

Finletter Thomas K Sch

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Finletter Thomas K Sch

6100 N Front St
Philadelphia, PA 19120
(215)276-5282

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Joanne Beaver
Superintendent: William Hite

Planning Committee

Name	Role
Tamara Edwards	Building Principal : School Improvement Plan
Linda Strohm	Teacher
Sara Reese	Director of Student Services
Megan Cannon	Elementary School Teacher - Regular Education
Mary Coe Collins	Intermediate Unit Staff Member
Claudette Pendleton	Parent

Assurances

Title I Schools

Title I Priority or Focus Schools

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

Assurances 1 through 12

The school has verified the following Assurances:

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

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

- Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- Yearly letter to parents

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

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

4th graders had significant evidence that the school exceeded the standard for PA academic growth in reading

Accomplishment #2:

The “Students Overall Group” met the 95% participation target in both reading and math.

Accomplishment #3:

5th, 6th and 7th grade showed evidence of meeting the standard for PA academic growth in reading

Accomplishment #4:

Overall the standard for reading was exceeded 94%

Accomplishment #5:

Test participation was 99.3 % in math, 98.9% in reading, 100% in science, and 98.9% in writing

Accomplishment #6:

Attendance rate was 94%

Accomplishment #7:

9% scored advanced in math

Accomplishment #8:

Suspension rate is less than 5%

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 56.4. The Federal Designation is “Focus”.
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36.51 % proficient or advanced in PSSA Mathematics achievement. No grade levels 3, 4, 5, 6, 7 or 8 show a positive three-year trend in math achievement. No student groups (Asian, Black, Hispanic, IEP, ED, and the All student groups) shows a positive three-year trend in achievement.
37.42% proficient or advanced in PSSA Reading achievement. Grade 3 Reading achievement is 35.95%.
No grades levels show a positive three-year trend in Reading achievement. No student groups show a positive three-year trend in Reading achievement.
27.89% proficient or advanced in PSSA Science achievement.
38.93 % proficient or advanced in PSSA Writing achievement.
The school did not meet the Standard for PA Academic Growth in Science. (52.50)
Attendance is 93.6%
Suspensions YTD are 78 (Mutual Fighting)
Tardiness YTD is 27.7% / Truancy YTD is 18.7%

Prioritized Systemic Challenges

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

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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
9/2014-6/2015

Specific Targets: School Performance Profile
will improve by 10 points by 2015.

Type: Annual

Data Source: PVAAS
September 2014- May 2015

Specific Targets: Increase PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Annual

Data Source: eMetrics
9/2014-6/2015

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

Type: Interim

Data Source: Developmental Reading Assessments
9/2014-6/2015

Specific Targets: 80% of all students K-3 will be reading on Grade Level

Type: Interim

Data Source: Dibels
9/2014-6/2015

Specific Targets: 80% of all students K-3 will be reading on Grade Level

Type: Interim
 Data Source: WRAP/Gate
 9/2014-6/2015

Specific Targets: 80% of all students 4-8 will read at grade level

Type: Interim
 Data Source: RtII
 9/2014- 6/2015

Specific Targets: 5% decrease in the number of student who are in need of a Tier II RtII Intervention

Type: Annual
 Data Source: Benchmark Assessments
 2015- 2016

Specific Targets: Increase the number of students scoring proficient or advanced on Benchmark Assessments.

Strategies:

Differentiated Instruction

Description:

Differentiated instruction will be implemented school wide by all teachers and staff. Lessons will be planned and implemented to be differentiated by process, product and content to ensure consistent implementation of instructional practices that are rigorous. Teachers will use multiple instructional strategies (flexible grouping, discussion techniques, higher order questioning) that actively engage and meet students learning needs across all classrooms.

SAS Alignment: Standards

Danielson Framework

Description:

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

that all teachers will be able to implement effective instructional practices that meet the needs of all students across all classroom and aligns to the Pennsylvania Teaching Framework.

SAS Alignment: Standards

Standards Aligned Curriculum (SAS)

Description:

The Standards Aligned System (SAS), a comprehensive, researched-based resource to improve student achievement developed by PDE would be implemented to ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students. Using the six elements of SAS to design lessons, end of unit assessments, and interventions will ensure that the objectives of planned courses and instructional units are carefully aligned to the Pennsylvania Academic and Core Standards, as well as, provide educators with integrated classroom tools to enhance their teaching effectiveness.

SAS Alignment: Standards

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be provided to all teachers 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: 9/1/2014 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Planning

Description:

Teachers will develop lesson plans that include differentiated practices by process, content and product that reflect challenging and rigorous 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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Administrator will observe differentiated practices in the classrooms using walkthrough process and the Danielson Tool, 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.

Indicator of Implementation:

Reflective Feedback

Pre and Post observation conference documentation

On-line Observation Tool

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Differentiated Instruction -Lesson Plan Review

Description:

Administrator will review lesson plans to ensure that plans are differentiated by content process and product and actively engage students while meeting the learning needs of all students.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Danielson Framework Informal and Formal Observation – Develop Calendar

Description:

A year-long Formal and Informal Observation Calendar will be developed to ensure that frequently classrooms visits are occurring in order to monitor implementation of DI and Danielson framework

Walkthrough Schedule

Calendar

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework - Informal and Formal Observation – Protocol

Description:

Leadership will create a protocol for informal observations, as well as implement the use of the on-line observation tool for formal observations based on the Danielson Framework to conduct both formal and informal observations for all classrooms, grades and subjects, in order 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.

Walk Through Protocols

On-Line observations

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Informal and Formal Observation – communication

Description:

Administrative team will communicate to all teachers to share and explain the protocols that will be used to ensure understanding of fundamental expectations.

Agenda

Sign in Sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Standards Aligned System (SAS)- Professional Development

Description:

Professional Development on the SAS six elements will be provided to all teachers. This will ensure that the educational content is carefully aligned to the Pennsylvania Academic and Core Standards and standards aligned curriculum framework is implemented across all classrooms for all students.

PD Agenda

Calendar

SAS Resources Handouts

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

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned Curriculum (SAS)

Standards Aligned System (SAS)- Implement

Description:

Teachers will implement SAS in the classroom through lesson plan design, the assessment creator, and intervention resource tools to ensure that the objectives of planned courses and instructional units are identified and documented for all planned instruction. This will ensure consistent implementation of standards aligned curriculum framework across all classrooms for all students.

Lesson Plans

SAS Resources Documents

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned Curriculum (SAS)

Standards Aligned System (SAS)- Monitor

Description:

Leadership will monitor the implementation of SAS through lesson plan review, as well as, informal/formal observations to ensure that content, including materials, activities, and estimated instructional time for achieving the academic standards, are documented for all planned instruction and incorporates the use of SAS resources. This will ensure consistent implementation of standards aligned curriculum framework across all classrooms for all students.

Principal's Feedback from Observations

Lesson Plan Review Feedback Protocols

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned Curriculum (SAS)

Standards Aligned System (SAS)- Impact

Description:

The Leadership Team will meet collaboratively to review student data to determine if the uses of SAS resources are making an impact. This will enable the leadership to provide feedback to adjust ongoing teaching and learning as needed thus ensuring consistent implementation of a standards aligned curriculum framework across all classrooms for all students

Collaborative Team Meeting Agendas and Minutes

Leadership's Feedback from Walkthroughs and Lesson Plan Review

Student Work

Student Assessment Data

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned Curriculum (SAS)

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: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- 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: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Monitor the implementation of the Danielson Framework of Instruction

Description:

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework-Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff and teachers who struggle with implementing differentiated instructional practices with fidelity in order to ensure consistent implementation of effective

instructional practices that will meet the needs of all students across all classrooms and align with the PA Framework for Teaching.

Schedule of instructional coaching

Logs

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Informal and Formal SBTL Observations – Conduct

Description:

The leadership team will conduct SBTL walkthroughs using the SBTL Walkthrough Form based off of 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 PA Framework for Teaching.

Tamara Edwards, Principal

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile

will improve by 10 points by 2015.

Specific Targets: Increase the number of students scoring proficient or advanced in grade 3 reading.

Type: Annual

Data Source: School Performance Profile

will improve by 10 points by 2015.

Specific Targets: School Performance Profile will improve by 10 points by 2015.

Type: Annual

Data Source: eMetrics

9/2014-6/2015

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

Type: Annual

Data Source: PVAAS

9/2014-6/2015

Specific Targets: Increase PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Interim

Data Source: WRAP (Writing, and Reading Assessment)

Quarterly

September 2014 – June

Specific Targets: 50% or more of students will increase reading level by one grade level

Type: Interim

Data Source: DRAs (Grades K-3)

Quarterly

Specific Targets: 50% or more of all students will increase really skills by at least one grade level.

Type: Interim

Data Source: First in Math Activiy Profile Report

September 2014 – June 2015

Specific Targets: All students will show an increase of one academic grade level bythe end of the school year, in math.

Type: Interim

Data Source: Benchmark Assessments

2015 - 2016

Specific Targets: Increase the number of students scoring proficient or advanced on Benchmark Assessments.

Strategies:

Common Planning Time

Description:

Common Planning Time: Will be implemented to allow for multiple teachers or teams of teachers to work together to analyze student progress based on data and establish protocols to analyze appropriate data for informing decisions for improving student learning. This will help teachers to identify strengths and concerns, along with needed supports and enrichments, to adjust interventions and adapt identified practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Data Analysis Procedures:

Description:

Data Analysis Procedures: Data analysis procedures and protocols will be developed and implemented by all teachers and staff, including leadership, to establish protocols to analyze appropriate data for informing decisions for improving student learning and to ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student achievement.

SAS Alignment: None selected

Implementation Steps:

Common Planning Time – Develop a schedule

Description:

A master schedule will be developed to including Common Planning Time for all teachers, a minimum of once a week, but ideally once a day, to allow for data analysis, modification and adapt practices within classrooms. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Rosters

Calendar

Start Date: 9/1/2014 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time – Share Rosters

Description:

All rosters and schedules will be shared at the beginning of the school year to ensure that teachers have the time to meet to analyze data, collaborate on lessons, modify and adapt instructional practices within their classrooms to increase student mastery.

Rosters

Calendar

Teacher Schedules

Start Date: 9/15/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time – Implement Practices

Description:

Common planning time will be used to analyze data, monitor student progress, and identify areas of concern and need for intervention. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Sign-in sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time – Monitor

Description:

Common Planning Time will be monitored by administration to ensure that time is being used to analyze data, create protocols, identify interventions, monitor student progress and share professional practices, and develop routines in adjusting instruction when necessary. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Notes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time - Evaluate

Description:

Leadership will evaluate if the use of common planning time used to analyze is having an impact on student achievement. This will ensure that school wide data is focused on school improvement and the academic growth of all students.

Data

Lesson Plans

Classroom Observations

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Data Analysis Procedures – Establish a Team

Description:

A Data Team will be formed to analyze school-wide data. The team members may include the Principal, School Based Teacher Leader, RtII champion, Technology Teacher Leader, ESOL Teacher, Special Education Teacher and representative grade teachers. This will ensure that

school-wide use of data is focused on school improvement and the academic growth of all students.

List of Team members

Start Date: 9/1/2014 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

Data Analysis – Create Data Analysis Protocols

Description:

The Data 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.

Copies of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures – Professional Development on Data Protocols and Analysis

Description:

Professional Development will be provided on Data Analysis to all teachers and educational specialist and paraprofessionals 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 all students' needs.

Agendas

Sign in sheets

PD Schedule

PD evaluations

Title I Binder

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

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

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures – Data Analysis Evaluation

Description:

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

PDE and Locally relevant student data

Lesson plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: SchoolNet

September 2015- June 2016

Specific Targets: Decrease the number of Chronically Tardy and Truant

Strategies:*School-wide Attendance Incentive Program:***Description:**

School-wide Attendance Incentive Program: School-wide Attendance Incentive Program will be implemented by the Attendance Committee and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: None selected

Implementation Steps:*School-wide Attendance Incentive Program -***Description:**

The Attendance Committee will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program:

*School-wide Attendance Incentive Program -***Description:**

The Attendance Committee will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Attendance Committee will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

Start Date: 9/1/2015 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Attendance Committee will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

Attendance Monitoring Team Members

Start Date: 9/1/2015 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Finletter Thomas K Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Finletter Thomas K 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 Finletter Thomas K Sch in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Paul Kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 7/31/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

School Level Guiding Questions (SLGQs) __2__, __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. 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.

School-wide Attendance Incentive Program was implemented, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

Describe the continuing areas of concerns from the first year plan

The school will continue implementation of strategies and action steps outlined in SLGQs __2__, __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 __2__, __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.

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.

Planning Team:

Name of Team Member	Position/Representation
Tamara Edwards	Building Level Principal
Megan Cannon	Teacher
Linda Strohm	Teacher
Jeanette Pendleton	Parent
N/A	Business/Community Member
Sara Reese	Educational Specialist
Mary Coe Collins	Intermediate Unit Member/Office of Federal Program Design and Implementation
	Academic Recovery Liaison (ARL)-*Priority Schools*

SW Planning Period:
Planning Period**

X 1 Year Planning Period Less Than 1 Year

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

N/A

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 a schoolwide program and requirements

- 1. 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.

- 2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.***

Date	Provider	Type of Assistance
3/11/16	Keyshawn Golson & Cheryl Proctor Executive Director - Office of Federal Programs Design and Implementation Director - Office of School Improvement (IU 26)	Provided overview of Comprehensive Planning process

3/27/2016	Office of Federal Programs Design and Implementation and Office of School Improvement (IU26)	Provided technical assistance to support alignment between Comprehensive Plan and Title I Budget
4/1/2016	Office of Federal Programs Design and Implementation & Office of School Improvement (IU26)	Provided technical assistance to support completion of Budget Submission
5/6/2016	Mary Coe Collins Senior Associate -Office of Federal Programs Design and Implementation (IU26)	Provided technical assistance in reviewing and completion of the Comprehensive Plan and Addendum / Renewal Guide

Student Assessment of Progress

1. ***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 principal ensures ongoing scheduled submission of; Data Binders, Interim reports, student portfolios, Finletter Literacy and Mathematics Tracking Forms, as well as attendance and disciplinary infraction/referrals data sources. The Principal and leadership team reviews this information during the weekly leadership team meetings. Collectively, we review, analyze, monitor and provide supports as needed including determining the professional development needs to support teachers. During Grade Group/Data/RtII Meetings which are built into the roster--all school staff members (inclusive of special education and specialist teachers) are required to monitor student progress based upon effectiveness of interventions. The collection and analysis of data from Aimsweb, PSSA, DRA's, Dibels, Gates, Wraps, and Benchmark Assessments during bi-weekly Grade Group Meetings is utilized to identify students in need of additional supports. Common intervention periods are held for each grade span and Interventionist (SSAs) will be disseminated to facilitate intervention pull out sessions during a 4-hour span. There are a minimum of 40 literacy and math intervention groups led daily by the Intervention Teacher and paraprofessionals to support at risk students. These Interventionist collect and share data with the classroom teacher(s). The data from these groups is analyzed monthly to make accommodations/ Modifications when applicable. Interventions consist of Compass Learning for Reading and Math (Interventions and Enrichment), My Sidewalks (Grades 1-5), and Sound Partners (Grades K-2). Interventionist also utilize the Go Math Intervention

program and components of Saxon Phonics to provide supplemental support.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased instructional time that students will have access to if identified as at-risk of failing or failing to meet achievement standards:

– Extended School Day/Tutoring Programs

Yes Reading
Yes Math
Yes Science
No Before School
No After School
Yes Lunch/Study Periods

– Summer School Program

No Reading
No Math
No Science

Yes In-class Instructional Support

Yes Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

- 1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Teachers will participate in data meetings to analyze data and identify students that need to receive additional academic supports. The Leadership Data team will meet to review data and examine trends as well as identify students requiring additional in-school interventions and support. This process will be ongoing.

2. Describe how timely assistance and services will be provided for your struggling learner

The Principal will continue to create an environment of accountability and high expectations for all students and staff members at Finletter and ensure that instruction of all students incorporates differentiated strategies, modifications, adaptations, and extensions to address the identified learning needs of students and to increase student engagement and achievement. There will be common grade intervention blocks to allow for maximum use of personnel in implementing interventions with all students. The blocks allow for enrichment as well as remediation. The Data/RtII Meetings will be built into the 6th period grade group rosters to ensure school staff monitors student progress based upon effectiveness of instruction and interventions. Interim reports and Gradebook review will be done a minimum of eight times per year and administration conducts a quarterly review of student content folders with explicit feedback to teachers.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.

The administrator will effectively utilize the EDS System for informal and formal observations, with a minimum of 5 completed weekly, where feedback is delivered in a consistent and timely fashion. Additionally, the Principal will monitor the implementation of the Instructional Practices by conducting ongoing classroom visits and monitoring lesson plans weekly. The SBTs will provide teacher support, focused coaching and professional development opportunity for staff members. To monitor visits, SBT's will utilize the Walkthrough protocol created by the Principal. The Leadership Team utilizes the Finletter Literacy and Math Tracking Forms and the Benchmark Data Analysis Protocol to monitor instructional practices, trends in data and areas of strength and improvement. Focused Professional development sessions will be facilitated to provide staff members with the opportunity to be trained in data analysis and how to use the outcomes of data to drive institutional practices (PVAAS and Emetric), Compass Learning and Aimsweb. Also, common planning time for grade groups will continue to be implemented to promote common and cross-grade articulation.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

Strategies that the school will use to retain high-quality teachers consist of: Providing quality professional development opportunities that will enhance instructional practices, Providing acknowledgement and recognition, Offering support and training opportunities, Encouraging peer collaboration and visits, and, providing opportunities for high quality teachers to demonstrate best practices.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

The school will provide parent involvement activities that center on: Collaboration with the Parent Coordinator for LN7 and with the FACE to implement a Home and School Association; Collaborate the Home and School Association –meeting monthly to develop and implement program that promote engagement and improve the school’s climate; Create a family resource room that promotes family involvement, communication and enables the parents of 8th grade students to gain internet access for the high school selection process and Implement specific attendance incentives and procedures via an attendance committee; Distribute and collect Family surveys; Develop an interactive and informative school website

Describe the methods to be used to keep individual parents informed of their child’s academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

The school keeps parents informed of their child’s academic activities through: Monthly parent meetings that are held to promote parental support and communication. Parents receive workshops and training on how to provide academic support to students. Teachers receive professional development focusing on parent/family engagement.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

This process is support by the Office of translation and Interpretation that creates documentation in various languages.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

- 1. Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.***

The school will participate in the Kindergarten Bridge Program, hold two kindergarten Open House Sessions, and a parent meeting discussing the registration and preparation process for incoming kindergarten students.

- 2. Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.***

The counselor will work with parents/families during the school selection period to ensure that all student interested in attending a speciality school have the opportunity to apply. The counselor will accompany students to high school fairs and faciliate parent meetings to inform parents of this process.

- 3. Describe on-going coordination with other community programs and agencies that support transitions for students.***

The counselor works with parents/families during the school selection period to ensure that all student interested in attending a speciality school have the opportunity to apply. The counselor accompanies students to high school fairs and faciliate parent meetings to inform

parents of this process.

Coordination and Integration of Services and Programs

The purpose of a Title I 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;
 - 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? If yes, please complete chart below.

Yes No

Please indicate below the funds to be integrated within this SWP:

<i>Federal Grant Program</i>	<i>Amount of Grant</i>		<i>State/Local Grant Program</i>	<i>Amount of Grant</i>
N/A				

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

- **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.

X

By checking the box, the school assures all of the preceding statements.

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

- School web
- School newsletter
- PTA/PTO website
- X District web page**
 - WikiSpaces, Yahoo, Facebook, etc.
 - Board meeting presentations
 - Town hall meetings
 - District's annual report
- X District report card**
 - Press releases to local media
- X Yearly letter to parents**
- X Periodic mailings/letters, postcards, etc.**
- X Short Message Systems (phone blasts)**
 - Short Message Systems (email blasts)
 - Invitations to planning (etc.) meetings
- X Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.**
 - Special all-school evening event to present improvement plan
- X Monthly PTO meetings**
- X Regular Title 1 meetings**
 - Parent advisory committee meetings
- X Parent-Teacher Conferences**
 - Home-school visits
 - School Improvement Brochure
- X Student Handbook**

Assurance for Priority Schools ONLY (Annually Updated SIP)

Have you completed an evaluation with the assistance of our Academic Recovery Liaison ?

Yes, the school has completed an evaluation with the assistance of it's Academic Recovery Liaison

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year.

Based on the School Progress Report Finletter received a Model status as the peer leader with a rate of 84%.

The PSSA ELA and Math Average Growth Index contributed to this rating with a metric core of 3.33 for mathematics and 3.52 for ELA. A strategic goal set for the current school year was for Students performing on target in the DRA assessment will increase from 42.7% to 47%. For Quarter 2, 65.6% of our kindergarten thru 3rd grade students are reading at the targeted grade level. (SLGQ 4) With the support of a Climate Manager, year-to-date, we have had 63 suspensions. At the end of the 2014-2015 school year we had 390 suspensions.(SLGQ 6)

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years.

The average correct percentage was 44.6% decreasing with Benchmark II to 40.2%- a difference of -4.4%. The Benchmark I Math Assessment's overall average correct percentage was 46.6% decreasing with Benchmark II to 42.0%- a difference of -4.6%. The 2015 Science PSSA shows that only 28.6 % of the students at Finletter tested, scores within the proficient or advanced range. This is 9.8 % less than the District's overall proficiency rate. (SLGQ 4)

Climate: Attendance rates continue to remain stagnant with 93% of the students coming to school daily. 15.3% of our students are chronically truant and 25.2 % are chronically tardy. Disciplinary referrals and suspensions continue to be a concern with 76 out of school suspensions and 22 serious incidents reported year to date. (SLGQ 6)

Revised Initiatives

Describe the initiatives that have been revised.

Two full time teachers and one classroom teacher for .30 of the week and one for .70 of the week, are being added to help support Effective instructional practices that increase student achievement in literacy, mathematics and science; 4 Paraprofessionals will be added to support instruction (SLGQ 4) and school safety; A Climate Manager will be added to help promote a safe school climate, 6 Noon Time Aids will be added to support enhancing school climate and safety (SLGQ 6); Books and instructional aides will be purchased and contracted professional development and tech support will be provided to support academic achievement; books and instructional aides will be provided to parents to also help academic achievement through the home (SLGQ 4) ; Equipment and furniture will be purchased to replace outdated and broken items (SLGQ 5)