

Marshall Thurgood
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Marshall Thurgood

5120 N 6th St
Philadelphia, PA 19120
(215)456-0170

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Keith Arrington

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Glenda Darby	Administrator
Keith Arrington	Building Principal : School Improvement Plan
Erin O'Dell	Community Representative
Julia Devine-Kirkland	Ed Specialist - Other
Marla Spivey	Ed Specialist - Other
Chrissindra Baldwin	Elementary School Teacher - Regular Education
Kimberly Barth	Elementary School Teacher - Special Education
Tamika Purvines	Intermediate Unit Staff Member
Tamia Pettus	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- District web page
- District's annual report
- District report card
- Short Message Systems (phone blasts)
- Special all-school evening event to present improvement plan
- 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 effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District wide School Drop-in session: work session to support school with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	1/30/2017 12:00:00 AM	Comprehensive Plan Monitoring / Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Session on June 2017 Comprehensive Planning Submission Processk
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	3/16/2017 12:00:00 AM	Comprehensive Planning Support
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	4/27/2017 12:00:00 AM	Comprehensive Planning Support

Student Assessment of Progress

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

During grade group meetings, teachers began the process of developing interim assessments for students in grades K-8. Teachers continued this work independently. Teachers in grades K-5 used grade group meetings to develop common assessments. Teachers in grades 3-8 completed the benchmark protocol document after the

administration of each Benchmark exam and used the information to inform reteaching priorities.

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

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

Coordination and Integration of Services and Programs

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

- *Any federal education program administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

The Promotion Rate is 98.41.

Accomplishment #2:

Met the Annual Academic Growth Standards in Math.

Accomplishment #3:

Met the annual Academic Growth Standards in Science.

Accomplishment #4:

The Test Participation Rate for all students in Math is 98.54.

Accomplishment #5:

The Test Participation Rate for all students in reading is 98.95

Accomplishment #6:

The Test Participation Rate in Science for all students is 96.89.

School Concerns

Concern #1:

53.3 School Performance Profile Building Level Score Designation is Focus.

Concern #2:

5.6% proficient or advanced on Mathematics PSSA

The achievement gap for all students in math is 0.00.

Closing the achievement gap in math for historically underperforming students is 0.00.

Concern #3:

15.3% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in math is 0.00.

Closing the achievement gap in math for historically underperforming students is 0.00.

12.64% proficient or advanced in Grade 3 Reading.

Concern #4:

School did not meet academic growth standard in Science

Concern #5:

21.6% Chronically Truant

Concern #6:

26.8% Chronic Tardiness

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:

53.3 School Performance Profile Building Level Score Designation is Focus.

5.6% proficient or advanced on Mathematics PSSA

The achievement gap for all students in math is 0.00.

Closing the achievement gap in math for historically underperforming students is 0.00.

15.3% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in math is 0.00.

Closing the achievement gap in math for historically underperforming students is 0.00.

12.64% proficient or advanced in Grade 3 Reading.

School did not meet academic growth standard in Science

21.6% Chronically Truant

Systemic Challenge #2 (*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:

53.3 School Performance Profile Building Level Score Designation is Focus.

21.6% Chronically Truant

26.8% Chronic Tardiness

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 70% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested areas.

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: The All student group will increase by 10% in the Proficient and Advanced category in Reading and in Math. The Overall student group and Economically Disadvantaged group will increase to 43.3% in Reading and 47.1% in Math. The Black/ African American group will increase to 44.2% in Reading and to 46.6% in Math. The Latino/ Hispanic group will increase to 37.6% in Reading and to 45.2% in Math. The IEP group will increase to 30.0% in Reading and to 24.7% in Math.

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase the School Performance Profile Building Level Score

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 - June 2018

Specific Targets: 50% or more of all students will receive a passing grade of “C” or better on the end of unit assessments.

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: Interim

Data Source: Early Warning Indicators

2017 – 2018

Specific Targets: Decrease the number of students listed for multiple course failures, attendance, truancy, tardiness and suspension.

Type: Interim

Data Source: Report Card Grades

2017 – 2018

Specific Targets: Decrease the number of course failures.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

Informal and Formal Observations

Description:

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

SAS Alignment: None selected

Instructional Coaching

Description:

Instructional Coaching will be utilized schoolwide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms.

SAS Alignment: None selected

Extended School Day

Description:

Additional instructional time in reading and math will be provided to identified at-risk students, both before and after school, through the City-Year Program, and other teacher-led academic clubs.

SAS Alignment: None selected

Lexia

Description:

This strategy was used with our Tier 2 and 3 K-2 students. We began the program with 85% of students accessing material below grade level. That has decreased to 62%. We started with 1% of students above grade level. We now have 6% above grade level. Students in grade started at 14% and is now at 32%.

SAS Alignment: Instruction

Guided Reading

Description:

DRA data indicates growth in the number of students on target in each grade, 1st through 3rd from 1st marking period to the 2nd marking period.

SAS Alignment: Instruction

Blended Learning

Description:

DRA data indicates growth in the number of students on target in each grade, 1st through 3rd from 1st marking period to the 2nd marking period.

SAS Alignment: Instruction

Think Through Math

Description:

Students in grades 3 through 8 who attempted 20 or more lessons have statistically significant higher standardized math scores than non-users. Data reports allow teachers to make informed decisions about needed interventions based on student progress. This level of reporting was not available through our current intervention.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Teachers will receive training from the School Based Teacher Leader and Administration to support the effective use of differentiated instruction, to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Instructional Coaching

Differentiated Instruction- Implement

Description:

Teachers will develop lesson plans that include differentiated practices by content, process and product that reflect challenging learning expectations for all students. Differentiated instruction will be a key component of lesson planning and instructional delivery in all classrooms, across all content areas to ensure that all students are receiving standards-aligned, differentiated instruction that reflects challenging learning expectations. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework for teaching.

Lesson Plans

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

Program Area(s):

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 and actively engage and meet student learning styles and needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Provide reflective feedback on Lesson Plans

Description:

Administration will provide teachers with reflective feedback in support of the implementation of differentiated instruction, to ensure that all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Lesson Plans with notations of detailed feedback for differentiated instruction

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 for teaching.

Reflective Feedback

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Differentiated Instruction

Teacher Effectiveness/Observation Protocol Leadership Training

Description:

The leadership team will receive training on the use of District approved Observation protocols through the Office of Leadership and Talent Development.

PD Agenda

Sign-In sheets

PD materials

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Share Observation Protocol with School Community

Description:

Teachers will be provided with the Observation protocol as well as professional development around the various components.

Teacher Leader logs

Instructional coaching schedule

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Develop Observation Calendar

Description:

Administration will develop a year-long observation calendar for all tenured staff whom are in an observation year. A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Observational calendar

Formal Observations (Danielson Framework)

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

Program Area(s): Student Services

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

The leadership will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Observations

Description:

The leadership team will conduct observations based on the established calendar and provide reflective feedback.

Agenda,

Completed observation protocols

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal 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.

Reflective Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations
- Extended School Day

Instructional Coaching - Coaching process training

Description:

The leadership team will receive training on the instructional coaching process through the office of Curriculum and Instruction.

Agendas

Sign In sheets

SBTL log sheets

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Develop Coaching Schedule

Description:

Based on formal and informal observations, a schedule will be developed to provide one-on one support for teachers who struggle with consistent implementation of effective instructional practices.

Schedule for instructional coaching support

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Job-embedded Instructional Coaching

Description:

Teachers who continue to struggle with implementing effective instructional practices with fidelity will receive job-embedded coaching, to include.

Lesson Plans

Modeled lesson reflection forms

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Monitor implementation of instructional best practices

Description:

The Leadership team will monitor the implementation of instructional best practices through follow up informal/formal observations

Agendas

Sign in sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Provide reflective feedback

Description:

Teachers will receive lesson feedback with a focus on aspects of the lesson which provide challenging learning expectations for all students.

Agendas

Sign in sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Provide Extended Day Opportunities-City Year

Description:

Teachers will work in collaboration with City Year Corps members to address the needs of students identified as needing academic and/or behavioral support. City Year will offer academic support before, during the school day and after-school.

Sign-In Sheets

Student data

Start Date: 9/8/2014 **End Date:** 6/23/2018

Program Area(s):

Supported Strategies:

- Instructional Coaching

Provide Extended Day Opportunities-Teacher Led Clubs

Description:

Teachers will identify at-risk students based on an analysis of locally relevant data. Teachers will plan for and provide the support to students in the form of before and after-school clubs, to address academic deficiencies. Needs Assessment

Sign-In Sheets

Student data/ progress monitoring documentation

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

Program Area(s):

Supported Strategies:

- Instructional Coaching

Blended Learning identification of students

Description:

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Classroom teachers will facilitate the identification of students at each grade level by administering the DRA2 assessment.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Blended Learning reviewing the results

Description:

Classroom teachers will facilitate the identification of students at each grade level by administering the DRA2 assessment. Based on the results, a Blended learning model will be utilized to personalize student's needs.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Lexia implementation

Description:

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Lexia to give students additional instructional time with reading.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Lexia data

Description:

To measure effectiveness, Lexia data will be collected weekly and analyzed for progress.

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Blended Learning

Description:

DRA data will indicate growth in the number of students on target in each grade (1st through 3rd from 1st marking period to the 2nd marking period) to assist with implementation of Blended Learning.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Identifying students for Think Through Math

Description:

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The Math SBTL will facilitate the identification of 4th through 8th grade students through the use of Benchmark and AIMSWeb data, placing them in quintile groups (20% lowest-highest).

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Think Through Math implementation

Description:

All students will be placed on Think Through Math to diagnose Math proficiency levels and implement an action plan to increase growth. Weekly Think Through Math Data will be analyzed in addition to monthly AIMSweb data, and quarterly Benchmark Data to assess growth.

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

Program Area(s): Professional Education

Supported Strategies:

- Think Through Math

Goal #2: 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: Principal's Monthly Dashboard

September 2017-June 2018

Specific Targets: Reduction in the number of suspensions by the end of the school year.

Type: Interim

Data Source: Schoolnet Serious incident reports

September 2017-June 2018

Specific Targets: Reduction in the number of serious incidents for all Level 2 incidents by the end of the school year.

Type: Interim

Data Source: Response to Instruction Intervention (RTII)

September 2017-June 2018

Specific Targets: Reduce the percentage of students assigned to Tier II and Tier III interventions.

Type: Interim

Data Source: SchoolNet

2017 – 2018

Specific Targets: Reduction in the number of students chronically truant and chronically tardy

Type: Interim

Data Source: Performance Management Dashboard

2017 - 2018

Specific Targets: By May 2018, out-of-school suspensions will decrease by 25% compared to 2016-17 sy data as evident on the PMD.

Strategies:*School-Wide Positive Behavior Support Program***Description:**

– With the support of Deveraux and Children’s Hospital of Philadelphia (CHOP), develop and implement a school-wide positive behavior support program to ensure that school rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Check in/Check out intervention data documents a decrease in the number of referrals and the number of out-of-school suspensions for identified students.

SAS Alignment: Safe and Supportive Schools

*City Year Philadelphia Partnership***Description:**

City Year Quarterly Report indicates marked improvement in the percentage of focus list students in academic achievement, school attendance, and discipline referrals.

SAS Alignment: Safe and Supportive Schools

*Peer Mentoring***Description:**

Research studies show that mentoring is, by and large, an effective mode of intervention for young people.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*School-wide Evaluation***Description:**

In partnership with Devereux and CHOP, their staff will conduct a School-Wide Evaluation to assess and evaluate the critical features of Positive Behavior Interventions and Support (PBIS) that are currently in place at school.

Evaluation data

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

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

Create a program Leadership Team

Description:

The school will identify a **Leadership Team** (approximately 8 **volunteers**) that will be responsible for oversight of the SWPBS program. The Leadership Team will include representation from all stakeholders: teachers, disciplinarians, parents, and administrators.

Interest form

Leadership Team Roster

Start Date: 9/1/2014 **End Date:** 6/13/2018

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

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

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. 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: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Support Program

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

Description:

The PBS team will share the PBS practices, policies, and expectations 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

PBS Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Support Program

Staff SWPBS training

Description:

Personnel from CHOP and Devereaux will provide training to teachers on the various components of the School-wide Behavior Support model, to include both whole school-and small group strategies.

Meeting Minutes

Agenda

Sign-in Sheets

PD Materials

Start Date: 9/1/2014 **End Date:** 6/2/2015

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Support Program

Identify at-risk students

Description:

Through the process of data analysis School staff will identify those children who are most in need of small-group support

Functional Behavior Assessments

Pink Slips

Anecdotal records

Teacher referrals

Start Date: 9/1/2014 **End Date:** 6/2/2015

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

Program Development

Description:

Through collaboration between the school, Deveraux and CHOP, develop a program based on the results of the School-wide evaluation, that includes school-wide behavioral expectations, which will be taught to all students and promoted through a school-wide motivation system.

Plan outline

Developed protocols, forms

Start Date: 9/1/2014 **End Date:** 6/2/2015

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

Program Implementation

Description:

Implement the planned SWPBS program that includes school-wide behavioral expectations, which will be taught to all students and promoted through a school-wide motivation system.

lesson plans

Start Date: 9/1/2014 **End Date:** 6/2/2015

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- School-Wide Positive Behavior Support Program

Program Evaluation

Description:

Parents, teachers, and students will be asked to complete rating scales about child performance and their perceptions of the program. Results from the evaluation will be used to make program adjustments, thus ensuring each member of the school community promotes, enhances and sustains a shared vision of positive school climate and that school rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Rating Scales

Data Analysis protocol

Program recommendations

Start Date: 9/1/2014 **End Date:** 6/2/2015

Program Area(s): Student Services

Supported Strategies:

- School-Wide Positive Behavior Support Program

City Year Philadelphia Partnership

Description:

There will be alternatives to out of school suspensions: City Year.

p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; font: 13.0px Arial; -webkit-text-stroke: #000000; background-color: #fef2cb} span.s1 {font-kerning: none} **Start Date:** 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- City Year Philadelphia Partnership

Peer Mentoring

Description:

There will be alternatives to out of school suspensions: Peer Mentoring program

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

Program Area(s): Student Services

Supported Strategies:

- Peer Mentoring

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Marshall Thurgood.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Marshall Thurgood 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 Marshall Thurgood in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The school's past year of success consist of:

Early Literacy: 48% of students in grades K-3 are reading on target as evidenced by the Quarter2 DRA

Math: 35% of students answered at least 50% of questions correct on Benchmark 1

Climate: 103 students have been suspended through Jan. 2017, 54% of end-of-year goal

Describe the continuing areas of concern from the past year.

The school's continuing area of concern consist of:

By May 2018, the overall average percentage of students scoring at least 50% on the quarterly benchmarks will increase to 35%, as compared to 32% of the students scoring at least 50% in 2017

By May 2018, out-of-school suspensions will decrease by 25% compared to 2016-17 sy data as evident on the PMD

By June of 2018, 58% of the teaching staff will have reported to work at least 95% of the time as measured by the PMD

Describe the initiatives that have been revised.

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

The purchase of an Early Learning Literacy Specialist 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.

All teachers are utilizing the PA Core Standards as a primary resource to ensure lessons are created to support students mastery of the standards. (SLGQ 4)

- Ongoing support is provided through informal and formal observations, including pre and post conferences to support teachers in analyzing their instructional practices. (SLGQ 4)

- Teacher teams meet regularly to analyze student data, identify strengths, identify weaknesses, identify which students are in need of additional support, and develop plans to target that support. (SLGQ 2)

Describe the continuing areas of concern from the past year.

More universal applications of Differentiated Instruction (SLGQ4); Increasing attendance and reducing truancy and tardiness (SLGQ 6); Decreasing the number of out of school suspensions (SLGQ 6)

Describe the initiatives that have been revised.

The school conducted student led conferences at the beginning of the school year. Students reviewed their portfolios, then presented the information to their parents and teachers. They identified strengths and weaknesses, set academic goals and identified strategies to meet their goals. The school surveyed parents, students and teachers to identify the effectiveness of the process. (SLGQ 4)

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.

SGLQ2: By analyzing Early Warning Indicator data throughout the year, as well as data collected by our Community Partners, we were able to identify at-risk students early and support them through the RTI process.

SLGQ4: Improved implementation of the Grade Group model sharing best practices and instructional strategies, which align to the Danielson Framework and the PA Common Core, based on informal and formal observation feedback.

SLGQ6: In Year 1 of SWPBIS implementation, successfully developed a behavior matrix, lesson plans for behavioral expectations, and began implementation of the planned program for Tiers I and II.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. 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. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by

teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible. Positive Behavior Support was implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that positively impacted academic performance.

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

SGLQ2: Establish a system of data analysis, which will provide analysis at the standards level, to support decisions regarding curriculum adjustments and targeted professional development.

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.