

Olney El Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Olney El Sch

5301 N Water St
Philadelphia, PA 19120
(215)456-3003

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Michael Roth

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Michael Roth	Building Principal : School Improvement Plan
Patricia Zayas	Community Representative
Stamatina Fragos	Ed Specialist - Other
Faye Vecchio	Ed Specialist - Other
Ryan Babiche	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Candance Holiday	Parent
Maria Lewis	Special Education Director/Specialist

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's annual report
- District report card
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings

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.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	1/27/2017 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/27/2017 12:00:00 AM	Comprehensive Plan Progress Monitoring
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	2/6/2017 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	2/27/2017 12:00:00 AM	Comprehensive Plan Support
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	3/13/2017 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 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	4/28/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	9/22/2017 12:00:00 AM	Introduction School Visit with the Principal

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.

Staff is provided time to meet on a weekly basis to analyze student data and plan assessments or re-teaching based off of their findings. Teachers have flexibility in how they re-assess students, but must display evidence that there is a plan to address and instructional deficiencies their students may have. Content lead teachers have been identified based on successful trends in moving students forward. These content leads meet with administration monthly to discuss assessments and other instructional plans to move students forward in their content area.

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	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
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:

Exceeded the annual and three year average of academic growth in math.

Accomplishment #2:

Exceeded the annual and three year average of academic growth in reading.

Accomplishment #3:

Closing the achievement gap for all student in reading is 100.00.

Accomplishment #4:

Closing the achievement gap for historically underperforming students is 100.00.

Accomplishment #5:

The Promotion Rate is 100.00.

Accomplishment #6:

The Test Participation Rate for all students in Math is 98.78.

Accomplishment #7:

The Test Participation Rate is in Reading is 97.70.

Accomplishment #8:

The Test Participation Rate in Science for all students is 98.40.

School Concerns

Concern #1:

64.8 School Performance Profile Building Level Score Designation Focus

Concern #2:

Closing the achievement gap for all students in Math is 53.81.

Closing the achievement gap in Math for the historically underperforming students is 57.41%.

12.5% Proficient and Advanced in Math.

Concern #3:

Closing the achievement gap for underperforming students is 57.41.

32.22% proficient or advanced in Grade 3 Reading

27.1 % proficient or advanced in Reading for the PSSA.

Concern #4:

The 4th grade did not meet the academic growth standard in Science.

Concern #5:

21.3% Chronically Truancy Rate.

Concern #6:

19.2% 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:

64.8 School Performance Profile Building Level Score Designation Focus

Closing the achievement gap for all students in Math is 53.81.

Closing the achievement gap in Math for the historically underperforming students is 57.41%.

12.5% Proficient and Advanced in Math.

Closing the achievement gap for underperforming students is 57.41.

32.22% proficient or advanced in Grade 3 Reading

27.1 % proficient or advanced in Reading for the PSSA.

The 4th grade did not meet the academic growth standard in Science.

21.3% Chronically Truancy 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:

64.8 School Performance Profile Building Level Score Designation Focus

21.3% Chronically Truancy Rate.

19.2% Chronic Tardiness Rate.

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: Interim

Data Source: PA School Performance Profile

2017- 2018

Specific Targets: Increase Building Level Score

Type: Annual

Data Source: PSSA 2017 - 2018

PVAAS

Annual

Specific Targets: Increase the number of students scoring proficient and advanced on each math and literacy benchmark assessment in the 2017-2018 school.

Type: Interim

Data Source: Gates-MacGinite

(September 2017 – June 2018)

Bi-Annually;

Specific Targets: All Students will show a 15% growth in their vocabulary and comprehension skills between the baseline and end of the year Gates-MacGinite administrations.

Type: Interim

Data Source: KPI Dashboard Schoolnet

(September 2017 – June 2018)

Quarterly;

Specific Targets: By May 2018 to have a 4% increase in the number of students attending 95% or more of the school year as measured by KPI dashboard.

Type: Interim

Data Source: DRA and AIMSweb

(September 2017 – June 2018)

Specific Targets: 1) Increase the number of K-3 students performing on target using the DRA assessment by 7% 2) At least 70% of kindergarten and 50% of 1st and 2nd grade students will score at target by the spring Aimsweb assessment. 3) At least 50% of kindergarten and 70% of 1st and 2nd grade students will make at least one academic year's growth, as evidenced by their independent reading level from Q1 to Q4 No more than 25% of 3rd grades students will score Below Basic on the 3rd grade PSSA- ELA assessment.

Type: Interim

Data Source: Aimsweb assessment.

(September 2017- June 2018)

Quarterly

Specific Targets: At least 70% of kindergarten and 50% of 1st and 2nd grade students will score at target by the spring Aimsweb assessment.

Type: Interim

Data Source: PSSA - ELA assessment

Specific Targets: No more than 25% of 3rd grades students will score Below Basic on the 3rd grade PSSA- ELA assessment.

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: Standards

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: Standards

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: Standards

Guided Reading

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students reading on level, moving from 42% to 50% on level.

SAS Alignment: Instruction

Intervention Groups- Literacy specialist and Experience Corp Volunteers

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students reading on level, moving from 42% to 50% on level.

SAS Alignment: Instruction

Guided reading data analysis

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students reading on level, moving from 42% to 50% on level.

SAS Alignment: Instruction

Interim Assessments

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students scoring proficient and advanced on Math benchmarks.

SAS Alignment: Instruction

Content Specific Team Meetings

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students scoring proficient and advanced on Math benchmarks

SAS Alignment: Instruction

Data analysis and re-teach plans

Description:

These are strategies that we implemented in the 16/17 school year and we saw significant gains in the number of students scoring proficient and advanced on Math benchmarks.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Deliver differentiated Instruction professional development will be offered to all teachers and staff to ensure effective implementation of differentiated instruction in all classrooms. Leadership will ensure that there are activities that target

advanced students on a daily basis. Teachers will create and implement daily extension activities in every class.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Differentiated Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices that reflect challenging learning expectations for all students and ensures consistent implementation of effective instructional practices across all classrooms. Administration will review lesson plans to ensure implementattion of the process.

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 - Instructional Practice

Description:

Leadership will ensure that there are activities that target advanced students on a daily basis. Teachers will create and implement daily extension activities in every class.

Informal / Formal Observation

Experience Core Schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Interventions

Description:

Struggling readers in grades k-3 will receive one on one instruction in literacy. We will partner with Experience Core to have volunteers work one to one with these students.

Formal and Informal Observations

Intervention Schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Leadership will conduct observations and provide reflective feedback to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students.

Indicator of Implementation:

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*Informal and Formal Observations- Develop Calendar***Description:**

Develop a year-long formal and informal observation calendar for all tenured and non-tenured staff to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students

Indicator of Implementation:

Walkthrough schedules

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- Observation Protocol***Description:**

Train the Leadership Team on the use of the Observation Protocols to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students

Indicator of Implementation:

Walkthrough 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 -Walkthrough Protocol Communication

Description:

Share the Observation Protocol with all staff to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students.

Indicator of Implementation:

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 -Conduct Walk Throughs

Description:

Leadership will conduct periodic walkthroughs using the School District of Philadelphia Educator Effectiveness framework of instructional evaluation.

Indicator of Implementation:

Walkthrough 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 Observation - Feedback

Description:

Leadership will conduct observations and provide reflective feedback to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students.

Indicator of Implementation:

Feedback protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development- Instructional Coaching

Description:

Leadership will develop a professional development calendar to schedule and implement research-based trainings to support and build the capacity of the teaching staff. Work with EdConnective to provide intensive coaching to teachers.

Indicator of Implementation:

Schedules of
Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Needs Assessment

Description:

Leadership team will give staff a needs assessment to gather data on instructional deficiencies and professional development needs.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Analyzed data will identify research strategies to be used during staff professional developments.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Professional Development Calendar

Description:

Develop and share the year-long PD calendar with teachers and staff to address areas highlighted by the needs assessment, observation and student data to ensure consistent implementation of effective instructional practices across all classrooms.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Instructional coaching or job-embedded professional development will be provided to teachers who struggle with implementing effective instructional practices with fidelity to ensure full implementation in all classrooms to all students by content, process and product to that reflects challenging learning expectations for all students. EdConnective coaching partnerships will also be recommended to these teachers.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **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 ensure instruction practices offered in the professional development trainings will be implemented in classrooms.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Guided Reading - Schedule

Description:

Schedule guided reading blocks for all K-3 staff and provide training on expectations and best practices during the guided reading block.

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

Program Area(s): Professional Education

Supported Strategies:

- Guided Reading

Intervention Groups- Literacy specialist and Experience Corp Volunteers

Description:

Early Literacy Specialist to work with teachers and volunteers on targeting specific reading behaviors through guided reading and tutoring training. In addition, the literacy specialist will strategically pull small groups of students to help us maximize the number of guided reading groups teacher can see in a week. Utilize the following tools and practices in all K-3 classrooms

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

Program Area(s): Professional Education

Supported Strategies:

- Intervention Groups- Literacy specialist and Experience Corp Volunteers

Guided reading data analysis

Description:

Guided reading lesson plan that indicates grouping and skills being taught, data walls that show students progress on reading behaviors, communication with parents about students reading levels and reading behaviors for students to work

on, at level books being sent home on a bi-weekly basis, DRA spot checks each quarter.

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

Program Area(s): Professional Education

Supported Strategies:

- Guided reading data analysis

Interim Assessments

Description:

Teachers will create and administer an interim assessment in addition to the benchmarks in grades k-8 based on common core standards

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

Program Area(s): Professional Education

Supported Strategies:

- Interim Assessments

Content Specific Team Meetings

Description:

Create content meetings twice a month in ELA and in Math. Teachers will analyze interim data to and look for student deficiencies and strengths.

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

Program Area(s): Professional Education

Supported Strategies:

- Content Specific Team Meetings

Data analysis and re-teach plans

Description:

Action plans will be developed based on the analysis of student math data. Teachers will plan a re-teach day with various re-learning stations on the skills students lacked proficiency on standardized assessment. Students will need to visit at least two stations to work on those skill deficiencies. See the Math PSSA preparation document for timelines.

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis and re-teach plans

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: Early Warning Indicator-EWI (Sept 2017- June 2018)

Bi-Annually; Summative

Specific Targets: Reduce the number of students in need of intensive interventions by 15%.

Type: Interim

Data Source: Response To Intervention and Instruction RTII (Sept. 2014- June 2018)

Monthly; Summative

Specific Targets: Reduce the number of students' assigned Tier II and Tier III interventions due to attendance/truancy by 15%.

Type: Interim

Data Source: Corrective Reading Assessments (Sept. 2017- June 2018)

Quarterly; Formative

Specific Targets: Students will show an increase of 15% between the baseline and end of the year Corrective Reading Assessments.

Type: Interim

Data Source: Corrective Math Assessments (Sept. 2017- June 2018)

Quarterly; Formative

Specific Targets: Students will show an increase of 15% between the baseline and end of the year Corrective Math Assessments.

Type: Interim

Data Source: Schoolnet

2017- 2018

Specific Targets: By May 2018 to have a 4% increase in the number of students attending 95% or more of the school year as measured by KPI dashboard.

Strategies:

Common Planning Time (CPT)

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Data Analysis Procedures-

Description:

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

Implementation Steps:

Common Planning Time- Develop a Schedule

Description:

Leadership develops a weekly schedule for grade partners and Special, Education and ELLs instructors to plan lesson plans to implement the Common Core and individual interventions for at-risk students.

Calendar

Agendas

Sign-Ins

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time – Share Rosters

Description:

Teacher Leader, grade partners, Special Education and ELLs teachers review individual student rosters to plan appropriate lessons to deliver the Common Core and specific interventions to meet the needs of individual students.

Calendar,

Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time – Implement Practices

Description:

Instructional systems will be put in place to delivery differentiated curriculum content in all classrooms, using common planning to collaborate, collect data, and provide feedback to grade partners.

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time – Monitor

Description:

Leadership will regularly monitor content and completed tasks at grade group meetings to ensure that appropriate grade-level curriculum is being implemented.

Agendas

Meeting Notes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time- Evaluate

Description:

Leadership will conduct informal and formal observations throughout the school to evaluate the implementation of grade appropriate curriculum during classroom instruction.

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time (CPT)

Data Analysis Procedures – Establish a Team

Description:

Leadership will develop a Data Team of school staff members to analyze school wide data, and interpret root causes.

List of Data Team members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures– Create Data Analysis Protocols

Description:

Identify and share all relevant data sources with all staff to fully ensure students, who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Copies of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures – Professional Development on Data Protocols and Analysis

Description:

Deliver job-embedded professional development to all staff on available data sources and data analysis procedures to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Agendas, Sign in sheets, PD Evaluation Schedule, PD evaluations, Title I Binden

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures – Analyze Data

Description:

Develop data analysis and progress monitoring procedures to analyze student data to identify and make decisions about instruction, movement within the multi-level prevention system, and disability identification to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aims Web

School-Wide Data Tracker

RtII Schedule

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:**

Guided conversations using our data sources and data analysis procedures to monitor student progress to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Agendas, Sign-Ins, Title 1 Binder

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:**

Leadership will monitor data analysis implementation to fully ensure students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

AIMS Web

RtII Schedule

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures-

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Olney El Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Olney El 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 Olney El Sch 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 Past Year of Success consist of:

Math: A 10% increase in the number of students scoring advanced or proficient on the benchmark 1 during the 16-17 School Year.

Early Literacy: A 10% growth in the percent of students on target from the start of the 16-17 school year, 42% of the students scoring proficient at the second proficient at the second quarter on the DRA, 52% during the 16-17 school year.

Literacy: A 5% increase in the percent of students scoring proficient or advanced in coached classrooms as measure by the benchmark assessment.

Describe the continuing areas of concern from the past year.

The School's continuing area of concern consist of:

Math: A 5% increase in students scoring proficient and advanced on each math benchmark assessment in the 2017-2018 SY.

Climate: By May 2018, to have a 4% increase in the number of students attending 95% or more of the school year as measured by KPI dashboard

Early Literacy: 1)By May 2018 we will increase the number of K-3 students performing on target using the DRA assessment by 7% . 2) At least 70%of kindergarten and 50% of 1st and 2nd grade students will score at target by the spring Aimsweb assessment. 3)At least 50% of kindergarten and 70% of 1st and 2nd grade students will make at least one academic year's growth, as evidenced by their independent reading level from Q1 to Q4. 4) No more than 25% of 3rd grades students will score Below Basic on the 3 rd grade PSSA-ELA assessment.

Describe the initiatives that have been revised.

This narrative is empty.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Our school had a positive result for progress according to PVAAS in both Math and ELA.

All of our ELA teachers k-3 had a positive PVAAS and the majority of our math teachers had positive PVAAS results. We have also shown an upward trend in our benchmark data from the 14/15 SY to the 15/16 SY. (SLGQ 4)

Describe the continuing areas of concern from the past year.

We still have unacceptably low Math, ELA, and Science scores on the PSSA assessments. In addition only 47% of our k-3 students are currently reading on grade level. (SLGQ 4)

Describe the initiatives that have been revised.

After analyzing school and student data, the school implemented a new math intervention program called Compass Learning to enhance achievement. (SLGQ 2) (SLGQ 4)

In addition to this, math and reading lead positions were created in order to continually analyze data, monitor progress and implement interventions sooner.(SLGQ 2) (SLGQ 4)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

<p>Success from the 1st YR Plan</p>	<p>School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed with Monitoring of strategies and Action Steps aligned to those SLGQs have provide are meeting our criteria of successful implementation.</p> <p>Goal 2:</p> <ul style="list-style-type: none"> Creation of a common planning time to analyze data. Quarterly benchmark exams are now being implemented in grades 3-6 Benchmark Analysis is completed quarterly and instruction is adjusted Weekly intervention period for low-performing students. Half-day schedule created to ensure professional development of staff Professional developments with a focus on shifts in Common Core. <p>Goal 4:</p> <ul style="list-style-type: none"> Creation of a recommended lesson plan template that encourages high instruction. PD on differentiating objectives and focusing on rigor within the lesson Creation of a formal and informal observation calendar. Administrative feedback provided on a consistent basis with a focus on Hiring of an early literacy specialist to promote differentiation of instructional block.
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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.

Goal 4: Effective Instructional Practices

The results from our formal and informal feedback indicate that our staff still needs to grow in the formally identified areas of questioning, discussion, structured grouping, flexible grouping, and

differentiated instruction) that actively engage OR meet student learning needs.

Goal 2: Common Planning Time and Data Analysis Procedures

After reviewing feedback from formal and Informal Observations, data informs us that there is a need to still address Differentiated Instruction. Differentiated practices will support opportunities for all students to demonstrate enhanced achievement. In addition, our initial findings from our benchmark data analysis shows that we have multiple areas of growth that we still need to focus on.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2 and 4 we will continue to assess and amend the implementation of strategies to increase student achievement.