Pennell Joseph Sch

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Pennell Joseph Sch

1800 Nedro Ave
Philadelphia, PA 19141
(215)276-5267

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Jason W. Harris
Superintendent: William Hite

Planning Committee

Name	Role
Jason Harris	**Administrator**
Alisa Baldwin	School Based Teacher Leader
Mary Coe Collins	Intermediate Unit Staff Member
Lisa Johnson	Teacher
Andrew Walker	Elementary School Teacher - Regular Education
Deborah Burpee	Specialist Teacher
Nefertiti White	Special Education Liaison
Trina Pemberton	Teacher
Jennifer Jones	Community Representative
Omar Witherspoon	Parent
Lateef Johnson (Grade 5)	Student

Assurances

Title I Schools

Title I Priority or Focus Schools

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:

- Yearly letter to parents

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

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

Table of Significant School Level Achievement and/or Performance Accomplishments (Required)

1	The PSSA test participation measure was met in all subjects.
2	There is moderate evidence that the standard for PA Academic Growth was met in Math (76)
3	There is moderate evidence that the standard for PA Academic Growth was met in Reading (79)
4	The average daily attendance is 91.5%
5	The percent of students scoring Advanced on the Math PSSA was 12.63%
6	The percent of students scoring Advanced on the Reading PSSA was 4.57%
7	The percent of students scoring Advanced on the Science PSSA was 7.02%

School Concerns

Concern #1:

The School Performance Profile Score is 40.4. The Federal Designation is "Focus".
Proficient and Advanced Achievement for Math is 13.25%. No grades levels (3, 4, 5 or 6) show a positive Three-Year Trend in Math achievement. No student groups show a positive Three-Year Trend in Math achievement. (Black, ED and All Students)
Proficient and Advanced Achievement for Reading is 11.92%. Grade 3 proficient and Advanced achievement is 17.31%.
No grades show a positive Three-Year Trend in Reading achievement. No student groups show a positive Three-Year Trend in Reading achievement.
Proficient and Advanced Achievement for Science is 18.42%. Proficient and Advanced Achievement for Writing is 14.81%.
The school did not meet the AMO Test Participation Rate in Writing – 92.90%

The school did not meet the Standard for PA Academic Growth in Math (50.00), Reading (59.00), Science (50.00) or Writing (59.00)
Attendance YTD is 92.1%
Suspensions YTD are 51 Simple Assault / Intentionally Placing Another Person in Harm
Tardiness YTD is 38.5% / Truancy YTD is 22.7%

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

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.

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: School Performance Profile
September 2014 – May 2015

Specific Targets: Increase up to 15 points on the school performance profile from 52.9 to 67.9

Type: Annual
Data Source: Emetric
September 2014 – May 2015

Specific Targets: Increase up to 15% or more in reading and math for all student groups.

Type: Annual
Data Source: PVAAS
September 2014- May 2015

Specific Targets: 100% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading.

Type: Annual
Data Source: PSSA Data
Specific Targets: 15% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Standards

Professional Development

Description:

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

SAS Alignment: Standards

Informal and Formal Observations

Description:

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

SAS Alignment: Standards

Common Planning Time

Description:

Common Planning Time/ Effective Instrucation Planning Time) will be implemented to allov
teachers, or teams of teachers, to work together to analyze student progress based on data. T
identify strengths and concerns, supports and enrichments and adjust interventions and ada
instructional practices within their classrooms to increase student mastery.

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.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

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 and actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Observation

Description:

Administrators will observe differentiated practices in classrooms 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: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and Formal Observations- Develop Calendar

Description:

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

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Walkthrough Protocol Communication

Description:

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Observation Protocol

Description:

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

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective

instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough protocol

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - 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 Observations - Instructional Coaching

Description:

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

School Based Teacher Leader's Informal Observation Binder, meeting log

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators and the walkthrough team will determine areas of concern which indicate the instructional practices that require further professional development. In the four content areas (Reading, Math, Social Studies, Science), there are three categories of instructional practices which correspond with the Danielson Framework. They are: selecting instructional outcomes and designing coherent instruction (Instructional Practices 1-4), questioning and discussion techniques and engaging students in learning (Instructional Practices 5-8), and establishing a culture for learning (Instructional Practices 9-10).

Walkthrough Reflection Notes

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

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.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

Calendar/Schedule

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters

Description:

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agenda
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Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

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: Annual

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: 75% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

Specific Targets: 75% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: CASTOR

September 2014- June 2015

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 50%

Strategies:

Positive Behavior Intervention Support Program

Description:

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

educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: None selected

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBIS) Team

Description:

Establish a community of school stakeholders (school leadership, staff, Children's Crisis Treatment Center STS Program staff, teachers and school community members) to create a PBIS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of Team Members

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

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support Program

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

Description:

The PBIS 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.

PBIS Expectations Documents

PBIS Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Intervention Support Program

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

Description:

The PBIS team will share the PBIS 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):

Supported Strategies:

- Positive Behavior Intervention Support Program

Positive Behavior Support Program - Implement and Reinforce PBIS

Description:

Teachers and staff will implement and reinforce PBIS practices, policies, and expectations through a school wide incentive program. Implement a positive behavior support program with support and input from school leadership team, student council, and Home & School Association that solicits input about student incentives and programs and progressive discipline for code of conduct infractions for students.

Calendar of school-wide incentives

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

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support Program

Positive Behavior Support Program - Monitor Progress of PBIS

Description:

The PBIS Team will monitor progress of PBIS 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. Monitor implementation of positive support program by

reviewing suspension data and program participation data with leadership team and student council.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Positive Behavior Intervention Support Program

Positive Behavior Support Program - Evaluate the Effectiveness of the PBIS Program

Description:

The PBIS Team will evaluate the effectiveness of PBIS and adjust policies, if needed, by reviewing data on climate and suspension rates. 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):

Supported Strategies:

- Positive Behavior Intervention Support Program

PBS- Addressing Student and Family Emotional Needs

Description:

School staff and student families may refer children to the in-house Children's Crisis Treatment Center program. The program provides ongoing behavioral supports to children and families. CCTC and school staff will collaborate during Grade Group meetings and Staff Development days to develop an ongoing dialog which ensures that the students' needs are being met.

Treatment Plans, Clinician Therapy Sessions

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Support Program

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Pennell Joseph Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Pennell Joseph 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 Pennell Joseph Sch in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Paul Kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 8/1/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

School Level Guiding Questions (SLGQs) 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.

We have successfully implemented a school-wide intervention block for grades K-5 for teachers to provide enrichment and intervention. This is a dedicated daily 45-minute block of time. Teacher must progress monitor all students.

We have successfully provided for teachers weekly grade group common planning and professional development time. This time is used for school based professional development and planning. This time is facilitated by the principal and teacher leader.

We have successfully implemented weekly afterschool professional development called "PD Mondays." The topics for professional development are informed by classroom walk-throughs and collaboration with the school leadership team.

The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

Positive Behavior Support Program (PBS) was implemented school-wide to ensure a safe,

supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilized the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program ensured that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions. In addition, individual PBSPs was done for all students who are chronically late or absent

Describe the continuing areas of concerns from the first year plan

The school will continue implementation of strategies and action steps outlined in SLGQs 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 6 to ensure increased academic performance of all students.
and
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.

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.

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a year long planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the ***Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.***

Planning Team:

Name of Team Member	Position/Representation
Jason W. Harris	**Building Level Principal**
Andrew Walker	**Teacher**
Omar Witherspoon	**Parent**
Lateef Johnson (Grade 5)	**Student**
Jennifer Jones	**Business/Community Member**
Alisa Baldwin	**Educational Specialist**
Lisa Johnson	**Teacher**
Nefertiti White	**Special Education Liaison**
Deborah Burpee	**Specialist Teacher**
Trina Pemberton	**Teacher**
Mary Coe Collins	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
	Academic Recovery Liaison

	(ARL)-*Priority Schools*

SW Planning Period: ☐X **1 Year Planning Period** ☐ **Less Than 1 Year Planning Period****

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

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 a schoolwide program and requirements

1. ***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, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

Date	Provide	Type of Assistance

	r	
3/11/2016	Keshawn Golson / Cheryl Proctor Executive Director - Office of Federal Programs Design and Implementation Director - Office of School Improvement (IU 26)	Overview of Comprehensive Planning process
4/15/2016	Office of Federal Programs Design and Implementation (IU 26)	Provided technical support to align budget and Comp Plan
4/30/2016	Mary Coe Collins Senior Associate - Federal Programs Design and Implementation (IU 26)	Provided technical assistance to support completion of Addendum / Renewal Guide
5/3/2016	Mary Coe Collins Senior Associate - Federal Program Design and Implementation (IU 26)	Provided technical assistance to support completion of Comp Plan and Addendum / Renewal Guide

Student Assessment of Progress

1. ***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 meet weekly during Common Planning Time, Weekly Grade Group Professional Development and during Weekly Grade Planning Time to analyze student data from End-of-unit assessments, Benchmarks and DRA's to identify interventions, supports and differentiated strategies that can be used to support student achievement.

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

No _ Extended School Day/Tutoring Programs

_No_ Reading
_No_ Math
_No_ Science
_No_ Before School
_No After School
_No_ Lunch/Study Periods

_No_
Summer School Program

_No_ Reading
_No Math
_No_ Science

_Yes In-class Instructional Support

Yes Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. ***Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Weekly Response to Intervention and Instruction Meetings (RtII) are held weekly to discuss progress monitoirng and appoint interventions (academic and behavioral) as needed. Teachers analyze student data, identify strengths and weaknesses, identify appropriate inventions and support students through this process.

2. ***Describe how timely assistance and services will be provided for your struggling learner***

Teacher leader supports best practices in literacy and math through common planning time and professional development daily, which supports data drivien instruction. Intervention programs for reading and math are used to support struggling learners daily. Teacher progress monitor the interventions weekly. Literacy: Daily Intervention Block for Literacy and Differetiated practices; Math: Daily Math intervention Block. Differentiated instruction. Researched based technology program. Science: Dedicated

science teacher for daily science instruction. PSSA: Benchmark Assessements. After school programs for interention and enrichment will be offerred for students in reading and math. Acheive 3000 Club for Grades 3-5 and First In Math Club.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

The school uses Site-Selection Committee to interview candidates and select the most highly qualified teachers. Teachers are also recruited through other teachers in the school.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

The school provides regular feedback through the formal and informal observation cylce and provides differentiated professional development. New teachers also receive colleague mentors and New Teacher Coaches through the school district.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 1 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

Parental Involvement activities consist of Wednesday Folder, and Monthly Parent Calendar

Describe the methods to be used to keep individual parents informed of their child's academic achievement and the expectations of both students and parents. (Include frequency of activity or communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

The school uses monthly Class Newsletters, monthly SAC Committee meetings, Back to School Night, quarterlyn report card conferences and Weekly Parent Broadcast weekly class newsletter, Sunday Broadcast via school messenger to keep parents informed.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

The school will be provided support by the Office of Multilingual Programs with translation and Interpretation services as needed.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. ***Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.***

The school will conduct parent meetings to provide orientation to the Kindergarten Program. Teachers will also provide the KEI assessment to students to assess kindergarten readiness.

2. ***Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.***

The school will provide student articulation meetings to be held between school staff (Principal, counselor, Teacher leader) and the receiving school staff to discuss transitioning of students. Middle School Transition meeting with Middle shool admin team. End of year data sharing and transition meetings.

3. ***Describe on-going coordination with other community programs and agencies that support transitions for students.***

Kindergarten teachers meet once a year with community day care and pre-school programs to discuss transitions for students and supports that can be provided to assist parents with transition.

Coordination and Integration of Services and Programs

The purpose of a Title I 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;
  - **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? If yes, please complete chart below.**

Yes _ No X_

Please indicate below the funds to be integrated within this SWP:

Federal Grant Program	*Amount of Grant*		*State/Local Grant Program*	*Amount of Grant*

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

- **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.

☐ **X By checking the box, the school assures all of the preceding statements.**

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

- ☐ **School web site**
- ☐ **School newsletter**
- ☐ **PTA/PTO website**
- ☐ **District web page**
- ☐ **WikiSpaces, Yahoo, Facebook, etc.**
- ☐ **Board meeting presentations**
- ☐ **Town hall meetings**
- ☐ **District's annual report**
- ☐ **District report card**
- ☐ **Press releases to local media**

X Yearly letter to parents

- ☐ **Periodic mailings/letters, postcards, etc.**

x Short Message Systems (phone blasts)

- ☐ **Short Message Systems (email blasts)**
- ☐ **Invitations to planning (etc.) meetin**

X Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- ☐ **Special all-school evening event to present improvement plan**
- ☐ **Monthly PTO meetings**
- ☐ **Regular Title 1 meetings**
- ☐ **Parent advisory committee meetings**

x Parent-Teacher Conferences

- ☐ **Home-school visits**
- ☐ **School Improvement Brochure**

x Student Handbook

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

Have you completed an evaluation with the assistance of our Academic Recovery Liaison ?

☐ **Yes, the school has completed an evaluation with the assistance of it's Academic Recovery Liaison**

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year.

The school met growth targets in reading according to PVAAS Data. (SLGQ 2) Met growth targets in Climate according to the SPR. (SLGQ 6)

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years.

We would like to continue to increase student attendance and maintain 95% attendance rating. (SLGQ 2) (SLGQ 4)

Revised Initiatives

Describe the initiatives that have been revised.

PBIS program is being revised to support formalized way of collecting climate data and creating incentive plan for students. School received a grant to support enahncement of PBIS program through the Devereaux Foundation. (SLGQ 6)