

Ellwood Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Ellwood Sch

6701 N 13th St
Philadelphia, PA 19126
(215)276-5286

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Marilyn Quaterman

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Marliyn Quaterman	Building Principal : School Improvement Plan
David Weston	Community Representative
Edwena Burnette	Ed Specialist - Other
Tammy Coleman	Elementary School Teacher - Regular Education
Yolanda Malone- Bates	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Brenda Braxton	Parent : School Improvement Plan

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
- District's annual report
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, 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	4/3/2016 12:00:00 AM	!7-18 Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	10/26/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	11/30/2016 12:00:00 AM	Comprehensive Plan Support
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	1/9/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/31/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions

Implementation		Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
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	Technical support with the Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	3/10/2017 12:00:00 AM	17-18 Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	4/5/2017 12:00:00 AM	Comprehensive Plan Support

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.

Embedded in the school schedule are designed grade group meetings which occur for each grade each week. Three times per month teachers bring their data binders and review, update and discuss progress of their students according to AIMSweb (K-5) and Benchmarks (grades 3-5). Teachers submit a quarterly plan to reflect modifications to instructional practices. Teachers develop plans for intervention to address the changing needs of their 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	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No

Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

- *Any federal education program 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
------------------------------	------------------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

School Accomplishments

Accomplishment #1:

Met the annual academic growth standards in Math

Accomplishment #2:

Met the three year average in academic growth standards for English Language Arts.

Accomplishment #3:

Test Participation Rate for all students in Mathematics/Algebra is 97.28

Accomplishment #4:

Test Participation Rate for all students in Science/Biolog is 100.00

Accomplishment #5:

Test Participation for all students in ELA/Science is 97.96.

Accomplishment #6:

The Promotion Rate is 98.72

School Concerns

Concern #1:

School Performance Profile Building Level score is 41.70%. The Federal Designation is Focus.

Concern #2:

Grade 3 ELA Proficient or Advanced is 13.64

22.22 Proficient or Advanced in reading on PSSA/Keystone

Closing the achievement gap for all student in reading is 0.00

Closing the achievement gap in reading for historically underperforming students is 0.00

Concern #3:

9.70 Proficient or Advanced in Math on the PSSA/Keystone

Closing the achievement gap in Math for all students is 0.00

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

Concern #4:

34.88 Proficient or Advanced in Science on the PSSA/Keystone

Closing the achievement gap in Science for all students is 0.00

Closing the achievement gap in Science for all students is 0.00

Did not meet the annual academic growth standards in Science

Concern #5:

The Chronically Truant Rate is 22.3

Concern #6:

The Chronically Tardiness Rate is 36.3

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

School Performance Profile Building Level score is 41.70%. The Federal Designation is Focus.

9.70 Proficient or Advanced in Math on the PSSA/Keystone

Closing the achievement gap in Math for all students is 0.00

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

Grade 3 ELA Proficient or Advanced is 13.64

22.22 Proficient or Advanced in reading on PSSA/Keystone

Closing the achievement gap for all student in reading is 0.00

Closing the achievement gap in reading for historically underperforming students is 0.00

The Chronically Truant Rate is 22.3

The Chronically Tardiness Rate is 36.3

34.88 Proficient or Advanced in Science on the PSSA/Keystone

Closing the achievement gap in Science for all students is 0.00

Closing the achievement gap in Science for all students is 0.00

Did not met the annual academic growth standards in Science

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: PVAAS

September 2017- May 2018

Specific Targets: 50% 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: End of Unit Assessments

Monthly

October 2017 - June 2018

Specific Targets: Increase in the percentage of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase School Performance Profile Building Level Score

Type: Interim

Data Source: May 2018

Aimsweb

Q1 to Q4

Specific Targets: 70% of the students of Kindergarten and 50% of the 1st and 2nd grade students will score at target by the spring AIMSweb assessment. And will make at least one academic year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase the percentage of students scoring proficient or advance in all tested subjects for all student groups.

Type: Interim

Data Source: Benchmark Assessments

Quarterly

2017-2018

Specific Targets: By May 2018, there will be an increase in the overall math for grades 3-5 as evidenced by the district's quarterly Benchmark Assessments from 36% to 46.5% scoring 50% or more.

Type: Annual

Data Source: PSSA

Annual

2017 -2018

Specific Targets: No more than 25% of 3rd grade students will score Below Basic in the 3rd grade PSSA - English Language Arts Assessment

Type: Interim

Data Source: AIMSweb assessment

Quarterly

Specific Targets: By May 2018, 70% of the students of Kindergarten and 50% of the 1st and 2nd grade students will score at target by the spring AIMSweb assessment. At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

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: None selected

Professional Development

Description:

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

SAS Alignment: None selected

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: None selected

Guided Reading & Math - Data

Description:

The K-3 grades showed 20 to 30 % growth application of reading strategies gained in small group instruction

SAS Alignment: Instruction

Professional development provided by CLI Coach

Description:

Teachers made adaptations and changes based upon recommendations given

SAS Alignment: Instruction

Out of School Classroom Visitation

Description:

100% participation from grade teachers Change in practice from 80% of participating teachers

SAS Alignment: Instruction

In-House Classroom Visitation and Consultation

Description:

Best practices duplicated with follow up consultation from demonstration teacher

SAS Alignment: Instruction

Professional development provided by CLI Coach

Description:

Teachers made adaptations and changes based upon recommendations given

SAS Alignment: Instruction

IREADY

Description:

Students in grades 1 to 5 demonstrated 20% to 60 %growth in comprehension through daily use of leveled lessons

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Differentiated Instruction professional development will be offered to all leadership teachers and staff to ensure consistent implementation of effective Differentiated Instruction across all classrooms.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Monitor Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Implement Extended Day and Saturday School

Description:

Teachers will provide opportunities to extend their instructional time through participation in before and after school instructional sessions or Saturday sessions. This will ensure students are actively engaged and teachers 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):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation/Evaluate

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):

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations - Develop Observation Protocol

Description:

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

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Implement Walkthrough Protocol Communication

Description:

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to assure understanding of expectations and ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework of Teaching.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Implement/Conduct Walk Throughs

Description:

The Principal 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: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback (Evaluate)

Description:

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

Feedback Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching (Evaluate)

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework of Teaching.

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment 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.

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 -Implement Professional Development Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year 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.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness of the Professional Development Session

Description:

The Principal will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the Pennsylvania Framework for Teaching.

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 - Instructional Coaching (Evaluate)

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the Pennsylvania Framework for Teaching.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure that all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies, including SSA's, to actively engage and meet student learning needs. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the Pennsylvania Framework for Teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework –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 needs of all students across all classrooms and align with the Pennsylvania Framework for Teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

*Danielson Framework of Instruction - Instructional Coaching (Evaluate)***Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing the Danielson Framework of Instruction with fidelity. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and align with the Pennsylvania Framework for Teaching.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Guided Reading - Implementation

Description:

Teachers will maintain three leveled folders for independent student work. The three levels will be On Target, Strategic and Intensive. Teachers will maintain and update Guided Reading Binders containing students' reading behaviors and progress.

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

Program Area(s): Professional Education

Supported Strategies:

- Guided Reading & Math - Data

Guided Reading & Math- Data

Description:

Teachers will assess students monthly and document areas of growth and areas needing improvement. The Data Room will be maintained and updated to reflect growth.

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

Program Area(s): Professional Education

Supported Strategies:

- Guided Reading & Math - Data

Out of School Classroom Visitation

Description:

Teachers will be assigned to observe classrooms in other recommended schools to observe best practices.

Start Date: 9/1/2017 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Out of School Classroom Visitation

In-House Classroom Visitation and Consultation

Description:

Teachers will visit colleagues within Ellwood who are implementing best practices.

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

Program Area(s): Professional Education

Supported Strategies:

- In-House Classroom Visitation and Consultation

In-House Classroom Visitation and Consultation

Description:

Best practices duplicated with follow up consultation from demonstration teacher

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

Program Area(s): Professional Education

Supported Strategies:

- In-House Classroom Visitation and Consultation

Professional development provided by CLI Coach

Description:

The CLI Coach will provide professional development in guided reading practices and leveling independent student activities.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional development provided by CLI Coach

IREADY-Identification of student group

Description:

Teachers will identify students who are below basic through benchmark assessments and AimsWeb. Students will be placed on IREADY.

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

Program Area(s): Professional Education

Supported Strategies:

- IREADY

IREADY-Action Plans

Description:

Teachers will develop and implement action plans to increase proficiency levels.

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

Program Area(s): Professional Education

Supported Strategies:

- IREADY

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Ellwood Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Ellwood 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 Ellwood 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:

Math: 42.1 percent of the students in grades 3-5 are proficient. This is a growth from 36.5 on the fall benchmark

Early Literacy: 66.8% of the students in grades K-3 are on target. This is a growth from 63.3% as measured by AIMSweb

Climate: More In -school suspensions and alternative consequences for less serious infractions. As evidence on KPI data source there was a decrease from 114 to 70 out of school suspensions.

Talent: Grade teachers had increased opportunities to see and experience best practices in guided reading as measured by teacher attendance to off site PD.

Describe the continuing areas of concern from the past year.

The School's Continuing areas of concern consist of:

Early Literacy: By May 2018, 70% of the students of Kindergarten and 50% of the 1st and 2nd grade students will score at target by the spring AIMSweb assessment. At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth, as evidenced by their independent reading level from Q1 to Q4.

Literacy: No more than 25% of 3rd grade students will score Below Basic in the 3rd grade PSSA - English Language Arts Assessment

Math: By May 2018, there will be an increase in the overall math for grades 3-5 as evidenced by the district's quarterly Benchmark Assessments from 36% to 46.5% scoring 50% or more.

Climate: By May 2018 there will be an increase of all K-8 students reaching the 95% attendance target from 48% to 53% as measured by the Student Information System.

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategies:

Implementation of IREADY and professional development opportunities / classroom support from a Children's Literacy Coach. In addition, Ellwood has a Math Lead Teacher to provide professional development in teaching strategies.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The school made improvement in overall reading on the 2015 PSSA. made significant improvement on science on the PSSA of 2015. There has been a significant decrease in out of school suspensions and an increase parent conflict resolution meetings with students. (SLGQ 4) (SLGQ 6)

Describe the continuing areas of concern from the past year.

Areas of concern consist of continued areas of concerns include implementation of effective and rigorous instructional strategies, lack of data driven instruction, rigorous teaching and learning strategies being implemented with fidelity. (SLGQ 4)

Describe the initiatives that have been revised.

The school has acquired a Site Based Teacher Leader. The school has provided professional development to teachers more frequently and on multiple occasions beyond grade group. In class modeling of best practices for teaching strategies has occurred more frequently. (SLGQ 4)

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.

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

School Level Guiding Questions (SLGQs) 2 , 4 , are currently addressed within the Comprehensive Plan. Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

Goal 4

After reviewing feedback from Formal and Informal Observations, data informs us that there continues to be a need to address and provide additional professional development in the areas of Differentiated Instruction and distinguished practices for delivery of instruction. This will support opportunities for teachers and students to demonstrate enhanced teacher effectiveness and student achievement. Professional development will focus more upon demonstration and modeling effective differentiated instructional strategies.

Goal 2 (Areas of Success)

There exists a series of uniform data resources used throughout the school to assess students levels and inform areas of students growth. All teachers are using RtII and implementing recommended strategies. Teachers regularly update individualized Student Learning Plans to update academic achievements and goals. All teachers uniformly utilize district issued DRA to assess and inform ELA instruction and interventions. Teachers reflect growth of their students on a centralized data wall to reflect the areas of reading and math. Teachers of the same grade group have common planning time and grade groups to review data and develop strategies to further drive instruction. Teachers prepare and review benchmark and DRA Analysis of students' achievement and areas in need of further support.

Describe the initiatives that have been revised.

School Level Guiding Questions (SLGQs) 2 , 4 , are currently addressed within the Comprehensive Plan. Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

