

Prince Hall

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Prince Hall*

6101 North Gratz Street  
Philadelphia, PA 19141  
(215)276-5255

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Donna Ragsdale  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Donna Ragsdale	Building Principal : School Improvement Plan
Elaine Johnson	Community Representative
Jeanmarie Nivea	Ed Specialist - Other
Lavonnia Banks	Elementary School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Tracie Cobb	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- District's annual report
- District report card
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Parent-Teacher Conferences

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

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

No

## **Coordination of Programs**

### **Technical Assistance**

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

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

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

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
iU 26 / Office of Federal Programs Design and Implementation	1/26/2017 12:00:00 AM	Progress Monitoring of Comp Plan
IU 26 / Office of Federal Programs Design and Implementation	9/21/2016 12:00:00 AM	Introduction School Visit with the School
IU 26 / Office of Federal Programs Design and Implementation	11/30/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	12/19/2016 12:00:00 AM	Comprehensive Plan 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	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	2/22/2017 12:00:00 AM	17-18 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	3/7/2017 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	4/27/2017 12:00:00 AM	Comprehensive Plan Support
U 26 / Office of Federal Programs Design and Implementation	12/22/2017 12:00:00 AM	Comprehensive Plan Support

### Student Assessment of Progress

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

Prince Hall used Lexia Intervention Implementation and Achievement Data. Each teacher's data was utilized to discuss the importance of the program and how to improve the reading levels with small group instruction. Teachers and Administration discussed the use of Classroom Assistants to be Lexia Specialists and review data with teacher and parents .

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

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

### Coordination and Integration of Services and Programs

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

maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

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

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

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

Is your school consolidating funds?

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

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

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## School Accomplishments

### Accomplishment #1:

The school met the annual standard in academic growth for math.

### Accomplishment #2:

The Promotion Rate is 97.94

### Accomplishment #3:

Closing the achievement gap for historically underperforming students in Science is at 100.00 percent.

### Accomplishment #4:

The Test Participation Rate for all students in math is 99.28

### Accomplishment #5:

The Test Participation Rate for all students in reading was 98.20

### Accomplishment #6:

The Test Participation rate in Science is 100.00

## School Concerns

### Concern #1:

The School Performance Profile Building Level Score is 45.4. The Federal Designation is Focus

### Concern #2:

5.9% Proficient or advanced in Mathematics

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

Closing the achievement gap in Math for historically underperforming students is 0.00

### Concern #3:

23.3% Proficient or advanced in Reading

Grade 3 Proficient or Advanced is 30.77

Closing the achievement gap in reading for all students is 0.00

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

**Concern #4:**

The school did not meet the three year standard for academic growth in math.

**Concern #5:**

The school did not meet the standard of academic growth in reading

**Concern #6:**

Tardiness rate is 32.8%

**Concern #7:**

Truancy rate is 17.8%

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

The School Performance Profile Building Level Score is 45.4. The Federal Designation is Focus

5.9% Proficient or advanced in Mathematics

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

Closing the achievement gap in Math for historically underperforming students is 0.00

23.3% Proficient or advanced in Reading

Grade 3 Proficient or Advanced is 30.77

Closing the achievement gap in reading for all students is 0.00

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

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The school did not meet the three year standard for academic growth in math.

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The school did not meet the standard of academic growth in reading

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Tardiness rate is 32.8%

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Truancy rate is 17.8%

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

The School Performance Profile Building Level Score is 45.4. The Federal Designation is Focus

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Tardiness rate is 32.8%

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Truancy rate is 17.8%

# School Level Plan

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## Action Plans

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Developmental Reading Assessments and Aimsweb

Quarterly

Specific Targets: Increase the number of students on target from 59% to 64% from grade K-3 measured by Developmental Reading Assessments and Aimsweb

Type: Interim

Data Source: Benchmarks

September 2017 – May 2018

Specific Targets: Increase the number of students performing from 52% to 55% on Benchmarks measured by Interim Assessments

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 - June 2018

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

Type: Interim

Data Source: Aimsweb

Quarterly

2017 - 2018

Specific Targets: Increase the number of students on target from 59% to 64% from grade K-3 measured by Developmental Reading Assessments and Aimsweb

Type: Annual

Data Source: PSSA

2017 -2018

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

Type: Interim

Data Source: Aimsweb

Specific Targets: Increase the number of students performing from 52% to 55% on Benchmarks measured by Interim Assessments

### ***Strategies:***

#### *Professional Development*

**Description:**

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

**SAS Alignment:** None selected

#### *Differentiated Instruction:*

**Description:**

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

**SAS Alignment:** None selected

#### *Informal and Formal Observations:*

**Description:**

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

**SAS Alignment:** None selected

### *Common Planning Time*

**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

### *Children's Literacy Initiative Specialist consulting with teachers and School Based Teacher Leader Model*

**Description:**

CPEL used in 2016- 2017 in all K-3 classrooms

**SAS Alignment:** Instruction

### *Lexia Intervention , Daily 5 Strategy in Grades K-3*

**Description:**

This strategy was used in 2016- 2017 with grades K-3 to achieve 59.6% students reading on Target

**SAS Alignment:** Instruction

### *Content Specific Teachers in grades 3-5, Common Planning Time and Content Meetings*

**Description:**

This strategy assist teachers with becoming experts in their content area so that students can show achievement

**SAS Alignment:** Instruction

*Through the use of School Based Teacher Leader Coaching , Coaching with CL*

**Description:**

Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making early reading comprehension instruction particularly critical. This guide recommends five specific steps that teachers, reading coaches, and principals can take to successfully improve reading comprehension for young readers (What works clearinghouse).

**SAS Alignment:** Instruction

***Implementation Steps:***

*Professional Development- Calendar*

**Description:**

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

Year-long PD calendar

Title I Binder

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

**Program Area(s):**

**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.

List of Teachers

Year-long PD calendar

Title I Binder

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

**Program Area(s):**

**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..

Observation Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

*Professional Development – Instructional Coaching*

**Description:**



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

Schedule of Instructional Coaches

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

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

**Supported Strategies:**

- Professional Development

### *Professional Development - Knowledge Design System*

**Description:**

Teachers will have access to Knowledge Design System as a way to improve instructional practice

KDS registration

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Differentiated Instruction Professional Development*

**Description:**

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

Agenda

Sign-in Sheets

Exit Slips

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

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

**Supported Strategies:**

- Professional Development
- Differentiated Instruction:

### *Differentiated Instruction- Lesson Plans*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction:

### *Differentiated Instruction -Lesson Plan Review*

**Description:**

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

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instruction:

### *Differentiated Instruction - Observation*

**Description:**

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

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction:

### *Informal and formal observations- Calendar*

**Description:**

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

Walkthrough schedules

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

*Informal and formal observations -Observation Protocol***Description:**

Leadership will use the 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.

Walk through protocol

**Start Date:** 9/8/2017    **End Date:** 6/30/2018

**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 fundamental of expectations.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

*Informal and formal observations - Conduct 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.

Agenda

Sign-in sheet

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

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

- Informal and Formal Observations:

*Informal and formal Observation - Feedback***Description:**

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

Feedback Protocol

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

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

- Informal and Formal Observations:

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

**Description:**

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

Schedule/Agenda of Instructional Coaching Session

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations:

### *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

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

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

**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.

Agendas

Meeting Minutes

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

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

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

**Supported Strategies:**

- Common Planning Time

### *Content Specific Teachers in grades 3-5, Common Planning Time and Content Meetings- Student identification*

**Description:**

Math SBTL will facilitate the identification of advance and proficient students as well as students who need RTII.



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

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

**Supported Strategies:**

- Content Specific Teachers in grades 3-5, Common Planning Time and Content Meetings

*Children's Literacy Initiative Specialist consulting with teachers and School Based Teacher Leader Model*

**Description:**

The (CLI) Early Literacy Specialist will conduct professional development with teachers to improve teaching standards of Literacy and strategies to improve instructional reading levels.

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

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

**Supported Strategies:**

- Children's Literacy Initiative Specialist consulting with teachers and School Based Teacher Leader Model

*Lexia Intervention , Daily 5 Strategy in Grades K-3*

**Description:**

The SBTL will review data to show which students need intervention from Lexia Specialists and guide small group instruction to move more students from strategic to on target

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

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

**Supported Strategies:**

- Lexia Intervention , Daily 5 Strategy in Grades K-3

### *Collaboration of School Based Teacher Leader Coaching and Coaching with CLI*

#### **Description:**

Backwards Design of Planning in the August of what concepts need to be taught in 3rd grade for the entire school year. Third grade will have Content specific classes- 1 teacher of Literacy to teach all 3 classes. Teacher will be chosen by the highest percentage of students scoring proficient in Literacy on PSSA 2017 to provide accurate skills to all 3rd grade students. This teacher will have content meetings with the 4th and 5th grade Literacy teachers for linear preparation of Literacy skills

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

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

#### **Supported Strategies:**

- Through the use of School Based Teacher Leader Coaching , Coaching with CL

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

#### **Indicators of Effectiveness:**

Type: Interim

Data Source: KPI Dashboard Schoolnet

Suspension Data

September 2017- June 2018

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

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: Decrease the number of students with 2 or more days of Out of School Suspensions

Type: Interim

Data Source: KPI Dashboard Schoolnet

September 2015- June 2016

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

Type: Interim

Data Source: KPI Dashboard

Schoolnet

Specific Targets: Increase the number of students attending school with 95% attendance through the KPI Dashboard from 55% to 58%

Type: Interim

Data Source: Schoolnet

Quarterly

2017 - 2018

Specific Targets: Decrease the number of students with 2 or more days of Out of School Suspension as measured by KPI Dashboard and increase the number of students attending school with 95% attendance through Scoreboard and KPI Dashboard from 55% to 58%

### **Strategies:**

#### *Positive Behavior Support Program*

**Description:**

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

**SAS Alignment:** None selected

#### *Conflict Resolution/Climate Manager/Climate*

**Description:**

**Conflict Resolution/Climate Manager/Climate Coordinator will be implemented as a method and process in facilitating the peaceful ending of [conflict](#) and [retribution](#). Group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective [negotiation](#) with the dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.**

**SAS Alignment:** None selected

#### *Bringing Outside Counseling Agency (RHD) to do evaluations in the classroom*

**Description:**

### **Students receiving services to deal with mental health**

**SAS Alignment:** Safe and Supportive Schools

#### *Attendance Scoreboard*

**Description:**

**Past implementation of this strategy has shown that it holds parents and students accountable**

**SAS Alignment:** Instruction, Safe and Supportive Schools

#### *Home Visits / Taking Attendance Later Peer Conflict Resolution / Counselor Classroom Visits*

**Description:**

**The school has found that Peers talking out their conflict to deescalate a situation More students in class**

**SAS Alignment:** Safe and Supportive Schools

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

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

**Description:**

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS 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 PBS Team Members

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

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

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

**Description:**

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

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

**Description:**

The PBS team will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

PBS Team Members  
Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

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

**Description:**

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

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

**Description:**

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

PBS Team Members

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

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

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

**Description:**

The PBS Team will evaluate the effectiveness of PBS 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:** 9/1/2017    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Positive Behavior Support Program
- Conflict Resolution/Climate Manager/Climate

*Bringing Outside Counseling Agency (RHD) to do evaluations in the classroom*

**Description:**

Counselor will continue to have parent/ agency meetings to introduce families to the resources.

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



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

**Supported Strategies:**

- Bringing Outside Counseling Agency (RHD) to do evaluations in the classroom

*Attendance Scoreboard*

**Description:**

Principal will create ScoreBoard sheets for every student and teachers of home rooms will continue to keep count of the days students are absent each month so that students do not exceed 9. Principal will also put Attendance Goals on the School website and School Messenger. Principal will also discuss Attendance Goals on Back to School Night where this is the largest turn out of parents.

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

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

**Supported Strategies:**

- Attendance Scoreboard

*Home Visits / Taking Attendance Later Peer Conflict Resolution /  
Counselor Classroom Visits*

**Description:**

Climate Manager and Climate Support Specialist will conduct peer mediation with students to talk out problems and come up with solutions so that students spend more time in class than out.

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

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

**Supported Strategies:**

- Home Visits / Taking Attendance Later Peer Conflict Resolution / Counselor Classroom Visits



# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Prince Hall.*

# Assurance of Quality and Accountability

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

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

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

The school's past year of success consist of:

Math: 52% Proficient and Advanced on Benchmarks

Early Literacy: 59.6 On Target , 10% Strategic, 28% Intensive

Climate: 56.1% > 95%Attendance and Reduce the number of Out of School Suspension from 84 to 71

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

The school's continuing areas of concern consist of:

Early Literacy: Describe Goal: Increase the number of students on target from 59% to 64%from grade K-3 measured by Developmental Reading Assessments and Aimsweb

Literacy: No more than 25% of 3rd grade students will score Below Basic on the 3rd grae PSSA - ELA

Math: Increase the number of students performing from 52% to 55% on Benchmarks measured by Interim Assessments

Climate: Decrease the number of students with 2 or more days of Out of School Suspension as measured by KPI Dashboard and increase the number of students attending school with 95% attendance through Scoreboard and KPI Dashboard from 55% to 58%

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

School Level Guiding Question 4 was revised to include the following straegy: Literacy Intervention initiative has been revised - In Classrooms (Kindergarten ,2nd , 3rd and 4th) have Lexia Specialists that work with students to improve reading levels.

## 2015-2016 Improvement Evaluation

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

The strength of the Prince Hall School is a stable staff, with low staff turnover and a positive climate. The school implements Positive Behavior Support and strategies to support student climate. (SLGQ 6) We have successfully improved our school-wide literacy intervention program, and implemented the daily 5 instructional program to increase small group literacy instruction. (SLGQ 4)

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

The challenges of the Prince Hall School is to raise the Literacy, Math and Science scores on PSSA testing. To also raise all DRA levels in grades K-3. (SLGQ 4)

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

Literacy- In order to continue to decrease the number of students identified as Intensive readers there is a need to renew the licenses for Lexia . In order to create small group instruction with Literacy, SSAs are purchased, trained in Lexia to improve Literacy Scores. (SLGQ 4)

Math-To decrease the number of students identified as Below Basic there is a need to purchase a School Based Teacher Leader for Math and the intervention titled I READY. The SBTL will provide Professional Development to all teachers and show integration of the program during the Math Block. The SBTL will collect data of student progress. (SLGQ 4)

Climate- In order to continue to decrease the number of suspensions and promote positive behavior supports there is a need for a Climate Manager. Through these purchases and continuations, Prince Hall can move from the Intervene status to Watch on the SPR. (SLGQ 6)

## **2014-2015 Improvement Evaluation**

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

School Level Guiding Questions (SLGQs 2 , 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. 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.

Monthly Professional development opportunities have centered around district instructional practices, differentiation of instruction, as well as applying intervention to students in need. Professional Development was monitored through walk-throughs, information, and formal observation using the Danielson Framework. Through the use of data analysis and data analysis procedures the school was able to identify strengths and weakness whole school, grade level and student group and adjust instructional practices.

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 concern from the first year plan.**

The school will continue implementation of strategies and action steps outlined in SLGQs 2 , 4 and 6 Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2 , 4 and to ensure increased academic performance of all students.

The school will continue to implement Professional Development Schoolwide to ensure the fidelity of implementation of effective instructional practices. Data analysis will continue to drive Professional Development needs as well as a tool to identify school wide concerns.

**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.