

Finletter Thomas K Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Finletter Thomas K Sch*

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

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Tamara Edwards  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Tamara Edwards	Building Principal : School Improvement Plan
Sara Reese	Director of Student Services
Lauren Harrow	Elementary School Teacher - Regular Education
Linda Strohm	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Claudette Pendleton	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- 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.
- Regular Title 1 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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26 / Office of Federal Programs Design and Implementation	11/29/2016 12:00:00 AM	Data Team Meeting/Grade Group Meeting
IU 26 / Office of Federal Programs Design and Implementation	1/27/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	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	3/6/2017 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 meetings: Support schools in finalizing FY 17 Budget
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	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	5/5/2017 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.

Teachers work collaboratively in grade group and during common planning times to create assessments throughout the school year. They also meet to analyze data and identify trends across classrooms. Then they create action plans to reteach standards that students struggled with.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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Exceeded the annual and three year average in Academic Growth Standards for Math

### Accomplishment #2:

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Met the Academic Growth Standards in Science

### Accomplishment #3:

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

### Accomplishment #4:

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The cohort graduation rate is 99.88

### Accomplishment #5:

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The Promotion Rate is 92.42.

### Accomplishment #6:

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The test participation rate for all students in Math is 94.37.

### Accomplishment #7:

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The test participation rate for all students in reading is 94.16

### Accomplishment #8:

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The Test Participation Rate for all students in Science is 88.51

## School Concerns

### Concern #1:

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The School Performance Profile Building Level Score is 55.8. The Federal Designation is Focus

### Concern #2:

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25.8% proficient or advanced in PSSA Reading achievement

Grade 3 ELA is 18.99% proficient or advanced

Closing the achievement gap for all students in reading is 0.00

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

#### Concern #3:

13.0% proficient or advanced in PSSA Mathematics achievement.

The school did not close the achievement gap in Math for historically underperforming students.

#### Concern #4:

47.7% proficient or advanced in PSSA Science achievement

#### Concern #5:

The Chronic Tardiness Rate is 30.2%

#### Concern #6:

The Chronic Truancy Rate is 18.3%

## 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:

The School Performance Profile Building Level Score is 55.8. The Federal Designation is Focus

25.8% proficient or advanced in PSSA Reading achievement

Grade 3 ELA is 18.99% proficient or advanced

Closing the achievement gap for all students in reading is 0.00

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

13.0% proficient or advanced in PSSA Mathematics achievement.

The school did not close the achievement gap in Math for historically underperforming students.

47.7% proficient or advanced in PSSA Science achievement

**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

**Aligned Concerns:**

The School Performance Profile Building Level Score is 55.8. The Federal Designation is Focus

The Chronic Truancy Rate is 18.3%

25.8% proficient or advanced in PSSA Reading achievement

Grade 3 ELA is 18.99% proficient or advanced

Closing the achievement gap for all students in reading is 0.00

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

13.0% proficient or advanced in PSSA Mathematics achievement.

The school did not close the achievement gap in Math for historically underperforming students.

47.7% proficient or advanced in PSSA Science achievement

**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.

**Aligned Concerns:**

The School Performance Profile Building Level Score is 55.8. The Federal Designation is Focus

The Chronic Tardiness Rate is 30.2%

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The Chronic Truancy Rate is 18.3%

# School Level Plan

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## 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

9/2017-6/2018

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

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

9/2017 - 6/2018

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

Type: Interim

Data Source: Developmental Reading Assessments / Benchmarks

9/2017 - 6/2018

Specific Targets: Increase the percentage of students in grades K-3 that are reading on target by 4% based on the DRA2 Assessment as evidence on PMD AND Increase the percentage of students in grades 3-8 that are reading on target by 4 % based on the DRA2.

Type: Interim

Data Source: Computer-based intervention progress reports  
9/2017-6/2018

Specific Targets: Increase the percentage of students in grades K-3 that are reading on target by 4% based on the DRA2 Assessment as evidence on PMD AND Increase the percentage of students in grades 3-8 that are reading on target by 4 % based on the DRA2.

Type: Interim

Data Source: DRA2

2017 - 2018

Specific Targets: Increase the percentage of students in grades K-3 that are reading on target by 4% based on the DRA2 Assessment as evidence on PMD.

Type: Interim

Data Source: Performance Management Dashboard

2017 - 2018

Specific Targets: Increase the percentage of students in grades 3-8 achieving proficiency in math by 5 % based on the Benchmark Assessments as evidenced on PMD.

Type: Interim

Data Source: DRA2

2017-2018

Specific Targets: Increase the percentage of students in grades 3-8 that are reading on target by 4 % based on the DRA2.

## ***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 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

*Guided Reading***Description:**

Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Guided reading is practice with reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres." ((What is Guided Reading, Fountas and Pinnell Snapshot)

**SAS Alignment:** Instruction

*Lexia***Description:**

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is

designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel" (What Works Clearinghouse, Lexia Reading Evidence Snapshot).

**SAS Alignment:** Instruction

### *Small Group Instruction*

**Description:**

Critical elements of classroom and small group instruction promote reading success in all children. Learning Disabilities Research and Practice Forman, B.R., & Torgesen, J. (2001).

**SAS Alignment:** Instruction

### *Compass Learning-Odyssey*

**Description:**

Odyssey® Math is a web-based program developed by Compass Learning® for mathematics instruction in grades K–8. The online program includes a mathematics curriculum and formative assessments designed to support differentiated and data-driven instruction. Based on assessment results, the program generates an individualized sequence of mathematics topics and skills—a “learning path.” Odyssey® Math is often used as a prescriptive tool, where students can start by taking a diagnostic assessment aligned with local or state standards. Teachers can modify learning paths to match their lesson plans or to align them with district scopes and sequences. (What Works Clearinghouse, Lexia Reading Evidence Snapshot).

**SAS Alignment:** Instruction

### *Blended Learning*

**Description:**

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

**SAS Alignment:** Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Differentiated Instruction

*Guided Reading - Professional Development*

**Description:**

On an ongoing basis the SBTLs will provide before and after school Guided Reading professional development based on need. Grade Groups will be designated to Guided Reading development. SBTLs will also model in classrooms, and follow-up to see implementation on a daily basis.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Reading

*Guided Reading - Implementation***Description:**

Guided Reading binders will be maintained by teacher, and monitored by administration quarterly. Guided Reading plans will be submitted weekly to the Principal.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Reading

*Lexia - Professional development***Description:**

Starting in September, previously trained leadership members will turn around training for teachers on Lexia implementation, progress monitoring, use of scripted lessons and skill builders.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Lexia

*Lexia - Implementation***Description:**

Leadership will monitor usage weekly, track student progress quarterly, and assist teachers on implementation in classrooms as needed.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Lexia

*Small Group Instructions- Training the SSAs***Description:**

School Based Teacher leaders will train SSAs in implementation of research based direct instruction programs (i.e. Saxon Phonics, Reading Mastery, Corrective Reading, Connecting Math, and Corrective Math) in September so that they effectively facilitate opportunities for small group instruction.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Small Group Instruction

*Small Group Instructions-Implementation***Description:**

SSAs will implement programs with fidelity and progress will be monitored via use of program checkouts and intervention logs.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Small Group Instruction

### *Small Group Instructions - Data Collection & Recording Keeping*

**Description:**

SSAs will implement programs with fidelity and progress will be monitored via use of program checkouts and intervention logs. Additionally, anecdotal records/data binders will be maintained. Logs will be collected biweekly and reviewed by teachers and SBTLs and data will be recored in RTII/MTSS System.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Small Group Instruction

### *Compass Learning-Odyssey - Implementation*

**Description:**

Previously trained leadership members will turn around training for teachers on Compass Learning Pathblazer implementation and progress monitoring.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Compass Learning-Odyssey

### *Compass Learning-Odyssey - Progress monitoring*

**Description:**

Leadership will monitor usage weekly, track student progress quarterly, and assist teachers on implementation in classrooms as needed.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Compass Learning-Odyssey

### *Blended Learning -Implementation*

**Description:**

During Blended Learning, teachers will participate in small group instruction to improve student outcomes, which will occur daily.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Blended Learning

**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

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

Type: Annual

Data Source: School Performance Profile

by 2018

Specific Targets: School Performance Profile will improve by 2018

Type: Annual

Data Source: EMetrics

9/2017-6/2018

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

Type: Annual

Data Source: PVAAS

9/2017-6/2018

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: DRAs (Grades K-3) / PMD

Quarterly

Specific Targets: Increase the percentage of students in grades K-3 that are reading on target by

Type: Interim

Data Source: PMD

September 2017 – June 2018

Specific Targets: Increase the percentage of students in grades K-3 that are reading on target by 4% based on the DRA2 Assessment as evidence on PMD.

Type: Interim

Data Source: PMD

2017 - 2018

Specific Targets: Increase the percentage of students in grades 3-8 achieving proficiency in math by 5 % based on the Benchmark Assessments as evidenced on PMD.

## ***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:** 9/15/2017    **End Date:** 6/30/2018

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

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

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

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

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

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures:

*Data Analysis Procedures – Analyze Data*

**Description:**

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

PDE and Locally Relevant Student Data

Lesson Plans

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

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

**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: Performance Management Dashboard (PMD)

September 2017- June 2018

Specific Targets: Decrease the number of students receiving Out-of-School Suspensions by 4%.(Baseline 2016-2017 Number of OOS) as evidence on PMD.

**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

*Restorative Practices/Peer Mediation*

**Description:**

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:**

### *School-wide Attendance Incentive Program - Review school data*

**Description:**

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

Attendance Monitoring Team Members

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

**Program Area(s):** Professional Education, Student Services

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

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

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

**Program Area(s):** Professional Education

**Supported Strategies:**



- School-wide Attendance Incentive Program:

### *Restorative Practices/Peer Mediation- Identify projects*

**Description:**

Develop a list of restorative practice projects based upon the actions matching the consequences, which will be implemented on an as needed basis.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Restorative Practices/Peer Mediation

### *Restorative Practices/Peer Mediation- Identify students to support*

**Description:**

Students that need support with behavior modification and/or have a disciplinary infraction will choose a project and have a set deadline, to be managed and monitored by the Climate Manager.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Restorative Practices/Peer Mediation

### *Restorative Practices/Peer Mediation- Provide coaching & monitoring*

**Description:**

Provide ongoing coaching/modeling opportunities for teachers as needed.

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Restorative Practices/Peer Mediation

# Appendix: Professional Development Implementation Step Details

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

# Assurance of Quality and Accountability

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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 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

The school Past Yea of success consist of:

Literacy: 66% of the students in grades K-3 are meeting the target as indicated by the Quarter II DRA2 in Early Literacy.

Math: 44.8 % of the students in grades 3-8 are meeting the target as indicated by the Benchmark II Assessment

Climate: YTD- 90 students have received out of school suspensions as monitored by PMD.

### **Describe the continuing areas of concern from the past year.**

The school's continuing areas of concerns consist of:

Early Literacy: Increase the percentage of students in grades K-3 that are reading on target by 4% based on the DRA2 Assessment as evidence on PMD.

Math: Increase the percentage of students in grades 3-8 achieving proficiency in math by 5 % based on the Benchmark Assessments as evidenced on PMD.

Climate: Decrease the number of students receiving Out-of-School Suspensions by 4%.(Baseline 2016-2017 Number of OOS) as evidence on PMD.

### **Describe the initiatives that have been revised.**

School Level Guiding Question 2 was revised to include the following strategies: Facilitating Data Sessions that will include parents.

School Level Guiding Question 4 was revised to include the following strategies: Supporting the "Intervene" Students in grades 1-3 with a reading specialist and having a SSA in all K-2 classrooms.

School Level Guiding Question 6 was revised to include the following strategies: PBIS Implementation.

## 2015-2016 Improvement Evaluation

### **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)

### **Describe the continuing areas of concern from the past year.**

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)

### **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)

## **2014-2015 Improvement Evaluation**

### **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 concern 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.