

Widener Memorial Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Widener Memorial Sch

1450 W Olney Ave
Philadelphia, PA 19141
(215)456-3015

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Sharon Z. Glodek
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Regina Cesario	Academic Recovery Liaison : School Improvement Plan
Sharon Glodek	Building Principal : School Improvement Plan
Delores Howe	Community Representative
Dorianne Malone	Elementary School Teacher - Special Education
Christine Lougherty	High School Teacher - Special Education
Sabriya Jubilee	Intermediate Unit Staff Member
Tonya Bah	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

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

Provider	Meeting Date	Type of Assistance
IU 26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26/Office of Federal Programs Design and Implementation	3/14/2017 12:00:00 AM	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26/Office of Federal Programs Design and Implementation	3/22/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 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	5/3/2017 12:00:00 AM	Comprehensive Plan Portal Access and updating goals and action steps

Student Assessment of Progress

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

Teachers monitor progress through the school wide progress monitoring tool that is reviewed bi-weekly by the Academic Review Team. Formal and informal assessments are used to monitor student achievement in the instructional program. Grade Group meetings are held weekly to address student data results, discuss student work and student progress.

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

Options	Yes or No
Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No

After School	No
Lunch/Study Periods	No
Summer School Program	Yes
Reading	Yes
Math	Yes
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
------------------------------	------------------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

School Accomplishments

Accomplishment #1:

Student PASA test participation rate – 90%
School Suspension Rate - .7%

School Concerns

Concern #1: 33.2 School Performance Profile Building Level Score Designation Priority **Concern #2:** 54.55% proficient or advanced on Reading PSSA

Grades 3 did not show a positive three year trend

Concern #3:

33.33% proficient or advanced in Science

Concern #4:

ELA percent of academic achievement with students scoring proficient or advanced on the PSSA/Keystone is 40.91

Concern #5:

4.6% Tardiness YTD

Concern #6:

83.3% Average Daily Attendance

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: 33.2 School Performance Profile Building Level Score Designation Priority
54.55% proficient or advanced on Reading PSSA

Grades 3 did not show a positive three year trend

33.33% proficient or advanced in Science

4.6% Tardiness YTD

83.3% Average Daily Attendance

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: Reading assessments (DRA, WRAP, Woodcock)

Specific Targets: Increasing reading levels in K-3 as indicated on student's IEP goals from intensive to strategic by 10% (CLI literacy strategies)

Type: Interim

Data Source: First in Math-Key Math Assessments

Specific Targets: Increase math levels in grades K-5 utilizing digital math interventions as indicated on student's IEP goals by 10%

Type: Annual

Data Source: Keystone Test

Specific Targets: Increase the number of students scoring proficient by 10%

Type: Interim

Data Source: PSSA/PASA

Specific Targets: Increase the number of students scoring proficient by 10%

Type: Annual

Data Source: School Performance Profile

Specific Targets: Indicators of growth and closing the achievement gap.

Type: Interim

Data Source: Digital Platform Reports (Blended Learning)

Specific Targets: Increase math levels in grades K-5 utilizing digital math and reading interventions as indicated on student's IEP goals by 10%

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

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: None selected

Guided Reading

Description:

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with your skillful support.

SAS Alignment: Instruction

Blended Learning

Description:

Blended learning, with its mix of technology and traditional face-to-face instruction, is a great approach. **Blended learning** combines classroom **learning** with online **learning**, in which students can, in part, control the time, pace, and place of their **learning**.

SAS Alignment: Instruction

First in Math

Description:

Designed with focus, coherence and rigor as its cornerstones. Self-paced activities target mastery of procedural skills and fluencies that are essential for internalizing and demonstrating conceptual understanding. FIM's comprehensive content fully aligns with the CCSSM, as well as various state and other established standards. Our easy-to-use Math Standards Correlations tool enables teachers to use the program to best support ongoing pedagogical and practice standards.

SAS Alignment: Instruction

Implementation Steps:***Differentiated Instruction Professional Development*****Description:**

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

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Practices will be reflected in Lesson Plans**Description:**

Lesson Plans will reflect specific individualized strategies that align with IEP goals across all content areas to ensure student mastery of targeted skills

Lesson plans

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Lesson Plan Review

Description:

Lesson plans will be monitored by administration to check for implementation of differentiated instructional practices

Lesson Plan Review

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction-Implementation of DI practices by content, process and product

Description:

Teachers will review and refine instructional practices to meet the IEP and academic needs of all students

Progress monitoring reports

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction-Monitor DI practices through informal/formal observation***Description:**

Administration and staff will participate in observations to enhance collegial sharing of DI best practices. Administration will conduct walkthroughs and formal observations to monitor fidelity of implementation of DI practices

Walkthrough Protocol, Formal Observation

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

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

- Differentiated Instruction

*Differentiated Instruction -Feedback***Description:**

Teachers will receive both written and verbal feedback with regards to the fidelity of their differentiated instructional practices.

Observation Protocol

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

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

- Differentiated Instruction

Differentiated Instruction -Instructional Coaching

Description:

An instructional coach will provide consultation and support in lesson planning and implementation of Differentiated Instructional practices

Post consultation reflection sheet

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Small Group Instruction - Additional pullouts for students who fail to master content

Description:

Students will be provided additional small group or one on one instruction to bolster specific skill deficiencies and IEP goal objectives

Progress monitoring tool, IEP goals

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Professional Development - Professional Development Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Analyze needs assessment results along with informal and formal observation results.

Description:

Weekly meetings will be held to analyze results to refine instructional practices for student success

Academic and IEP goals are met as indicated by formative assessments
--

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

Program Area(s):

Supported Strategies:

- Professional Development

Leadership will select teachers who exhibit best practices to facilitate PD

Description:

Teachers with facility and implementation of DI practices will be chosen to demonstrate, model and support other teachers so as to sustain best practices

Progress monitoring tool, IEP goals

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

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

- Professional Development

*Create a weekly PD schedule***Description:**

Weekly Grade Group Meetings will be rostered into the master schedule

Master roster schedule will indicate weekly grade group meetings

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

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

- Professional Development

*Implement PD schedule***Description:**

Sign in sheets will indicate implementation of weekly grade group meetings

Sign in sheets, agendas

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

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

- Professional Development

Monthly Peer reflection

Description:

Professional staff will make monthly informal collegial walkthroughs and submit a reflective summary

Reflective summary, collegial dialog of visits

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

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

- Professional Development

*Monitor PD***Description:**

Portions of PD will be specific to enhancing differentiated Instruction

Sign in sheets, agendas

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

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

- Professional Development

*Evaluate PD through data analysis***Description:**

Formative assessments will indicate successful implementation of DI as outlined in PD sessions

Agendas, sign in sheets

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

Program Area(s):

Supported Strategies:

- Professional Development

Guided Reading- Professional Development

Description:

Teachers in grades K-3 will receive training in CLI strategies which will be implemented as part of the daily literacy instruction.

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

Program Area(s): Professional Education

Supported Strategies:

- Guided Reading

Guided Reading- Intervention

Description:

Students will participate in daily word study lessons to increase vocabulary, receive phonics instruction to assist them in identifying letter sounds and decoding unfamiliar words and daily guided reading which exposes them to a text on their instructional level along with a focus skill to improve comprehension.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading- Evaluation

Description:

Reading and Math Mastery Assessments will be given to assess student performance

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

Program Area(s):

Supported Strategies:

- Guided Reading

Blended Learning- Intervention

Description:

Teachers in grades K-5 will utilize a blended learning approach to teach and monitor student mastery of instructional level math concepts.

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

Program Area(s):

Supported Strategies:

- Blended Learning

First in Math- Intervention

Description:

Other interventions such as first in math and daily math centers will be put in place to help students reinforce skills learned in the classroom.

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

Program Area(s):

Supported Strategies:

- First in Math

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Widener Memorial Sch.

Assurance of Quality and Accountability

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

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

K-3 students are meeting literacy goals as indicated by their IEP.
 K-5 students are meeting math goals as indicated in their IEP's,
 Home and school continues to be an active participant in our school community. Monthly Home and school meetings / transition fair
 New teachers as well as those who request additional instructional support are provided after school PD. Afterschool PD sessions

Describe the continuing areas of concern from the past year.

Increasing reading levels in K-3 as indicated on student's IEP goals from intensive to strategic by 10% (CLI literacy strategies)
 Increase math levels in grades K-5 utilizing digital math interventions as indicated on student's IEP goals by 10%
 Increase the number of parents attending / participating in scheduled home and school meetings or school activities to 50%
 Increase the proficiency of instructional practices in the classroom.

Describe the initiatives that have been revised.

SLGQ 4 has been revised to include a focus on more Professional Development, greater parental involvement, and coaching/mentoring for teachers through the inclusion of First In Math, Guided Reading, and Blended Learning.

2015-2016 Improvement Evaluation

Describe the success from the past year.

-Newly created Widener Progress Monitoring Tool. Evaluated by Academic Review Team Weekly. Grade Level meetings are conducted to review and discuss student work to refine instructional and IEP goals. -Push in support to enhance core curriculum standards and alignment with standardized testing. (SLGQ 4)

Describe the continuing areas of concern from the past year.

Availability of core curriculum subjects taught by teachers with multiple certifications. Instructional practices and pedagogy that demonstrates rigor so that students demonstrate mastery on standardized tests. (SLGQ 4)

Describe the initiatives that have been revised.

Formative assessments have been replaced with the unique Widener Progress Monitoring Tool which aligns with IEP and 504 Service Agreements. (SLGQ 2)

PD has been enhanced to align with more rigorous presentation of core curriculum standards.

To support parental involvement, the school news letter is now published bi-monthly

instead of twice yearly. School Council Meeting now are held at each Report Card Conference time (4 times yearly) instead of twice yearly. (SLGQ 4)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 is 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 leadership team has successfully implemented Professional Development on a monthly basis and two times per month after school including daily grade group meetings. Through the use of informal/formal observation, leadership observes the implementation of effective instructional practices.

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

The school will continue implementation of strategies and action steps outlined in SLGQ 4. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQ 4 to ensure increased academic performance of all students. Professional Development will be continued in the areas of Differentiation and Writing Across the curriculum to promote higher-level thinking.

Describe the initiatives that have been revised.

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