

Howe Julia Ward Sch  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Howe Julia Ward Sch*

5800 N 13th St  
Philadelphia, PA 19141  
(215)276-5270

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Doaquin Jessup  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Doaquin R. Jessup	Building Principal : School Improvement Plan
Jasper Jenkins	Community Representative
Eileen Witherspoon	Ed Specialist - Instructional Technology
Kristen Mallon	Elementary School Teacher - Regular Education
Jacqueline Stewart	Instructional Teacher Leader
Tamika Purvines	Intermediate Unit Staff Member
Priscilla Brabham	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
- 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	10/13/2016 12:00:00 AM	Introduction School Visit with the Principal
IU 26 / Office of Federal Programs Design and Implementation	11/29/2016 12:00:00 AM	Data Team Meeting/Grade Group Meetings
IU 26 / Office of Federal Programs Design and Implementation	12/7/2016 12:00:00 AM	Data Team Meeting
IU 26 / Office of Federal Programs Design and Implementation	12/19/2016 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/9/2017 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/1/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on Comprehensive Planning Submission 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 Sessions: 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	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions Work session to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY 17 budget
IU 26 / Office of Federal	4/27/2017	Comprehensive Plan Support

Programs Design and Implementation	12:00:00 AM	
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### 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 do progress monitoring, formal and informal assessemnt. The staff keeps data binders that are monitored by the principal and School-based teacher leader at least five times a year. The principal and the School-based teacher leader along with the teacher decide what if any additional intervention should be put in place based on levels.

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>	Not answered
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 administrated by the United States Department of Education, except Reading First.

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

The Test Participation Rate for all students in Math is 98.48.

### Accomplishment #2:

The Test Participation for all students in reading is 97.73

### Accomplishment #3:

The Promotion Rate is 97.68

### Accomplishment #4:

Closing the achievement gap for all students in Math is 93.31.

### Accomplishment #5:

Closing the achievement gap for all students in Math is 93.31.

### Accomplishment #6:

Met the annual and three year average standard for academic achievement growth in reading.

## School Concerns

### Concern #1:

Grade 3 ELA Percent Proficient or Advanced is 17.65

16.38 in Reading Percent Proficient or Advanced in PSSA

Closing the Achievement Gap for All Students in Reading is 0.00

Closing the Achievement Gap for Historically Underperforming Students is 0.00

### Concern #2:

Math Percent Proficient or Advanced in PSSA is 10.34

### Concern #3:

Science Percent Proficient or Advance on PSSA is 30.77

Closing the Achievement Gap for All Students in Science is 0.00

Closing the Achievement Gap for Historically Underperforming Students is 0.00

**Concern #4:**

Did not meet the Annual Academic Growth Expectations in Science

**Concern #5:**

32.1% Chronically Truant Rate

**Concern #6:**

32.5% Chronic 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:**

Grade 3 ELA Percent Proficient or Advanced is 17.65

16.38 in Reading Percent Proficient or Advanced in PSSA

Closing the Achievement Gap for All Students in Reading is 0.00

Closing the Achievement Gap for Historically Underperforming Students is 0.00

Math Percent Proficient or Advanced in PSSA is 10.34

Science Percent Proficient or Advance on PSSA is 30.77

Closing the Achievement Gap for All Students in Science is 0.00

Closing the Achievement Gap for Historically Underperforming Students is 0.00

Did not meet the Annual Academic Growth Expectations in Science

32.1% Chronically Truant Rate

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32.5% Chronic Tardiness Rate

**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:**

32.1% Chronically Truant Rate

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32.5% Chronic 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: Interim

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Interim

Data Source: DRA

Quarterly

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

Type: Annual

Data Source: PVAAS Data

October 2017– June 2018

Specific Targets: Will increase number of students that score proficient or advanced their PSSA in math by at least 15% and increase the number of students that scored proficient or advanced in reading by at least 15%

Type: Interim

Data Source: Benchmark Assessments

September 2017 -June 2018

Specific Targets: Overall BM scores of students in grades 3rd to 5th grade will score 50% or above will increase

**Strategies:**

*Differentiated Instruction*

**Description:**

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

**SAS Alignment:** None selected

### *Informal and Formal Observations*

**Description:**

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

**SAS Alignment:** None selected

### *Professional Development*

**Description:**

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

**SAS Alignment:** None selected

### *Danielson Framework*

**Description:**

**Danielson Framework:** 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 consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

**SAS Alignment:** None selected

### *Monitore Guided Reading Binders*

**Description:**

Organization/Preparation of guided reading lesson

**SAS Alignment:** Instruction

### *Common planning time for Lexia and AIMSWEB*

**Description:**

AIMSWEB is a universal screener and Lexia is research-Baed intervention

**SAS Alignment:** Instruction

### *Monitor instructional Planner*

**Description:**

Utilized based on Benchmark test result

**SAS Alignment:** Instruction

### *Monitor instructional Planner*

**Description:**

Utilized based on Benchmark test result

**SAS Alignment:** Instruction

### *Success Maker*

**Description:**

This intervention will be used with Tier II & Tier II student to have intensive and strategic students move on-target

**SAS Alignment:** None selected

### ***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.

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 Differentiated - Lesson Plans*

### **Description:**

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

Lesson Plans

Reflective Feedback

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

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

### **Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction -Lesson Plan Review*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction – Observation*

**Description:**

Administrators will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction



### *Informal and Formal Observations -Observation Calendar Development*

**Description:**

Leadership will create a calendar to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

**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 -Observation Protocol*

**Description:**

Leadership will create an observation protocol based on the Danielson Framework to conduct informal and formal observations to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walk through protocol

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Conduct Walk Throughs*

**Description:**

The Leadership Team will explain and conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations - 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):** 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:** 9/1/2017    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Informal and Formal Observations

*Professional Development- Professional Development Calendar***Description:**

A professional development calendar will be developed that addresses areas highlighted by the observations and student data.

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 - Professional Development***Description:**

Professional Development will be offered before and after school. It will also be offered during grade group meetings and during half and full daily professional development meeting time. The professional development will be tailored to deficiencies in effective instructional practices based on monitoring of classroom instruction and data collected from informal and formal observations. Books will be used and referenced during “weekly literature circles” created in order to read research-based best practices. [Approximately 4books will be used throughout the year at least once every 2 months.] Staff will then have opportunity to implement best practices in the classroom.Needs Assessment.

Planned professional development where data is recorded for each student that indicates student baseline data and progress through the guided reading levels.

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

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

**Supported Strategies:**

- Professional Development

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

**Description:**

Leadership will use the observation process to ensure that professional education increases all educators’ teaching skills based on effective practice research, with attention given to the differentiated needs of students.

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. Year-long PD calendar.

Schedule of Instructional Coaches

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

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

**Supported Strategies:**

- Professional Development

### *Danielson Framework - Professional Development on Danielson Framework*

**Description:**

Professional development on Danielson Framework will be offered to all teachers to ensure that all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students. Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**

- Danielson Framework

*Danielson Framework -Develop Lesson Plans based on Danielson Framework*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Danielson Framework

*Danielson Framework -Implement the Danielson Framework of Instruction*

**Description:**

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies 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

*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 - Evaluate the Implementation of the Danielson Framework of Instruction*

**Description:**

Based on feedback, administrator will analyze data and ensure adjustments are made in instruction.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Professional Development

## *Success Maker*

### **Description:**

Weekly Success will utilized to assess growth Review lesson plans bi-weekly and provide feedback for teachers

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

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

**Supported Strategies:** None selected

**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

2017 – 2018

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Annual

Data Source: eMetric

September 2017 – June 2018

Specific Targets: Increase all tested areas for all student groups



Type: Annual

Data Source: End of Unit Assessments

Monthly

October 2014-June 2015

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

Type: Interim

Data Source: DRA (Development Reading Assessment) Quarterly

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

Type: Interim

Data Source: Performance Management Dashboard

(SCN)

October 2014 – June 2015

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

***Strategies:***

***Data Informed Instruction:***

**Description:**

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

***Response to Intervention and Instruction - RTII*****Description:**

\_RTII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RTII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students.

**SAS Alignment:** None selected

***Implementation Steps:******Data Informed Instruction-Establish a Data Team*****Description:**

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A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

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

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Professional Development*

**Description:**

The Leadership Team, Data Analysis 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):** Professional Education

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction - Develop a Schedule of Monthly Data 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):** Professional Education

**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):** Professional Education

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Data Walls*

**Description:**

Preliminary Data charts that include student scores on DIBELS, Gates MacGinities, DRAs, PSSAs, Benchmarks, etc., will be posted in the data room for teachers to

record and review data. Student incentives, shout outs, use of Trophies and recognition announcements on a daily basis will be implemented. Student deficits will be monitored and thus will ensure that school staff members monitor student achievement and adjust instructional practice.

Data Walls in Each Classroom

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

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

**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):** Professional Education

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Use of Pennsylvania Department of Education SAS Standards Aligned System Portal Site*

**Description:**

Teachers work in grade groups to navigate the Pennsylvania Department of Education Standards Aligned System website to find resources and materials aligned to data concerns.

Lesson Plans reflecting SAS resources

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

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

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

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

**Supported Strategies:**

- Data Informed Instruction:

*Data Informed Instruction- - Implement Approved Student Intervention Materials*

**Description:**

Teachers and staff will implement approved intervention materials during scheduled class or intervention period. Staff monitors and adjusts instructional practices to ensure differentiation.

Prescribed Interventions

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

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

**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):** Professional Education

**Supported Strategies:**

- Data Informed Instruction:

*Data Informed Instruction – Monitor and Analyze Tardiness***Description:**

The Data Analysis Team and teachers will monitor interventions to ensure decrease in student latenesses.

Data Protocols

RTII Portal

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

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

**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):** Professional Education, Student Services

**Supported Strategies:**



- Data Informed Instruction:

### *Response to Intervention and Instruction - Professional Development*

**Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure fundamental understanding of framework to identify at risk students early.

Agenda

Data Protocols

RTII Portal

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

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

**Supported Strategies:**

- Response to Intervention and Instruction - RTII

### *Response to Intervention and Instruction - Implementation*

**Description:**

Response to Intervention will be implemented school-wide by all teachers to ensure students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Agenda

Data Protocols

RTII meeting schedule

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

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

**Supported Strategies:**

- Response to Intervention and Instruction - RTII

### *Response to Intervention and Instruction - Monitor*

**Description:**

RTII team will monitor interventions to ensure positive impact on student results and make adjustment if necessary. The teaching skills based on effective practice research, with attention given to the differentiated needs of students..

intervention assessment

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

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

**Supported Strategies:**

- Response to Intervention and Instruction - RTII

### *Response to Intervention and Instruction - Evaluate*

**Description:**

Based on data analyzes of interventions, RTII team will ensure teachers make adjustments accordingly to ensure differentiated instruction is effective.

Intervention data

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

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

**Supported Strategies:**

- Response to Intervention and Instruction - RTII

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Howe Julia Ward Sch.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Howe Julia Ward 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 Howe Julia Ward 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:

Math: Overall BM average score of students in 3rd - 5th grades scoring 50% or above for second benchmark is 41%.

Early Literacy: 54% of students will be on target using the DRA (K-3)

Climate: As of February, 41% of all students are at 95% attendance.

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

The school continuing areas of concern consist of:

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

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

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

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

The School Level Plan Guiding Questions 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.**

Successes consist of 45% of the teachers have 10+ years experiences. 92% student attendance daily rate. Slight increase in benchmarks: 40.45% to 41.7% (SLGQ \$)

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

Area of concern consists of Climate - High population of behavioral health student concerns. 10% of population overall elopes classrooms. No additional support staff for morning admittance and lunch/recess. (SLGQ 2)

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

Based on data analyzes, we saw a need for extra literacy supports. We received and will be implementing a Children's Literacy Initiative grant that will provide intensive support for our literacy blocks. (SLGQ 4)

## 2014-2015 Improvement Evaluation

### **Describe the success from the first year plan.**

School Level Guiding Questions (SLGQs) \_\_2\_\_, \_\_4\_\_, are currently addressed within the Comprehensive Plan and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of success. The following strategies have proven to be successful thus far: Professional Development; Informal/Formal Observation Framework. The professional development has been tailored to the needs of students based on data analysis and occurs on a weekly basis through grade groups and a monthly Districtwide PD day including the use of book studies. Professional development has increased the effectiveness of instructional practices as evident in the informal/formal observation Framework. By implementing data analysis process, teachers meet on a monthly basis to discuss student data and instructional practices.

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

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Real-time 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. Professional development was monitored through informal and formal observation conducted by the principal and school leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address 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 provide an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

The school will continue implementation of strategies and action steps outlined in SLGQs \_\_2\_\_, \_\_4\_\_. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs \_\_2\_\_, \_\_4\_\_, to ensure increased academic performance of all students. SLGQ 2 will continue to be implemented to support the review of data. The SBTL and counselor will provide additional support for all teachers in the areas of data analysis and RTII and the identification of supports in Tiers II and III.

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

Based on the implementation of strategies and evaluation of action steps associated with SLGQs \_\_2\_\_, \_\_4\_\_, we will continue to assess and amend the implementation of strategies to increase student achievement.