

Carnell Laura H Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Carnell Laura H Sch

1100 Devereaux St
Philadelphia, PA 19111
(215)537-2527

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Hilderbrand Pelzer III

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Hilderbrand Pelzer III	Building Principal : School Improvement Plan
Anita Lynaker-Studer	Community Representative
Catherine McCall	Ed Specialist - Other
Nancy Hawe	Elementary School Teacher - Regular Education
Kelli Wyatt	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Jennifer Leaman	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:

- District web page
- District's annual report
- District report card
- Yearly letter to parents
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

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

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	9/28/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	11/10/2016 12:00:00 AM	Data Team Meeting/Grade Group Meeting
IU 26 / Office of Federal Programs Design and Implementation	12/12/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	12/19/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/23/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	2/2/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal	3/20/2017	Budget Drop-in Sessions: work sessions

Programs Design and Implementation	12:00:00 AM	to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	4/26/2017 12:00:00 AM	Comprehensive Plan Support with the School

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 following strategies are utilized to include teachers in decision-making: daily data team meetings, classroom observation data collection/feedback, data binders (including guided reading binders), action plans for literacy, benchmark analysis protocol, DRA trackers, data walls, schoolwide data analysis, data room, EL Education walkthroughs, RtII meetings, and teacher collaboration with specialist teachers (special education and ESOL).

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	Yes
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:

Met the annual and three year average in academic growth standards for mathematics.

Accomplishment #2:

Met the annual and three year for academic growth standards for reading.

Accomplishment #3:

Test Participation Rate for all students in mathemematics is 98.36.

Accomplishment #4:

Test Participation Rate for all students in ELA/Literature is 96.62.

Accomplishment #5:

Test Participation Rate for all students in Science is 99.44.

Accomplishment #6:

The Promotion rate is 99.49.

Accomplishment #7:

The attendance rate is 91.71.

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 44.4. The Federal Designation is Focus.

Concern #2:

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

Concern #3:

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

Concern #4:

The school did not meet the Standard for PA Academic Growth in Science.

Concern #5:

19.4% in the Tardiness Rate.

Concern #6:

29.1% in the Truancy Rate

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:

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

The school did not meet the Standard for PA Academic Growth in Science.

19.4% in the Tardiness Rate.

29.1% in the Truancy Rate

The School Performance Profile Building Level Score is 44.4. The Federal Designation is Focus.

Systemic Challenge #2 (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

7.4% % proficient or advanced in PSSA Mathematics achievement.

Closing the achievement gap for all students in mathematics is 0.00.

Closing the achievement gap in Math for historically underperforming students is 0.00.

The school did not meet the Standard for PA Academic Growth in Science.

The School Performance Profile Building Level Score is 44.4. The Federal Designation is Focus.

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: Aimsweb-Quarterly

Specific Targets: By June of 2018, 60% of K-2 students will read on target, as measured by the spring Aimsweb assessment.

Type: Interim

Data Source: Aimsweb, Quarterly

October 2017-June 2018

Specific Targets: At least 50% of kindergarten and 7)% of 1st and 2nd grade students will make at least one academic year's growth, as measured by their independent reading level from Q1 to Q4.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: Benchmarks

September 2017 – May 2018

Specific Targets: By June of 2018, the combined average score for 3rd to 5th grade students will be at least 50%, as measured by math benchmarks

Type: Interim

Data Source: Quarterly DRA, monthly AIMSweb

Specific Targets: No more than 25% of 3rd grade students will score below basic on the 3rd grade PSSA-literacy assessment.

Type: Interim

Data Source: Benchmark assessments

Quarterly

Specific Targets: At least 50% of kindergarten and 7% of 1st and 2nd grade students will make at least one academic year's growth, as measured by their independent reading level from Q1 to Q4

Strategies:

Differentiated Instruction

Description:

Teachers in every classroom will incorporate differentiated instruction into their instructional practice. Lessons will be differentiated by process, product and content to ensure consistent implementation of effective instructional practices. Teachers will use a variety of instructional practices that actively engage and meet student learning needs

SAS Alignment: Standards

Informal and Formal Observations

Description:

Administration will monitor lesson plans and formally/informally observe classrooms for implementation of instructional strategies. This will ensure the steady implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching.

SAS Alignment: Standards

Professional Development

Description:

Teachers will receive professional development in reading and math. This PD, on research based strategies and best practices, will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching.

SAS Alignment: Standards

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: Standards

Lexia

Description:

This strategy is a new intervention for school year 17-18; Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

SAS Alignment: Instruction

Intentional Learning Centers with measurable learning targets

Description:

This strategy was used with our K-3 grades, resulting in an increase of at least 13% reading on-target, as measured by DRA

SAS Alignment: Standards

Intentional Learning Centers

Description:

This strategy was used with our K-3 grades, resulting in an increase of at least 13% reading on-target, as measured by DRA

SAS Alignment: Standards

Think Through Math

Description:

This strategy is a new intervention for 17-18; Think Through Math measures each student's readiness for specific math instruction and tracks on-going progress through integrated benchmark assessments.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction - Professional Growth for Meeting Learning Needs of All Students

Description:

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

Indicator of Implementation:

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- Communication for Meeting Learning Needs of All Students

Description:

The Leadership Team will present goal # 1- Differentiated Instruction, to all teachers during opening day meetings (in September), to ensure thorough understanding of teacher performance expectations, as per our School Level Plan.

Indicator of Implementation:

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 - Revised Lesson Plan Template for Meeting Learning Needs of All Students

Description:

The leadership team will create a revised lesson plan template to more accurately reflect differentiating practice that aligns with the PA Framework for Teaching and meets the learning needs of all students across all classrooms.

Revised Lesson Plan Template

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Lesson Plan Feedback Template for Meeting Learning Needs of All Students

Description:

The leadership team will create a lesson plan feedback template. The template will enable administrators to efficiently monitor lesson plans, that meet the learning needs of all students across all classrooms, for rigor, differentiated practice, and alignment to; curriculum, SDP scope and sequence, PA Framework for Teaching.

Lesson Plan Feedback Template

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Effective Planning for Meeting Learning Needs of All Students

Description:

Teachers will create lesson plans to meet students learning needs, differentiating practice, 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 for 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 – Monitoring Lesson Plans that Meet Learning Needs of All Students

Description:

The administrative team will monitor lesson plans for alignment to curriculum/SDP scope and sequence to ensure planning is rigorous and 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 to Meet the Learning Needs of All Students

Description:

Administrators will observe differentiated practices in classrooms 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 for Teaching.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and Formal Observations- Observation Calendar – Formal and Informal to Meet the Learning Needs of All Students

Description:

An observation calendar will be developed and aligned to students' data, and teacher observations, to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Observation Protocol – Formal and Informal to Meet the Learning Needs of All Students

Description:

The Instructional Leadership Team will establish an observation procedure, based on Danielson's Framework, to conduct observations of all classrooms to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching.

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough Protocol Communication

Description:

The Leadership Team will facilitate PD designed to inform teachers of the walkthrough protocol, to ensure thorough understanding of teacher performance expectations

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Observation Walkthroughs to Meet the Learning Needs of All Students

Description:

The Danielson Framework will be utilized during administrative walkthroughs to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the PA Framework for Teaching.

Walkthrough protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Observation Feedback for Meeting Learning Needs of All Students

Description:

Leadership will provide meaningful feedback on observed teaching and learning to ensure constituent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the PA Framework for Teaching. Indicator of Implementation:

Feedback Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Master Classrooms for Meeting Learning Needs of All Students

Description:

Model teachers/classrooms will be identified. Teachers who excel in the implementation of differentiated instruction, aligned with the PA Framework for teaching, will be observed and their teaching practices replicated for the purpose of strengthening the skills of struggling teachers.

Master Teacher/Class List

Individual Teacher Professional Development Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Instructional Coaching for Meeting Learning Needs of All Students

Description:

Teachers who struggle with delivery of effective instruction will receive support from coaches in implementing differentiated instruction

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Professional Development - Needs Assessment for Meeting Learning Needs of All Students

Description:

The Instructional Leadership Team will conduct a professional development needs assessment. They will decide which assessment data to share with the staff, how to display the data clearly and effectively, and how to start conversations around data displays.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Share Needs Assessment for Meeting Learning Needs of All Students

Description:

The Instructional Leadership Team will share data with the staff, how to display the data clearly and effectively, and how to start conversations around data displays.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Analyze Data from Needs Assessment

Description:

The administrators will make decisions after reviewing, and analyzing results from the needs assessment:

- Plan PD (for whole staff, grade teams, individual teachers)
- Adjust schedules (student interventions, support staff, and teacher schedules)
- Set Goals
- Provide instructional materials

Revise Action Plan

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar for Meeting Learning Needs of All Students

Description:

Areas highlighted by the needs assessment, as well as observation and student data, will be addressed, via teacher training.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Facilitator Trainings to Meet the Learning Needs of All Students

Description:

Teacher leaders will be selected to provide professional development, to their peers throughout the school year.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness for Meeting Learning Needs of All Students

Description:

Leadership will conduct walkthroughs of all classrooms to determine the impact, of professional education, on teaching skills with a focus on the differentiated needs of students.

Indicator of Implementation:

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

Danielson Framework - Provide PD to Meet the Learning Needs of All Students

Description:

Teachers will receive PD on the Danielson Framework so that all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework - Instructional Design Based on Danielson Framework to Meet the Learning Needs of All Students

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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor the Implementation of the Danielson Framework of Instruction to Meet the Learning Needs of All Students

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Lexia -Student Identification

Description:

Facilitate the identification of K-2 students, placing them on the pull-out Lexia program to assess student reading levels and give them additional instructional time with reading.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Lexia - Create Action Plans

Description:

Based on the results, an individualized action plan will be utilized to address each student's need. To measure effectiveness, Lexia data will be collected weekly and analyzed for progress.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Intentional Learning Centers

Description:

K-3 classroom teachers will establish and conduct the following intentional learning centers with measurable learning targets

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

Program Area(s): Professional Education

Supported Strategies:

- Intentional Learning Centers

Think Through Math - Identification of 3-5 students

Description:

The Math Instructional Specialist will facilitate the identification of 3-5 students, placing them on the pull-out Think Through math program to assess student math levels and give them additional instructional time with math.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Think Through Math - Create Action Plans

Description:

Based on the results, an individualized action plan will be utilized to address each student's need to measure effectiveness

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Think Through Math - Collect and Analyze Data

Description:

Think Through data will be collected weekly and analyzed for progress, AIMSWeb data will be collected monthly, and benchmark data will be collected and analyzed quarterly as we move toward 8-week targets.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Aimsweb

Quarterly

Specific Targets: By June of 2018, 60% of K-2 students will read on target

Type: Interim

Data Source: School Classroom Walkthrough tool

Quarterly

Specific Targets: By June 2018, K-2 teachers will use intentional literacy learning centers with measurable learning targets

Strategies:

Lexia

Description:

This strategy is a new intervention for school year 17-18; Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

SAS Alignment: Instruction

Intentional Learning Centers with measurable learning targets

Description:

This strategy was used with our K-3 grades, resulting in an increase of at least 13% reading on-target, as measured by DRA

SAS Alignment: Instruction

Implementation Steps:

Lexia-Identify students

Description:

Identify K-2 students, placing them on the pull-out Lexia program to assess student reading levels and give them additional instructional time with reading

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Lexia - Create Action Plans

Description:

Based on the results, an individualized action plan will be utilized to address each student's need. To measure effectiveness.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Lexia - Analyze data

Description:

Lexia data will be collected weekly and analyzed for progress.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Intentional Learning Centers

Description:

K-3 classroom teachers will establish and conduct the following intentional learning centers with measurable learning targets.

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

Program Area(s): Professional Education

Supported Strategies:

- Intentional Learning Centers with measurable learning targets

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Carnell Laura H Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Carnell Laura H 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 Carnell Laura H 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.

The school past year of success consist of:

Early Literacy: 43% of K-3 students are reading on target as measured by DRA

Math: 41% of 3rd to 5th grade students will get 41% average correct on Benchmarks 1 and 2

Climate: 50 out-of-school suspension as measured by PMD

Talent: 9 out of 18 teachers effectively implemented intentional learning centers with measureable learning targets during classroom

Describe the continuing areas of concern from the past year.

The school's continuing areas of concern consist of the following:

Early Literacy: By June of 2018, 60% of K-2 students will read on target, as measured by the spring Aimsweb assessment, at least 50% of kindergarten and 70% of 1st and 2nd grade students will make at least one academic year's growth, as measured by their independent reading level from Q1 to Q4.

Literacy: No more than 25% of 3rd grade students will score below basic on the 3rd grade PSSA-literacy assessment

Math: By June of 2018, the combined average score for 3rd to 5th grade students will be at least 50%, as measured by math benchmarks

Climate: By June 2018, decrease the number of suspension from 160 to 100, as measured by out-of-school suspension data on PMD.

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategies: Think Through Math (collecting and analyzing data)

School Level Guiding Question 6 was revised to include Intentional focus and developing action plans.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Increased progress domain, which measures growth on standardized assessments, by 60% over three years, as measured by the district's 2014-2015 School Progress Report; 69% of English Language Learners achieved at least .6 growth on Access in 2015; Improved student outcome, including 4th and 5th grade student groups demonstrating positive growth on PVAAS; School Redesign Initiative; Partnership with ELL Education to provide professional services work to improve curriculum design, instruction, culture, leadership, and student engaged assessments; 65% of

students satisfied with teacher/instructional quality as measured by student survey/district's 2014-2015 School Progress Report. (SLGQ 4)

Describe the continuing areas of concern from the past year.

Large percentages of Carnell students fall short on academic measures of literacy and math proficiency. Out-of-school suspensions negatively impact Carnell's attendance rate, as well as hold back individual student's academic growth and performance. (SLGQ 4)

Describe the initiatives that have been revised.

Utilizing Title I funds, the remaining resources to support the areas of achievement and climate needs will be met by purchasing the following: • Literacy/Math Teacher Leads to support teaching and learning for all students. Provide small group instruction. Specialize in data analysis to support data driven instruction and implementation of instruction. • Dean Teacher Lead for discipline/climate/attendance support with students; contract with Education Works for accommodation room support and socialized recess • Honors Teacher for providing instruction to high performing students • SBTL Lead for multiple roles within school redesign operations and managing school student activities, academic support K-5, Project Based Learning, and Parent Workshops • Materials and Resources to support Project Based Learning • Online Accelerated Math Intervention Licenses • Chromebooks/Carts for running online intervention and student instructional use • EdConnective Coaching for Teachers • SSA to support students and math and reading program implementation. (SLGQ 2), (SLGQ 4), (SLGQ 6)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 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.

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

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

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by

teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

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

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

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

Describe the initiatives that have been revised.

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