

Franklin Benjamin Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Franklin Benjamin Sch*

5735 Rising Sun Ave  
Philadelphia, PA 19120  
(215)728-5017

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Roslynn Sample Greene  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Roslynn Sample - Greene	Building Principal : School Improvement Plan
Major Lavenbein	Community Representative
Priscilla Jeter Iles	Ed Specialist - Other
Tamiko Stanley	Ed Specialist - School Counselor
Jackie Yeo	Elementary School Teacher - Special Education
Tamika Purvines	Intermediate Unit Staff Member
Shaheer Brown	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:

- District web page
- District's annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences

### **Assurance for Priority Schools (Annually Updated SIP)**

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

No

## **Coordination of Programs**

### **Technical Assistance**

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

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

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

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26 / Office of Federal Programs Design and Implementation	1/17/2017 12:00:00 AM	Comprehensive Plan Support
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 the development of evidenced based strategies, action steps, and indicators of success
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	3/3/2017 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	10/14/2017 12:00:00 AM	Introduction meeting with the School

### **Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The school meets within grade group meetings to analyze student data. The teachers are required to develop an action plan to improve the achievement of individual students. The school has pushed in Blended Learning for grades 1 thru 8th grade. Grades K to 3 are implementing Early Literacy Initiative through the CLI (Children Literacy Initiative).

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	No
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:

Met the annual academic growth standards in reading

### Accomplishment #2:

Met the three year average in academic growth standards Math

### Accomplishment #3:

Average attendance rate is 92.10%

### Accomplishment #4:

The Promotion Rate is 99.70

### Accomplishment #5:

The Test Participation Rate for all students in Mathematics is 95.80

### Accomplishment #6:

The Test Participation Rate for all students in Reading is 93.60

### Accomplishment #7:

The Test Participation for all students in Science is 96.68

## School Concerns

### Concern #1:

The School Performance Profile Building Level Score is 44.8. The Federal Designation is "Focus".

### Concern #2:

27.08% Grade 3 Reading- Percent Proficient or Advanced

22.20 % Proficient or Advanced in the Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 7.99

Closing the Achievement Gap for Historically Underperforming Students is 14.04.

**Concern #3:**


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21.51% Proficient or Advanced in Science

Closing the Achievement for All Students in Science is 0.00

Closing the Achievement for Historically Underperforming Students is 0.00

**Concern #4:**


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Did not meet the Annual Academic Growth Standards in Science

**Concern #5:**


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21.4% is the Chronically Truant Rate

**Concern #6:**


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34.4% is the Chronically Tardiness Rate.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

The School Performance Profile Building Level Score is 44.8. The Federal Designation is "Focus".

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27.08% Grade 3 Reading- Percent Proficient or Advanced

22.20 % Proficient or Advanced in the Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 7.99

Closing the Achievement Gap for Historically Underperforming Students is 14.04.

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21.51% Proficient or Advanced in Science

Closing the Achievement for All Students in Science is 0.00

Closing the Achievement for Historically Underperforming Students is 0.00

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Did not meet the Annual Academic Growth Standards in Science

**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 44.8. The Federal Designation is “Focus”.

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27.08% Grade 3 Reading- Percent Proficient or Advanced

22.20 % Proficient or Advanced in the Reading on the PSSA

Closing the Achievement Gap for All Students in Reading is 7.99

Closing the Achievement Gap for Historically Underperforming Students is 14.04.

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Did not meet the Annual Academic Growth Standards in Science

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21.4% is the Chronically Truant Rate

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34.4% is the Chronically Tardiness Rate.

**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 44.8. The Federal Designation is “Focus”.

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21.4% is the Chronically Truant Rate

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34.4% is the Chronically Tardiness Rate.

# 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: PSSA  
 September 2017 – May 2018

Specific Targets: Decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual  
 Data Source: PVAAS  
 September 2017- May 2018

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

Type: Interim  
 Data Source: End of Unit Assessments  
 Monthly  
 October 2017-June 2018

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

Type: Interim  
 Data Source: GATES  
 September  
 2017 – May 2018

Specific Targets: 20\_\_% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual  
 Data Source: Emetric  
 September 2017 – May 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Interim

Data Source: RTII

2017 -2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.

Type: Annual

Data Source: PSSA

2017 - 2018

Specific Targets: Increase the number of students in the Proficient category by 10% as evidenced by the PSSA.

Type: Annual

Data Source: PSSA

2017 - 2018

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

Type: Interim

Data Source: DRAs

Quarterly

2017 - 2018

Specific Targets: 60% of the K to 3rd grade students will be on target using DRAs

Type: Interim

Data Source: DRAs

2017 - 2018

Specific Targets: 60% of the K to 3rd grade students in Math will be on target using DRAs

Type: Interim

Data Source: DRAs

2017 -2018

Specific Targets: 60% of the K to 3rd grade students in Reading will be on target using DRAs

### ***Strategies:***

#### *Differentiated Instruction*

**Description:**

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

**SAS Alignment:** Standards

#### *Informal and Formal Observations*

**Description:**

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

**SAS Alignment:** Standards

#### *Professional Development*

**Description:**

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

**SAS Alignment:** Standards

### *Common Assessments*

**Description:**

**In data-drive instruction, the rigor of the actual assessment item drives the rigor of the material taught in class. Therefore, common assessments must be created before teaching begins. (Driven by Data, Bambrick-Santoyo)**

**SAS Alignment:** Instruction

### *Remediation and Reassessment*

**Description:**

**Remediation and reassessment are the critical components under the mastery learning model, researched by Dr. Benjamin Bloom.**

**SAS Alignment:** Instruction

### *Small Group Instruction with learning centers*

**Description:**

Remediation and reassessment are the critical components under the mastery learning model, researched by Dr. Benjamin Bloom.

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Differentiated Instruction Professional Development*

**Description:**

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

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction- Lesson Plans*

**Description:**

Teachers and staff will implement professional development through the use of effective lesson planning in grade groups and lessons with the Charlotte Danielson indicators. Teachers and staff will develop lesson plans that include differentiated practices by content, process or product that reflect challenging learning expectations for all students.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction



### *Differentiated Instruction -Lesson Plan Review*

**Description:**

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction – Monitor*

**Description:**

Leadership will monitor the implementation of differentiated practice through the use of walkthroughs and informal/formal observations to ensure all classroom teachers design and implement standards-aligned, differentiated instruction that reflects challenging learning expectations for all students. Monitoring will ensure effective implementation through the use of leadership walkthroughs and informal/formal observations.

Reflective feedback

observation feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction -Evaluate*

**Description:**

Teachers will receive support from School Based Teacher Leaders in implementing Differential Instruction to develop an effective lesson plan and learning environment. This will ensure that all learning styles are being addressed to meet the individual needs of all students in all content areas including reading, math, science, and social studies. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

lesson plans

teacher resources

**Start Date:** 9/8/2014    **End Date:** 6/16/2017

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Informal and Formal Observations- Calendar*

**Description:**

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

Indicator of Implementation:

Walkthrough schedules

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Observation Protocol*

**Description:**

Leadership team will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Indicator of Implementation:

Walk through protocol

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Walkthrough Protocol Communication*

**Description:**

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Conduct Walk Throughs*

**Description:**

Conferences and observations will be conducted in accordance of the established calendar for all teachers through the use of the Charlotte Danielson observation tool.

Indicator of Implementation:

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Instructional Coaching*

**Description:**

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

Schedule of Instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal Observation - Feedback*

**Description:**

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

Feedback Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Professional Development -Needs Assessment*

**Description:**

Administrators will conduct a professional development needs assessment.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development -Analyze Data from Needs Assessment*

**Description:**

Administrators will review and analyze results from the needs assessment.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development- Calendar*

**Description:**

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development -Trainings*

**Description:**

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development -Monitoring the Effectiveness of the Professional Development Session*

**Description:**

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development - Instructional Coaching*

**Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

#### Schedule of Instructional Coaches

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

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

**Supported Strategies:**

- Professional Development

#### *Remediation*

**Description:**

Teachers will analyze the results from the common assessments biweekly to identify students in need of remediation in specific content areas.

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

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

**Supported Strategies:**

- Remediation and Reassessment

#### *Small Group Instruction*

**Description:**

Teachers will deliver small group instruction to those identified based on data

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

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

**Supported Strategies:**



- Small Group Instruction with learning centers

### *Common Assessments - Create*

**Description:**

Teachers will create all 4 Common Unit Assessments for the first quarter prior to the start of the 2017-2018 SY, with the help of the Office of Curriculum and Instruction.

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

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

**Supported Strategies:**

- Common Assessments

### *Common Assessments -Implementation*

**Description:**

Teachers will use the pre-made assessments to generate weekly lesson plans addressing the necessary skills. Teachers will use Common Planning Time each week to plan the 4 Common Unit Assessments for the next marking period during the current marking period

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

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

**Supported Strategies:**

- Common Assessments

### *Common Assessments - Analyze*

**Description:**

Teachers will analyze the results from the common assessments biweekly to identify students in need of remediation in specific content areas.

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

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

**Supported Strategies:**

- Common Assessments

**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: Interim

Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly /

9/2017-6/2018

Specific Targets: students will increase in reading skills by one grade level

Type: Annual

Data Source: PVAAS

September 2017- May 2019

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

Type: Annual

Data Source: Emetric

September 2017- May 2018

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

Type: Annual

Data Source: School Performance Profile

2017– 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Interim

Data Source: AIMSweb assessment

2017 - 2018

Specific Targets: :At least 70% of Kindergarten students and 50% of 1st and 2nd grader students will score at target by the Spring AIMS web assessment (Baseline: 42% Q1 On Level ). Describe goal:At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one acadmic year's worth of growth, as evidenced b their independent reading level from Q1 to Q4.

Type: Interim

Data Source: Performance Management Dashboard

2017 - 2018

Specific Targets: By June, 2018, 40% of K-8 students will reach the 95% attendance target, as measured by the PMD

Type: Interim

Data Source: DRA

2017 -2018

Specific Targets: 60% of the K to 3rd grade students in reading will be on target using DRA

Type: Interim

Data Source: DRA

2017 - 2018

Specific Targets: 60% of the K to 3rd grade students in Math will be on target using DRA

### ***Strategies:***

#### *Data Analysis Procedures*

##### **Description:**

**Data Analysis Procedures-** Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

#### *Data Informed Instruction:*

**Description:**

**Data Informed Instruction:** Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

**SAS Alignment:** None selected

**Implementation Steps:***Data Analysis Procedures -Establish a Data Team***Description:**

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and the Special Education Liason (SEL). This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

List of Data Team Members

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

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

**Supported Strategies:**

- Data Analysis Procedures

*Data Analysis Procedures- Create Data Analysis Protocols***Description:**

The Data Analysis Team will create protocols to analyze student data from PVAAS, DIBELS and GATES administrations. This will ensure that all educators, use established protocols to analyze appropriate data for informing decisions around student instruction.

Copy of Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures

*Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

**Program Area(s):**

**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.

Data Protocols

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 - Monitor Data Analysis*

**Description:**

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

Lesson Plans

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

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

**Supported Strategies:**

- Data Analysis Procedures

### *Data Analysis Procedures – Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through PVAAS, GATES and DIBLES data to determine changes in instructional practices.

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 Informed Instruction- Professional Development*

**Description:**

The Leadership Team and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings*

**Description:**



The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar of Monthly Meetings

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction - Collect Data*

**Description:**

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Disaggregate Data*

**Description:**

Teachers and the leadership will establish measurable goals that address student strengths and weaknesses as indicated by the disaggregated data

Grade Level Goals

Student Specific Goals

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Select Instructional Strategies*

**Description:**

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Intervention Implementation*

**Description:**

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction – Monitor and Evaluate*

**Description:**

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

**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: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017– June 2018

Specific Targets: Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Type: Interim

Data Source: Performance Management Dashboard

2017 - 2018

Specific Targets: 40% of all students are reaching the 95% attendance target as measured by PMD

### **Strategies:**

#### *School-wide Attendance Incentive Program*

##### **Description:**

**School-wide Attendance Incentive Program:** School-wide Attendance Incentive Program will be implemented by the principal 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

#### *Positive Behavior Support Program*

##### **Description:**

**Positive Behavior Support Program:** Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

**SAS Alignment:** None selected

### **Implementation Steps:**

#### *School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team*

##### **Description:**

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that 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):**

**Supported Strategies:**

- School-wide Attendance Incentive Program

*School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies*

**Description:**

The Monitoring Team, including the Leadership Team 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:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program

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

**Description:**

The Monitoring Team 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):****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):****Supported Strategies:**

- School-wide Attendance Incentive Program

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

**Description:**

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

SchoolNet Data

Data Protocol

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

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

- School-wide Attendance Incentive Program

*Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team*

**Description:**

In order to provide positive and proactive supports and interventions to implement a safe and orderly learning environment, a response team will be created. They will consist of a community of school stakeholders: (administrators, staff, teachers, community partners, etc..)

List of PBS Team Members

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



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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations*

**Description:**

The PBS team will establish practices, policies, and clear and precise expectations for the classrooms, hallways, cafeteria, auditorium, and recess time. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

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

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations*

**Description:**

The PBS team will share the positive behavior practices, policies, and expectations with the entire school community through Sheppard Sense assemblies. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

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

**Supported Strategies:**

- Positive Behavior Support Program

### *Positive Behavior Support Program - Implement and Reinforce PBS*

**Description:**

Teachers and staff will implement and reinforce PBS practices, including how to behave in the classroom, auditorium, cafeteria, hallways and recess time. Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

**Program Area(s):**

**Supported Strategies:**

- Positive Behavior Support Program

### *Positive Behavior Support Program - Monitor Progress of PBS*

**Description:**

Data (suspensions, climate, and behavioral trends) will be used to monitor the PBS program by the The PBS Team (administrator, staff, teachers, parents, community partners). This monitoring will support and implement a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program*

**Description:**

The PBS Team will evaluate progress by reviewing school data on suspensions, truancy, tardiness and pink slips. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

**Supported Strategies:**

- Positive Behavior Support Program

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Franklin Benjamin Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Franklin Benjamin 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 Franklin Benjamin 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's Past Year of success consist of:

Early Literacy: 78.2% of kindergarten students read on level according to Q2 DRA data

Math: 41.8% of 3rd to 8th grade students overall scored for Math Benchmark 2

Climate: 8.3% Truancy for all students Q2

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

The school's continuing areas of concern consist of:

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

Math: Increase the number of students in the Proficient category by 10% as evidenced by the PSSA.

Climate: 40% of K-8 students will reach the 95% attendance target, as measured by the PMD

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

The School Level Plan Guiding Questions2, 4 & 6 were revised to include:

PBIS and School Base Teacher Leader will assist the school with addressing the reading and math targets. The student support specialist will assist the school with decreasing suspensions to address the school's climate goal and to ensure a safe supportive environment.

## 2015-2016 Improvement Evaluation

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

The school successes consist of a good faculty, Interventions are present, SSA's help with interventions/assessments, PBIS, sports teams, some volunteers (SLGQ 4) (SLGQ 6)

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

Areas of concern consist of PBIS is not consistent, Need additional hands on learning materials, Not enough support staff, Not enough technology, Need targeted workshops for parents, Need for guest teachers (SLGQ 6) (SLGQ 4)

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

After analyzing school data, a need was identified to address school safety in which we will provide additional supports through additional SSA's, SCS's and Climate Manager. (SLGQ 6)

## 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.

For SLGQ 4, teachers have used the strategy of flexible grouping during the literacy and math blocks. Informal and formal observations are conducted by both administrators, walkthroughs are conducted by the leadership team and feedback is followed by professional development that address points of concern with the observation. 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.

For SLGQ 2, the established data team reviews school data, modifies professional development and develops/implements programs to address identified students for academic progress. 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.

For SLGQ 6 School-wide Attendance Incentive Program was implemented to address attendance and truancy issues.

**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.

For SLGQ 4, the focus will continue with differentiating lesson plans for reading and math on a continuous basis. In addition, additional walkthroughs will be conducted with the leadership team and feedback will determine the focus of professional development.

For SLGQ 2, the data team will disaggregate the data and select instructional strategies that will progress writing.

**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.