

Kelly John B Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Kelly John B Sch

5116 Pulaski Ave
Philadelphia, PA 19144
(215)951-4011

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Kala Johnstone

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Kayla Johnstone	Building Principal : School Improvement Plan
Dennis Barnebey	Community Representative
Sharon Crombie	Ed Specialist - Other
Chariss Miller	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Felicia Figueroa	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- Yearly letter to parents
- Short Message Systems (phone blasts)
- 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	10/6/2016 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	11/3/2016 12:00:00 AM	Instructional Review with Assistant Superintendent
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.

Teachers meet in grade group and common planning to discuss DRA and Gates results as assessment tools. They look at student growth data over time to determine the effectiveness of the tools. We also meet as a leadership team to look at reading data. We have a school-based team including teachers and administrators to develop a comprehensive plan to meet the needs of students.

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Other Academic Indicators:	
Cohort Graduation Rate	N/A
Promotion Rate	97.79
Attendance Rate	90.61
Advanced Placement, International Baccalaureate, or College Credit N/PSAT/Plan Participation	N/A
KPI Attendance:	91.7 %

School Concerns

Concern #1:

SPP score of for Focus:	42.7
Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	14.03
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	28.83

<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	31.76	
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>		N/A
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	28.00	
<u>SAT/ACT College Ready Benchmark</u>		N/A
Indicators of Closing the Achievement Gap- All Students:		
<u>Mathematics/Algebra I- Percent of Required Gap Closure Met</u>	0.00	
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00	
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00	
Indicators of closing the Achievement Gap Historically underperforming Schools:		
<u>Mathematics/Algebra I – Percent of Required Gap Closure Met</u>	0.00	
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00	
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00	
Indicators of Academic Growth PVAAS:		
<u>Mathematics/Algebra I – Meeting Annual Academic Growth Expectations</u>	77.00	
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	50.00	
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	50.00	
KPI Attendance:	91.7 %	

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:	42.7
Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	14.03
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	28.83
<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	31.76
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>	N/A
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	28.00
<u>SAT/ACT College Ready Benchmark</u>	N/A
Indicators of Closing the Achievement Gap- All Students:	
<u>Mathematics/Algebra I- Percent of Required Gap Closure Met</u>	0.00
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<u>Mathematics/Algebra I – Percent of Required Gap Closure Met</u>	0.00
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00
Indicators of Academic Growth PVAAS:	
<u>Mathematics/Algebra I – Meeting Annual Academic Growth Expectations</u>	77.00
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	50.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	50.00

KPI Attendance:	91.7 %
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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:	42.7
Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	14.03
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	28.83
<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	31.76
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>	N/A
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	28.00
<u>SAT/ACT College Ready Benchmark</u>	N/A
Indicators of Closing the Achievement Gap- All Students:	
<u>Mathematics/Algebra I- Percent of Required Gap Closure Met</u>	0.00
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<u>Mathematics/Algebra I – Percent of Required Gap Closure Met</u>	0.00
<u>ELA/Literature – Percent of Required Gap Closure Met</u>	0.00
<u>Science/Biology – Percent of Required Gap Closure Met</u>	0.00
Indicators of Academic Growth PVAAS:	
<u>Mathematics/Algebra I – Meeting Annual Academic Growth Expectations</u>	77.00

<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	50.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	50.00
KPI Attendance:	91.7 %

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: PSSA

September 2017 - June 2018

Specific Targets: PSSA reading scores improve to 40%

Type: Annual

Data Source: PSSA

September 2017 - June 2018

Specific Targets: PSSA math scores improve to 50%

Type: Annual

Data Source: PVAAS

2017 – 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: 10 % increase in PSSA Science

__10 % increase in PSSA Writing

__10 % increase in Grade 3 Reading

Type: Interim
 Data Source: SchoolNet
 2017 – 2018

Specific Targets: SchoolNet
 2017 – 2018

Type: Interim
 Data Source: CPEL Data
 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: Lexia Data
 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: Student Progress Report
 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: Phonics Assessments
 Specific Targets: 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 *(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: AimsWeb
 Specific Targets: 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 *(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: 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:

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 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

Common Planning time

Description:

Grade Group Meetings/Common Planning time – Grade Group meeting time will be established to allow teachers to meet to discuss instructional practices and research-based strategies, monitor data and co-plan lessons. 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

CLI Coaching

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

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

Guided Reading

Description:

Clark, J. (2000). Guided Reading Making it Work. 16-111.
<https://books.google.com/books?hl=en&lr=&id=yQzGpF85HGYC&oi=fnd&pg=PA5&dq=guided+readin&ots=AKjQ2Z2ktR&sig=dUafA5YJ99LU1ooXkLxc0OHyAvA#v=onepage&q=guided%20readin&f=false>

SAS Alignment: Instruction

120 minute literacy block

Description:

Research repeatedly points toward time as being important for teaching literacy. It shows that students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development . . . to reading on grade level. Converging research evidence also shows that the most effective teachers are those that deliver reading instruction with density. Density addresses instructional delivery. Instruction that is matched to student need and delivered with pacing that has instructional fluency must be well-organized. Dense instruction systematically delivers explicit teacher directions and is scaffolded over time. And it differentiates across the classroom.

SAS Alignment: Instruction

Saxon Phonics

Description:

Saxon Phonics/Spelling is a K-3 supplemental Phonics program that should be used with any core reading program. The daily lessons were developed based on information gained from scientific reading research shows that small incremental instruction along with continual practice and review will increase the development of young readers. (Florida Center for Reading Research)

SAS Alignment: Standards

*AimsWeb***Description:**

Our 2016-17 data proves that this approach has been effective.

SAS Alignment: Instruction

*Achieve 3000***Description:**

The results of a nationwide, year-long study that looked at the achievement of 879,872 students in 5,199 schools showed that students using Achieve3000's KidBiz3000®, TeenBiz3000® or Empower3000® solutions doubled their expected reading gains with regular program use.

SAS Alignment: Instruction

Implementation Steps:*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: 9/8/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations -Observation Protocol

Description:

Leadership team 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.

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations -Walkthrough protocol communication

Description:

The leadership 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):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal observations -Conduct Walk Throughs

Description:

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Agenda

Sign-in sheet

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):**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):**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):**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:** 6/23/2018

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

- Professional Development:

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

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:

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all grade groups to allow for data analysis, modification, and adapt practices within classrooms. This will ensure use of established protocols to analyze appropriate data for informing decisions for improving student learning.

Schedule

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

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

- Common Planning time

*Common Planning Time- Share Rosters***Description:**

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery

Calendar, Teacher Schedules

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

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

- Common Planning time

*Common Planning Time- Implement Practices***Description:**

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. Data will be used as the ongoing tool that adjusts instruction in order to accommodate students' strengths and weaknesses. Teachers will also meet in grade

groups/Common Planning Time (CPT), and other forums to review, analyze, and disaggregate data to make decisions related to curricular content and instructional practices. Student work will be reviewed in grade group/CPT for rigor, progress monitoring, coordination of grading, and effective feedback. Teams will work collaboratively to identify and adjust ongoing teaching and learning. Small instructional groups will then be a focus to implement these practices. Standards-aligned assessments will be discussed by teachers and students at the classroom level to provide feedback that is used to adjust ongoing learning. This will ensure that teachers use established protocols to analyze appropriate data for informing decisions for improving student learning.

Agendas

Lesson plans

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning time

CLI Coaching - Student Identification

Description:

The CLI Coach will help teachers formulated groups based on assessment results.

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

Program Area(s):

Supported Strategies:

- CLI Coaching

Common Planning Time -Monitor

Description:

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2014 **End Date:** 6/30/2018

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

- Common Planning time

*CLI Coaching - Student Identification***Description:**

CLI Coach meets with K-3 teachers at least three times per week to develop plans and observe teachers during the literacy block.

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

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

- CLI Coaching

*Common Planning Time- Evaluate***Description:**

Leadership will evaluate the effectiveness of Common Planning Time through the Formal and Informal Observations process to ensure that implementation is present in classroom practices. This will ensure that a school-wide use of data that is focused on school improvement and the academic growth of all students.

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning time

CLI Coaching- Progress monitoring

Description:

The students' progress will be monitored bi-monthly and groups will be adjusted throughout the school year.

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

Program Area(s): Student Services

Supported Strategies:

- CLI Coaching

Lexia-Intervention

Description:

Students will have access to Lexia to use as a intervention.

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

Program Area(s):

Supported Strategies:

- Lexia

Lexia- Progress Monitoring

Description:

Weekly 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

Guided Reading Groups - Student Identification

Description:

The CLI Coach will help teachers formulated groups based on assessment results.

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

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

- Guided Reading

Guided Reading- Progress Monitoring

Description:

The students' progress will be monitored bi-monthly and groups will be adjusted throughout the school year

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

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

- Guided Reading

120 minute literacy block - Implementation

Description:

The teachers develop and display a 120 minute literacy block that consist of the components of literacy.

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

Program Area(s):

Supported Strategies:

- 120 minute literacy block

120 minute literacy block - Progress Monitoring

Description:

The literacy block will be monitored throughout the week.

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

Program Area(s):

Supported Strategies:

- 120 minute literacy block

Saxon Phonics- Implementation

Description:

Saxon phonics is a component of the literacy block that is done on a daily basis.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

*AimsWeb - Testing***Description:**

The students are tested on AimsWeb quarterly and the software activities that support students' individual level.

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

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

- AimsWeb

*Achieve 3000 - Progress***Description:**

The principal will develop a administrative team calendar and during the year teachers will monitor and provide student progress iAchieve 3000

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

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

- Achieve 3000

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: Principal Information Board

Specific Targets: Reduction in the number of suspensions by the end of the school year.

Type: Interim

Data Source: SchoolNet

Specific Targets: Decrease the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: SchoolNet

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

Strategies:

Positive Behavior Support Program

Description:

Positive Behavior Support Program: 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: Instruction

Data Analysis:**Description:**

Data Analysis procedures will be implemented to review and analyze behavior and perceptual data for decision making, as well as, ensure that measurable outcomes are supported and evaluated by data. Leadership, teachers and staff will collaborate to gather, suspension data monthly, discuss behavioral trends, and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students.

SAS Alignment: Instruction

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 PBS Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

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

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to

include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students

PBS Expectations Documents

PBS Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS team will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Monitor Progress of PBS

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

*Data Analysis: Establish a Data Team***Description:**

Establish a data team comprised of school leadership, staff, teachers and school community members that will collect, review and analyze academic and perceptual data. This will ensure that the positive behavioral support system is effective in creating a safe and supportive environment for all students.

List of the Data Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

*Data Analysis - Data Collection***Description:**

The Data Team will gather suspension, serious incidents and reliable perceptual data on school climate monthly to analyze.

Data Analysis Protocols

SchoolNet Data

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Data Analysis - Data Analysis

Description:

The Data Team will disaggregate behavior, suspension, and academic data to discuss behavioral trends and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students.

Data Team Members

Data Analysis Protocols

SchoolNet Data

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis:

Data Analysis - Share Trends from Data Analysis

Description:

The Data Team will share behavioral trends, and accurate and reliable perceptual data on school climate with teachers, parents, and the leadership team as a part of a continuous improvement process. This will ensure that the principal, all other

educators and the school community support and implement a safe and orderly learning environment.

Data Analysis Protocols

SchoolNet Data

Data Analysis Results

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Kelly John B Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Kelly John B 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 Kelly John B 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.

53.7% of K-2 students are reading on target.

Describe the continuing areas of concern from the past year.

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 *(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.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include CLI Coaching, Lexia Intervention, Guided Reading, 120 Minute Literacy Block, Saxon Phonics, AimsWeb, and Achieve 3000. Additionally, revisions have been made to guiding question 6 to include Data Analysis.

2015-2016 Improvement Evaluation

Describe the success from the past year.

School

climate data was positive as out of school suspensions were reduced drastically along with serious incidents. A safer environment was implemented to support a strong academic program. PBS programs were also introduced such as Student of the Month Awards, daily raffles, and special bucks parties (SLGQ #6).

Describe the continuing areas of concern from the past year.

As a focus school we want to improve our overall score for our SPR. We want to move students to the proficient and advanced levels for reading and math (SLGQ #4).

Describe the initiatives that have been revised.

We have instituted more time this year for teachers to collaboratively meet to plan lessons and review work samples and assessment data. This has been accomplished by purchasing additional prep time through the budget process. Teachers now have time to meet to discuss effective instructional practices to improve instructional outcomes for students (SLGQ #4 and #6).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) __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.

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.

Formal/Informal observations have been updated
 Implementation of Practices
 Suspension Data shows a drastic reduction
 Serious Incidences have been reduced

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 __4_ Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs __4_, to ensure increased academic performance of all students.

Attendance shows a slight improvement

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.

