

Houston Henry E Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Houston Henry E Sch

7300 Rural Lane
Philadelphia, PA 19119
(215)248-6608

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: LeRoy Hall, Jr.
Superintendent: William Hite

Stakeholder Involvement

Name	Role
LeRoy Hall, Jr.	Building Principal : School Improvement Plan
Elayne Blender	Community Representative
Diane Funderburg	Ed Specialist - Other
Renfer Renfer	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Sandy Houston	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
- School newsletter
- District web page
- District report card
- Yearly letter to parents
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

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	10/13/2016 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	11/7/2016 12:00:00 AM	Instructional Review with Assistant Superintendent
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	1/30/2017 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.

Literacy: All teachers are to use data to drive instruction. Teachers submit a data tracking sheet to captures student data. This sheet is often referred to during grade group and other meetings.

All academic teachers 3-8 are required to complete and submit Benchmark Protocol sheets based on Literacy and Mathematics. These benchmark protocol sheets are collected, discussed, and implemented each quarter. Benchmark protocol sheets require teachers to elucidate and analyze Acuity benchmark data and use the data to drive future instruction.

Math: All teachers are to use data to drive instruction. Teachers submit a data tracking sheet to captures student data. This sheet is often referred to during grade group and other meetings. All academic teachers 3-8 are required to complete and submit Benchmark Protocol sheets based on Literacy and Mathematics. These benchmark protocol sheets are collected, discussed, and implemented each quarter. Benchmark protocol sheets require teachers to elucidate and analyze Acuity benchmark data and use the data to drive future instruction.

Science: Currently under development.

PSSA: Student data is captured throughout the year. Teachers are instructed to analyzed data and use data to drive instruction.

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	Yes
Reading	Yes
Math	Yes
Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of closing the Achievement Gap Historically underperforming Schools:	
Science/Biology – Percent of Required Gap Closure Met	79.29
Indicators of Academic Growth PVAAS:	
ELA/Literature - Meeting Annual Academic Growth Expectations	88.00
Other Academic Indicators:	
Cohort Graduation Rate	N/A
Promotion Rate	99.74
Attendance Rate	91.44
Advanced Placement, International Baccalaureate, or College Credit	N/A
N/PSAT/Plan Participation	N/A
KPI Attendance:	94.2 %

This is a significant gain when compared to SPR results of 2014-15 in which Houston received -1.93 for PSSA ELA Average Growth Index. This score of -1.93 yielded a 0 out of 12 score and was labeled "intervene". 2015-16 SPR gained 11.2 out of 12 possible points scoring a classification of "model".

Gain in overall SPR score. Increase from 27% - 30%.

Year to date, Houston has seen a substantial increase in parent participation evidenced by sign in sheets.

This 14% increase can be attributed to increase in student survey participation. Increase in climate data on SPR report. Increase was from 27% to 41%.

Increase of WAC (writing across the curriculum) Increase in percentage of students scoring advanced on PSSA. Increase in 6th grade from 2.2%

to 7.7%.

School Concerns

Concern #1:

SPP score of for Focus:	50.9
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	9.20
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	32.39
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	28.77
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	30.77
SAT/ACT College Ready Benchmark	N/A
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00

ELA/Literature – Percent of Required Gap Closure Met	35.39
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.50
Out-of-School Suspensions:	11.3%

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:	50.9
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	9.20
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	32.39
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	28.77
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	30.77
SAT/ACT College Ready Benchmark	N/A
Indicators of Closing the Achievement Gap- All Students:	

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	35.39
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.50
Out-of-School Suspensions:	11.3%

Systemic Challenge #2 (*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

Aligned Concerns:

SPP score of for Focus:	50.9
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	9.20
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	32.39
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	28.77
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	30.77
SAT/ACT College Ready Benchmark	

N/A	
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	35.39
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.50
Out-of-School Suspensions:	11.3%

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.

Aligned Concerns:

SPP score of for Focus:	50.9
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	9.20
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	32.39
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	28.77
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	30.77

SAT/ACT College Ready Benchmark N/A	
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	35.39
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	60.50
Out-of-School Suspensions:	11.3%

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: Lexia Reports

9/2017-6/2018

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

Type: Annual

Data Source: PSSA

September 2016 – May 2017

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

Type: Annual

Data Source: PVAAS

September 2016- May 2017

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

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

Type: Interim

Data Source: DRA Data

Specific Targets: Describe Goal: 70% of 1st and 2nd grade students will make at least one academic year's worth of growth (if they begin the year on grade level and 1.5

year's of growth if they begin the year below grade level), as evidenced by their independent reading level from Q1 to Q4.

Type: Interim

Data Source: Teacher Made Assessments

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

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations

Description:

Informal and Formal Observations: The 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

Professional Development

Description:

Professional Development: Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

SAS Alignment: Instruction

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: Instruction

Blended Learning Rotation Station

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

SAS Alignment: Instruction

Flexible Grouping

Description:

Flexible grouping research has found the use of flexible grouping coupled with effective instruction have increased student achievement as well as self-concept (Castle, Dentz, & Tortora, 2005). <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=16469&context=rtd>

SAS Alignment: Instruction

Skill Packets and Differentiated Instruction

Description:

This strategy was used in our 3-8 grade classes increasing overall math benchmark scores

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in Sheets

Exit Slips

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

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 that reflect challenging learning expectations for all students. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Observation

Description:

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

Differentiated Instruction

-Informal and Formal Observations

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Informal and formal observations- Calendar***Description:**

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

Walkthrough schedules

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

Program Area(s): 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 will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

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 to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Feedback

Walkthrough protocols completed

Sign-in sheets

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.

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation-Instructional Coaching

Description:

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

Schedule/Agenda of Instructional Coaching Session

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

Observation schedule

Observation forms

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development – Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- 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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor and Evaluate 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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Blended Learning - Instruction

Description:

Math teachers will review student data and use to drive instruction.

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

Program Area(s):

Supported Strategies:

- Blended Learning Rotation Station

Blended Learning - Differentiate

Description:

Teachers will utilize Blended Learning Rotation to differentiate instruction.

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

Program Area(s):

Supported Strategies:

- Blended Learning Rotation Station

Blended Learning - Technology

Description:

Utilize blended learning to engage students in technology.

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

Program Area(s):

Supported Strategies:

- Blended Learning Rotation Station

Blended Learning-Parent Involvement

Description:

Student data will be shared with parents to help incorporate in student needs being met

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

Program Area(s):

Supported Strategies:

- Blended Learning Rotation Station

Skill Packets and Differentiated Instruction

Description:

Teachers will utilize a multitude of avenues to review and plan for data driven instruction including grade group, professional development, and individual coaching.

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

Program Area(s):

Supported Strategies:

- Skill Packets and Differentiated Instruction

Skill Packets and Differentiated Instruction

Description:

Teachers will utilize Skill packets to differentiate instruction.

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

Program Area(s):

Supported Strategies:

- Skill Packets and Differentiated Instruction

Skill Packets and Differentiated Instruction- Skills Level

Description:

Skill packets will be given according to elucidated student PSSA and benchmark results.

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

Program Area(s):

Supported Strategies:

- Skill Packets and Differentiated Instruction

Flexible Grouping - Student Identification

Description:

Principal, SBTL, and Literacy coach will work with staff to identify student groups and strategies.

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

Program Area(s):

Supported Strategies:

- Flexible Grouping

Flexible Grouping - Data Review

Description:

Staff will review and plan around data in weekly grade group and during common planning time.

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

Program Area(s):

Supported Strategies:

- Flexible Grouping

Flexible Grouping- Progress monitoring

Description:

Student DRA and progress monitoring notes will be reviewed weekly to assess student progress.

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

Program Area(s):

Supported Strategies:

- Flexible Grouping

Professional Development-CLI

Description:

Children's Learning Initiative is a set of best practices that supports and promotes early literacy in learners.

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development-CLI

Description:

Teachers will be trained in CLI and deliver appropriate practices. Professional development will provide the platform for live long learning.

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

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

- Professional Development

*Professional Development-CLI***Description:**

Consistent professional development and coaching will provide the staff with the proper training and conversation needed to meet the necessary goal.

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

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

- Professional Development

Goal #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

Indicators of Effectiveness:

Type: Annual

Data Source: SPP

2017 - 2018

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

Type: Annual

Data Source: PVAAS 2017 - 2018

Specific Targets: Increase the grades levels meeting the PA Academic Growth Standard

Type: Annual

Data Source: eMetric

2017 - 2017

Specific Targets: Increase the % of students scoring proficient or advanced in each tested subject.

Type: Interim

Data Source: Teacher Made Assessments

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: DRA

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 Progress Monitoring

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: Benchmark Data

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

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

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 Driven Instruction

Description:

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

SAS Alignment: Instruction

Implementation Steps:

Common Planning Time- Develop a Schedule

Description:

The leadership team will develop a schedule of weekly meeting dates and times and subjects.

Schedule of meeting dates and times

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters

Description:

The leadership team will share the schedule of weekly dates and times with the staff.

Calendar, Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

Teachers will meet weekly during Common Planning Time to analyze student data, share best practices, monitor student progress and receive professional development to enhance student achievement and teacher professional practices.

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

Leadership and teachers will meet bi-weekly to monitor student progress based on analyzed data.

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Leadership and teachers will meet bi-weekly to monitor student progress, identify appropriate interventions and adjust instructional practices based on analyzed data.

Agendas and Student Data Reports

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Data Analysis Procedures- Create Data Analysis Protocols

Description:

Data Analysis Protocols will be created to support understanding of data tools as a means to inform instruction and enhance student achievement.

Copy of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

The staff will receive professional development on PDE data tools, such as PVAAS, Emetric, SPP, and locally relevant data.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures -Analyze Data

Description:

Teachers will analyze student data bi-weekly to enhance and monitor student academics, attendance and behavior.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

Administration will ensure implementation and consistent analysis of student data through monitoring of lesson plans and attendance in data meetings.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Driven Instruction - Implementation

Description:

Staff will review and plan around data in weekly grade group and during common planning time.

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

Program Area(s):

Supported Strategies:

- Data Driven Instruction

Data Driven Instruction- Progress Monitoring

Description:

Instruction is tailored to individual students' needs. Benchmark data will be reviewed quarterly to assess student progress.

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

Program Area(s):

Supported Strategies:

- Data Driven Instruction

Data Driven Instruction-Parent Involvement

Description:

Student data will be shared with parents to help incorporate in student needs being met.

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

Program Area(s):

Supported Strategies:

- Data Driven Instruction

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: School Net Suspension Data

Specific Targets: Describe Goal: Decrease number of out of school suspensions by 20%. 56 in 2015-16. 2016-17 final no. not yet available.

Type: Interim

Data Source: Activity Log/ Community Partner List

Specific Targets: Describe Goal: Decrease number of out of school suspensions by 20%. 56 in 2015-16. 2016-17 final no. not yet available.

Strategies:

Second Step

Description:

The Second Step program for Kindergarten through Grade 5 is a universal, classroom based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. The Second Step program targets key risk and protective factors linked to a range of problem behaviors. Equipping students with Second Step skills helps a school create a safer, more respectful learning environment that promotes school success for all .http://www.cfchildren.org/Portals/1/SS_K5/K-5_DOC/K-5_Review_Research_SS.pdf

SAS Alignment: Instruction

*Community Partnership***Description:**

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010).

SAS Alignment: Instruction

*Character Education***Description:**

Yes. While character education is not a panacea to ridding schools of violence, it creates environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported, in the long-term. Character education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, hard-work and compassion – not because a guard or metal detector is posted at the door. <http://character.org/key-topics/what-is-character-education/what-works/>

SAS Alignment: Instruction

Implementation Steps:*Second Step- Implementation***Description:**

Teachers will deliver lessons based on the Second Step program. Students grades K-8 will be engaged in Second Step on a weekly basis.

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

Program Area(s):

Supported Strategies:

- Second Step

Character Education - Implementation

Description:

Students grades 6-8 will receive Character education once a week as delivered by School counselor.

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

Program Area(s):

Supported Strategies:

- Character Education

Community Partnership - Student Support

Description:

Students will be supported by community partners that have similar mission driven initiatives. Students will be encouraged to manage conflict in a constructive manner. Engage in community partnerships that support similar mission and vision of character education.

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

Program Area(s):

Supported Strategies:

- Community Partnership

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Houston Henry E Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Houston Henry E 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 Houston Henry E 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.

This is a significant gain when compared to SPR results of 2014-15 in which Houston received -1.93 for PSSA ELA Average Growth Index. This score of -1.93 yielded a 0 out of 12 score and was labeled "intervene". 2015-16 SPR gained 11.2 out of 12 possible points scoring a classification of "model". **Gain in overall SPR score. Increase from 27% - 30%. Year to date, Houston has seen a substantial increase in parent participation evidenced by sign in sheets. This 14% increase can be attributed to increase in student survey participation. Increase in climate data on SPR report. Increase was from 27% to 41%. Increase of WAC (writing across the curriculum) Increase in percentage of students scoring advanced on PSSA. Increase in 6th grade from 2.2% to 7.7%.**

Describe the continuing areas of concern from the past year.

Increase the number of 7th grade students scoring proficient or advanced on the PSSA by 10%. (Baseline - 11.6%), as evidenced by the PSSA. (78 students). 50% of 2nd grade students will score at target by the Spring AIMSweb assessment. 70% of 1st and 2nd grade students will make at least one academic year's worth of growth (if they begin the year on grade level and 1.5 year's of growth if they begin the year below grade level), as evidenced by their independent reading level from Q1 to Q4. No more than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA - English Language Arts assessment. Decrease number of out of school suspensions by 20%. 56 in 2015-16. 2016-17 final no. not yet available.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Blended Learning, Flexible Grouping, and Skill Packets for Differentiated Instruction . Additionally, revisions have been made to guiding question 6 to include Second Step, Community Partnership, and Character Education. Revisions to 2 were the addition of Data Informed Instruction.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Strength of our current program are the incentive based school initiatives. Students have a concrete way of earning incentives for meeting expectations. These incentives include; Classroom based incentives based on teacher classroom management plan, Houston bucks, attending Houston store, school trips, monthly Pizza w/ the principal, Honor roll assemblies, and featured on our SOTM bulletin board (SLGQ #4).

Describe the continuing areas of concern from the past year.

Time and resources. Raising the necessary capital to provide the aforementioned incentives (SLGQ #4)

Describe the initiatives that have been revised.

Increase student achievement , reduce student suspension, establish a formidable RTII system that honors child find, use data to drive instruction via data meetings, grade group meetings, professional development, and common planning time (SLGQ #2). These priorities will be addressed through the purchase of Pre-4 and 4-6 Classroom teachers to reduce class size. Houston will be having a "Reading Intervention" special class. This class will span grades K-8 and will help students in the area of reading and fluency. The teacher of the "Reading Intervention" class will utilize data driven instruction and support the goal of all students reading at grade level by 3rd grade. Noontime Aids will be purchased to reduce suspensions and improve school climate. EC will be allocated to support opportunities for afterschool tutoring to meet student needs. School Climate Manager will lead a climate team which will assist in reducing student suspensions and improving overall school climate. Parental Involvement funds will engage parent community (SLGQ#2).

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.

Our monthly professional development has provided supports for teachers as they look to provide differentiated instruction to each of their students.

Through the informal/formal observations conducted weekly, teachers have received feedback that has helped increase student engagement and enhanced teacher instructional practice.

Use of the Danielson Framework as a protocol for formal/informal observations has helped guide teacher learning.

Professional Learning Communities thrived during the 2015-16 school year. PLC's provided an opportunity for staff to support students using a multitude of strategies. Daily group meetings and common planning time provided teachers with the opportunity to use student data and share best practices as they planned to meet each student's needs.

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.

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

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 and 4. 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.

Differentiate instruction is an initiative that is continuing to be developed at Houston. Although there is an increase of the application of differentiated instruction at the class level according to data use, it is an area that still requires growth in order to successfully meet all students' needs.

PDE Data Tools must continue to be used as a tool to drive instruction. PVAAS data must be used to drive and evaluate student growth amongst teachers. Therefore, the school will add a strategy to address Goal #2.

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 aligned to Goal #4 to ensure viable outcomes.

The school has elected to discontinue implementation of Goal #1 and replaced with Goal #2.