

Samuel Pennypacker Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Samuel Pennypacker Sch

1858 East Washington Lane
Philadelphia, PA 19138
(215)276-5271

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tamika Gilliam
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Tamika A. Gilliam	Building Principal : School Improvement Plan
Herman Davis	Community Representative
Dewayne Brown	Elementary School Teacher - Regular Education
Barbara Leahy	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Paul Kennedy, Sr.	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's annual report
- District report card
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Parent-Teacher Conferences
- School Improvement Brochure
- 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	9/22/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	10/18/2016 12:00:00 AM	Instructional Review with Assistant Superintendent
IU26/Office of Federal Programs Design and Implementation	11/3/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	11/10/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	12/12/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/5/2017 12:00:00 AM	Progress Monitoring Visit
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	2/17/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submission

Implementation		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	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.

The Leadership Team and Building Committee teachers met with a representative from Compass Learning. In addition, a teacher is the representative who is working with the District to choose a math and literacy program. The teachers and a representative from Compass Learning will provide turnaround training to the staff during the 2017-2018 school year. We also have professional development in September on the programs that are chosen. We use the results of formative and summative assessments to drive instruction and provide teachers with the tools necessary to improve instructional outcomes for 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	Yes
Reading	Yes
Math	No
Science	No

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

Coordination and Integration of Services and Programs

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

- *Any federal education program 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	99.71
Attendance Rate	92.77
Advanced Placement, International Baccalaureate, or College Credit	N/A
N/PSAT/Plan Participation	N/A
Out-of-School Suspensions:	8.9%

88.76% Grades 3-6 students improved Lexile levels from Fall marking period to Winter marking period and the average gain was over 90 points.

Pennypacker had 46.3% students on DRA level for the first marking period and that number grew to 53.2% for the 2nd marking period

School Concerns

Concern #1:

SPP score of for Focus:	44.7

Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	
9.03	
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	24.03
<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	
40.54	
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>	
N/A	
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	
20.00	
<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>	52.31
<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>	45.17
<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>	62.00
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	65.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	53.00
KPI Attendance:	91.8 %

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:	44.7
Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	9.03
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	24.03
<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	40.54
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>	N/A
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	20.00
<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>	52.31
<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>	45.17
<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>	62.00
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	65.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	53.00
KPI Attendance:	91.8 %

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:	44.7
Indicators of Academic Achievement:	
<u>Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone</u>	9.03
<u>ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone</u>	24.03
<u>Science/Biology- Percent Proficient or Advanced on PSSA/Keystone</u>	40.54
<u>Industry Standards-Based Competency Assessments- Percent Competent or Advanced</u>	N/A
<u>Grade 3 ELA- Percent Proficient or Advanced</u>	20.00
<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>	52.31
<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>	45.17
<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>	62.00
<u>ELA/Literature - Meeting Annual Academic Growth Expectations</u>	65.00
<u>Science/Biology - Meeting Annual Academic Growth Expectations</u>	53.00
KPI Attendance:	91.8 %

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

2017– 2018

Specific Targets: Increase School Performance Profile Building Level Score

Type: Interim

Data Source: DRA

Quarterly

September 2014, December 2014, March 2015 and June 2015

Specific Targets: 20 % Increase in the number of students reading at or above grade level in reading from baseline to end assessment.

Type: Interim

Data Source: GATES

Quarterly

September 2014, December 2014, March 2015 and June 2015

Specific Targets: 20 % Increase in the number of students reading grade level or above in reading from baseline to end assessment.

Type: Annual

Data Source: E-metric

September 2017– May 2018

Specific Targets: Increase up to 20 % or more in tested subjects for all student groups.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 20% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Interim

Data Source: AimsWeb

Specific Targets: Describe Goal: 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: Reading Mastery Test

Specific Targets: Describe Goal: At least 50% of kindergarten student students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1

Type: Interim

Data Source: DRA

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

Strategies:

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. 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

Data Analysis Procedures

Description:

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure student achievement and growth data (PVAAS, EMETRIC, School Performance profile (SPP) is disaggregated to inform the lessons, modify and adapt identified instructional practices to meet the needs of all students across all classrooms.

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

Differentiated Instruction

Description:

Differentiated Instruction 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

Common Core

Description:

Common Core – Teachers will implement the Common Core to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

SAS Alignment: Instruction

Saxon Phonics

Description:

Bach, D (2003). A study of the effectiveness of saxon phonics on phonemic awareness. 2-3
<http://rdw.rowan.edu/cgi/viewcontent.cgi?article=2257&context=etd>

SAS Alignment: Instruction

Reading Mastery

Description:

Reading Mastery is designed to provide systematic reading instruction to students in grades K–6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school’s core reading program, or as a stand-alone reading program, and is available in three versions. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

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

Small Group Instruction

Description:

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small- group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.

SAS Alignment: Instruction

Blended Learning

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: None selected

Implementation Steps:

Data Analysis Procedures -Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that student achievement data is used to inform the lessons and teachers adjust them appropriately to address student needs.

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning. 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.

Quarterly Reading Levels Monitoring Tools

(DRA, Gates)

Monthly Guided Reading Levels.

Benchmark Assessment Analyses

End of Unit Test

Weekly Classroom Assessment

Report Card Grades/Failure Rate

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use

established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

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:

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

PDE and Locally Relevant Student Data (PVAAS, Emetrics)

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

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

PDE and Locally Relevant Student Data (PVAAS, Emetrics)

Lesson Plans

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

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

- Data Analysis Procedures

*Data Analysis Procedures- Data Analysis Evaluation***Description:**

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

PDE and Locally Relevant Student Data (PVAAS, Emetrics)

Lesson Plans

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

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

- Data Analysis Procedures

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure 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: 9/8/2017 **End Date:** 6/23/2018

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrator will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs. This will ensure consistent implementation of effective instructional practices that meet the need of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

Lesson Plans

Reflective Feedback

Post Observation Conferences

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

Program Area(s):

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.

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

Lesson Plans

Reflective Feedback

Post Observation Conferences

Start Date: 9/8/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Danielson Framework

Informal and Formal Observations- Develop Calendar

Description:

A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices. This will ensure consistent implementation of effective instructional practices that meet the need of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Walkthrough Protocol Communication

Description:

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

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.

Agenda

Sign-in sheet

Start Date: 9/8/2017 **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 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.

Walkthrough Protocol

Start Date: 9/8/2017 **End Date:** 6/23/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Feedback Protocol

Start Date: 9/8/2017 **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.

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.

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

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 - Differentiated 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 that plans are differentiated by content, process, and product and actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – 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.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Saxon Phonics- Student identification

Description:

The School Based Teacher Leader will facilitate the identification of students.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Saxon Phonics- Implementation

Description:

Saxon Phonics, Reading Mastery, and Guided Reading will be used to give students additional instructional time with reading.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Reading Mastery - Implementation

Description:

The School Based Teacher Leader will facilitate the identification of students, Based on the results a Blended learning model will be utilized to personalize student's needs Incorporating the use of Compass Learning, Saxon Phonics, Reading Mastery, and Guided Reading to give students additional instructional time with reading.

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

Program Area(s):

Supported Strategies:

- Reading Mastery

Guided Reading- Small Group

Description:

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level, placing them in small group instruction. A Blended learning model will be utilized to personalize student's needs. Incorporated into that will be the use of guided reading.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Blended Learning - Implementation

Description:

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them in small group utilizing a Blended learning model to personalize student's needs.

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning - Progress Monitoring

Description:

To measure effectiveness the following will be collected and analyzed for progress: Compass Learning Assessment Scores (biweekly), Saxon Phonics spelling/phonics assessment (weekly), AIMSweb data (monthly), and Benchmark and DRA2 data (quarterly) as we move toward 8-week targets.

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

Program Area(s):

Supported Strategies:

- Blended Learning

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: Annual

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

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

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

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

Type: Interim

Data Source: Scholarchip

September 2017- June 2018

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

Type: Interim

Data Source: Disciplinary Referrals

Specific Targets: Create and implement a school wide positive behavior support program that can be self sustaining.

Type: Interim

Data Source: Second Step Summary Assessments

Specific Targets: Create and implement a school wide positive behavior support program that can be self sustaining.

Strategies:

Restorative Practices

Description:

Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

SAS Alignment: Safe and Supportive Schools

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](http://www.cfchildren.org/Portals/1/SS_K5/K-5_DOC/K-5_Review_Research_SS.pdf)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Restorative Practices - Establish a Restorative Practices Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a restorative practice team that will develop clear, consistent, and uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of Team Members

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Establish the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. 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.

Restorative Practices Expectations Documents

School Wide Rules

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Communicate the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team will share the practices, policies, and expectations with staff, teachers, leadership, students and other 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

Agenda

Restorative Practices Documents

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Implement and Reinforcement of Restorative Practices

Description:

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

Weekly schedule

Visit Log

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

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

- Restorative Practices

*Restorative Practices - Monitor Progress of Restorative Practices***Description:**

The Restorative Practices Team will monitor progress of Restorative Practices by reviewing climate and suspension data, and 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):**Supported Strategies:**

- Restorative Practices

*Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program***Description:**

The Restorative Practices Team will evaluate the effectiveness of the Restorative Practices program 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):

Supported Strategies:

- Restorative Practices

Second Step - Training and Development

Description:

The School Climate Manager will train Climate staff (School Climate Support Staff and Climate Liaison), as well s Instructional and other Non- Instructional Staff on the Second Step Program. This will will help address and discuss the needs of the school community, build healthy relationships between staff and students, reduce, prevent and improve harmful behavior, resolve conflict and hold individuals and groups accountable, and repair harm and restore positive relationships.

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

Program Area(s):

Supported Strategies:

- Second Step

Restorative Pratices - Implementation

Description:

Support Staff will assist teachers and non instructional staff in implementing restorative practices in class through class meetings and circles, establishment of Middle School House System that promotes positive school climate and community, as well as a school wide incentive program (Mastermind Money).

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices-Partnerships

Description:

The school also has a partnership with the Peace and Love program which is a mentoring program for our 5th , 6th and 7th grade students that teaches conflict resolution, as well as the Philadelphia Police Department's GREAT Program that focuses on Bully Prevention.

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

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Samuel Pennypacker Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Samuel Pennypacker 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 Samuel Pennypacker 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.

88.76% Grades 3-6 students improved Lexile levels from Fall marking period to Winter marking period and the average gain was over 90 points. Pennypacker had 46.3% students on DRA level for the first marking period and that number grew to 53.2% for the 2nd marking period

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. Create and implement a school wide positive behavior support program that can be self-sustaining. At least 50% of kindergarten student students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1. No more than 25% of grade 3rd 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 Saxon Phonics, Reading Mastery, Guided Reading, Small Group Instruction, and Blended Learning. Additionally, revisions have been made to guiding question 6 to include Second Step, and Restorative Practices.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Reduction in suspensions and serious incidents during the 2015-2016 school year. Decrease in tardiness from 3676 to 1542. 100% of the teachers at Henry School are Highly Qualified. Increase in student achievement data PSSA Science from 31% to 50% (SLGQ #6).

Describe the continuing areas of concern from the past year.

A significant decrease in math and reading performance on the PSSA, during the 2014-2015 school year. All teachers need to implement RTII with fidelity. All teachers need to provide differentiated instruction throughout the school day. Teachers should utilize technology to support small group instruction (SLGQ #4). Low District-wide parent Survey response rate. Research-based Instructional and Socioemotional behavioral program. Average Daily Attendance 92% (SLGQ #6).

Describe the initiatives that have been revised.

1. Professional Development: Professional Development and Coaching is needed to ensure consistent implementation of effective instructional practices across all classrooms. Professional Development needs to be offered in the following areas

including, but not limited to: Common Core, Differentiated Instruction, Writing, Reading, Math, PBIS 2nd STEP, and Danielson's Framework for Effective Lesson Planning (SLGQ #4).

2. Data Analysis Procedures- Data analysis procedures and protocols need to be established and implemented during the grade group meeting time and common planning time by all instructional staff to increase student mastery of math, reading, and science (SLGQ #4).

3. Differentiated Instruction: Differentiated Instruction needs to be implemented by all instructional staff by content process and design to ensure consistent implementation of effective instructional practices and tiered interventions across all classrooms and appropriate for all grade levels to increase academic achievement and identify struggling learners. Title I funds will help with these initiatives through the purchases of an Elementary 4-6 teacher as an SBTL, PD, Coaching, Small Group Instruction, and Intervention. The purchase of Classroom instructional materials for Interventions (Compass Learning). Parental Involvement funding for agenda books and planners. Universal Design for Learning (SLGQ #4)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. By reviewing school data the school was able to determine areas in which climate and culture needed to be addressed.

School suspensions have reduced through the successful implementation of a positive behavior system used throughout the school.

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.

Slight improvements have been noted in reading achievement from the result of increase professional development opportunities, grade group meetings and common planning initiatives

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

throughs using the Danielson Framework to ensure effective delivery of instruction. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

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

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

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

Restorative Practices was adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will built relationships and connections with students that positively impacted academic performance.

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

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

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.