA Books, Writer's Workshop, Small Group Instruction, iReady, Lexia, and 100 Book Challenge. Additionally, revisions have been made to guiding question 6 to include PBIS and Detention/Community Service.

2015-2016 Improvement Evaluation

Describe the success from the past year.

We currently are in a partnership with CLI for our literacy program K-3. We are also working with University of Penn for OGAP in math. Our PSSA Science scores were our strength at 42.1% scoring Proficient and Advanced. The school is focused on a school wide goal of increasing the percentage of students reading On Target for the DRA (SLGQ #4).

Describe the continuing areas of concern from the past year.

The current challenges of our school program would be that we are designated a "Focus" school and that the 2014-15 PSSA results show that only 9.4% of students scored Proficient and Advanced on the MATH portion of the PSSA. 30.1% in ELA on the PSSA. Based off the most recent DRA report our challenge is that 29.8% of students are scoring at the Intensive level and 13.3% of students are scoring at the strategic level. Our goal is to decrease the number of students reading at each of these levels and increase the overall number of students reading on Target by the 3rd grade. Based off PVAAS data our students in the below Basic and Basic

category are making gains while our students who are in the Proficient and Advanced category are not making progress or very little progress. This data shows that we need to focus not only on our low performing students but develop a plan of action to meet the needs of all students. An additional challenge is that we would like to purchase updated curriculum for Literacy and buy a Math Intervention program for our students with Tier II interventions (SLGQ #2 and #4).

Describe the initiatives that have been revised.

Literacy- Increasing the number of students reading On Target and decreasing the number of students reading at Intensive and Strategic. This will be addressed through the purchase of an SBTL who will provides in class support for teachers and Professional Development. Conducts weekly Grade Group Meetings and oversees standards aligned curriculum development and lesson planning. Works with CLI coaches to ensure Literacy focus as a school. Additionally, Teachers will be purchased to help Reduce class size in the lower grades. Parental Involvement dollars will be utilized to purchase Books and Instruction Aids, like, PSSA Reading and Math Coach Books to support students learning at home with parents support. Equip/ Furniture in the form of Student laptops will be purchased to aid in the learning process. Reading Levelled Text books will be purchased for classrooms and the 100 Book Challenge (SLGQ#4). Emlen School will also purchase a full time counselor. .40 of the Counselor's salary will be paid from Title I dollars. The counselor will work to support the school wide PBS program we have here at the school, conduct small focused groups for at risk students and teach bully prevention programs such as Second Step in classrooms (SLGQ #6).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2 , 4 , 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.

SLGQ 2- Success with completing and reviewing the benchmark analysis form. Teachers are using this information to help improve academic growth. Teachers are able to analyze their students strengths and weak areas in both reading and math according to benchmark results.

SLGQ 4- The use of the EDS teacher monitoring tool is used to help monitor the implementation of instructional practices. Feedback from the observation tool has helped to ensure that consistent implementation is happening across all classrooms. The introduction of the SAS portal is another key for effective professional development around these instructional practice areas.

SLGQ 6- This year we have incorporated a school prize room that works along with our PBIS in providing a safe and supportive environment. Students earn Lion Tickets for displaying good behavior and following the 5 B's of our Bully Prevention program. The 5 B's are : Be Respectful, Be Responsible, Be Peaceful, Be a Problem Solver , Be a Buddy and not a Bully. We also provide a monthly climate report update to every staff member in the building. We look for trends and hot spots that need additional attention.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

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

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

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.

SLGQ 2- Area of Concern

The PVAAS Teacher verification process continues to be an area of concern. Teachers are often finding themselves checking and re-checking the percentage times of working with various student groups (ie. Special Ed population) in order to make sure calculations are accurate for reporting of data.

We continue to address these concerns at Teacher/ staff meetings throughout the school year and during PVAAS reporting time.

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.