

Allen Dr Ethel Sch  
**School Improvement Plan**  
07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *Allen Dr Ethel Sch*

3200 W Lehigh Ave  
Philadelphia, PA 19132  
(215)227-4404

Federal Accountability Designation: Priority  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Stefan Eberhardt  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Dr. Ellen Linky	Academic Recovery Liaison : School Improvement Plan
Stefan Eberhardt	Building Principal : School Improvement Plan
Ms. Tate	Community Representative
Catherine Baker	Ed Specialist - Other
Jennifer Hale	Ed Specialist - Other
Melanie Bartlett	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Carletta Robinson	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:

- School web site
- School newsletter
- PTA/PTO website
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- 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
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure

### **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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
Office of Federal Programs Design and Implementation	1/19/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs	2/2/2017 12:00:00 AM	Comprehensive plan

Design and Implementation		monitoring visit
Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/24/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/28/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-188 Goal setting
Office of Federal Programs Design and Implementation	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget

### **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.

**Weekly data Meetings and Monthly data meetings take place at Dr. Ethel Allen Promise Academy. In the mist of these meetings students' achievement data in math, literacy and science is presented by each teachers and analyzed to ensure best practices are implemented in the instructional program. We will review weekly teacher made test, projects informal and formal teacher observations, grade group meetings, small group instruction, running records and writing samples and portfolios. Grade group meetings with the Principal and the School based Academic Coaches and RtII champions to engage in data driven conversations.**

**Benchmark assessments are used district wide to improve the achievement of individual students and the overall instructional program. Benchmark assessments communicate a strong message to students, teachers, and parents about what knowledge and skills are important for students to learn, what knowledge is valued, and how learning will be measured. Benchmark assessments support instructional planning by providing educators, principals, and other staff information with needed to develop and adjust curriculum and instruction to meet students' learning needs. The leadership team will evaluate the success of specific intervention programs and curriculum materials by careful review of school-wide data from the instructional program. upon careful review and monitoring modification of instructional strategies and student specific, classroom and grade band data.**

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	Not answered
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
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 administrated 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

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## School Accomplishments

### Accomplishment #1:

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

Academic Growth Indicators in PVAAS data rate in ELA / Literature Annual Growth Expectation is 100%
Test participation rate Mathematics /Algebra 1 all students is 95.98%
Test participation rate ELA/ Literature all students is 95.42%
Test participation rate Science/Biology all students is 98.08%
Academic Attendance Indicator Rate is 88.87%
School Advisory Council (SAC) Team
Intervention Block rostered for At-Risk Students
Promotion rate is 98.45%
Mathematics / Algebra 1 meeting annual growth expectations 74%
Met annual Academic Growth Expectations in ELA/Literature

## School Concerns

### Concern #1:

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48.2 School Performance Profile Building Level Score Designation Priority
1.7% proficient or advanced on Mathematics PSSA
Grades 4, 5, 6, 7, 8, did not show a positive three year trend in Mathematics
11.0% proficient or advanced on ELA / Literature PSSA
8% proficient or advanced in Science
14% Truancy YTD
28.7% Tardiness YTD
61 Suspensions YTD

Mutual Fighting
91.5% Average Daily Attendance
14% of third grade students are proficient or advanced on ELA
Indicators of closing the achievement gap (in Science, ELA, and mathematics) for all students shows a negative trend in the percent of gap closures that were met.
Indicators of closing the achievement gap in historically underperforming students (in Science, ELA, and mathematics) for all students shows a negative trend in the percent of gap closures that were met.
Meeting annual academic growth expectations in Science showed a negative trend in Science

## 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:

48.2 School Performance Profile Building Level Score Designation Priority
1.7% proficient or advanced on Mathematics PSSA
Grades 4, 5, 6, 7, 8, did not show a positive three year trend in Mathematics
11.0% proficient or advanced on ELA / Literature PSSA
8% proficient or advanced in Science
14% Truancy YTD
28.7% Tardiness YTD
61 Suspensions YTD
Mutual Fighting
91.5% Average Daily Attendance
14% of third grade students are proficient or advanced on ELA
Indicators of closing the achievement gap (in Science, ELA, and mathematics) for all students shows a negative trend in the percent of gap closures that were met.
Indicators of closing the achievement gap in historically underperforming students (in Science, ELA, and mathematics) for all students shows a negative trend in the percent of gap closures that were met.
Meeting annual academic growth expectations in Science showed a negative trend in Science

**Systemic Challenge #2** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

48.2 School Performance Profile Building Level Score Designation Priority
1.7% proficient or advanced on Mathematics PSSA
Grades 4, 5, 6, 7, 8, did not show a positive three year trend in Mathematics
11.0% proficient or advanced on ELA / Literature PSSA
8% proficient or advanced in Science
14% Truancy YTD
28.7% Tardiness YTD
61 Suspensions YTD
Mutual Fighting
91.5% Average Daily Attendance
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Indicators of closing the achievement gap in historically underperforming students (in Science, ELA, and mathematics) for all students shows a negative trend in the percent of gap closures that were met.
Meeting annual academic growth expectations in Science showed a negative trend in Science

# 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: Study Island Progress Reports – Quarterly  
November 2017, January 2018, April 2018

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

Data Source: PSSA  
September 2017 – May 2018

Specific Targets: 10% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: eMetric  
2017 -2018

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects for all student groups.

Type: Annual

Data Source: SPP  
2017 -2018

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Annual

Data Source: SPP  
2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced in Grade 3 Reading

Type: Annual  
 Data Source: End of Unit Assessments 2017 - 2018  
 Specific Targets: Increase performance on end of unit test to 70% of students performing 70% or better on end of unit test.

Type: Annual  
 Data Source: Schoolnet  
 2017-2018

Specific Targets: Decrease Chronically Tardy

Type: Annual  
 Data Source: Schoolnet  
 2017-2018

Specific Targets: Decrease the Chronic Suspensions by 20%

### ***Strategies:***

#### *Formal/informal 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:** Instruction

#### *Differentiated Instructed Instruction*

##### **Description:**

**Differentiated Instructed Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure challenging learning expectations for all students Teachers will proactively plan varied approaches to learning in order to increase the likelihood that each student will learn as efficiently as possible**

**SAS Alignment:** Instruction

#### *Danielson Framework*

**Description:**

**The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.**

**SAS Alignment:** Instruction

*Professional Development***Description:**

**Professional Development will be offered in a variety of areas to increase fidelity in the delivery of instruction in all content areas in order to increase student achievement. Professional Development will be offered to all staff, teachers and leadership to fully ensure the consistent implementation of effective instructional in reading and math practices across all classrooms.**

**SAS Alignment:** Standards

*Parent and Community Engagement System: (PCE)***Description:**

A Parent and Community Engagement System will be established to provide information and engage families as active partners in the educational process. Through the use of surveys and community feedback systems, at various points throughout the school year, the principal and other educators will proactively listen and respond to community concerns, as well as, enlist the participation of families and community stakeholders in dialogue pertaining to the educational choices for students. Parental involvement, including monthly parent meetings, Open Houses, classroom visitations by grades, informational sessions on the core curriculum, academic testing and grade expectations, and procedures. The Parent and Community Engagement System will engage families as active partners in the educational process, reduce barriers, and accelerate the academic, social, and emotional growth of students. This will ensure that the school fully ensures a safe and supportive environment for all students.

**SAS Alignment:** Instruction

## *I- Ready*

### **Description:**

**I-Ready Diagnostic offers an adaptive diagnostic in K-12 Reading Online Instruction, K-8 targeted online instruction based on diagnostic iPad apps - games that that support online instruction and I-Ready Standards Mastery - mini standards-based assessments**

**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. [www.ascd.org](http://www.ascd.org)

**SAS Alignment:** None selected

## *Small Group Instruction*

### **Description:**

Alternative lesson structures refer to the different activities that are implemented with students in a small group setting at the Teacher-Led Center. It is critical for Teachers to alter small group instruction based on the instructional needs of students. [www.fcrr.org](http://www.fcrr.org)

**SAS Alignment:** Instruction

## ***Implementation Steps:***

### *Informal and Formal Observation 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):** Professional Education

**Supported Strategies:**

- Formal/informal Observations

### *Informal/Formal Observation Protocol*

**Description:**

Leadership team 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.

Walk through protocol

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

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

**Supported Strategies:**

- Formal/informal Observations

### *Informal/Formal Walkthrough Protocol Communication*

**Description:**

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

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Formal/informal Observations



### *Informal Observations - Conduct Walkthroughs*

**Description:**

Provide reflective feedback to teachers to coach teachers in providing standards-aligned differentiated instruction that reflects challenging learning expectations for all students.

Observation Feedback Forms

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

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

**Supported Strategies:**

- Formal/informal Observations

### *Informal Observations - feedback*

**Description:**

Principal and Teacher Leaders will analyze reflective feedback from observations and analyze trends and concerns.

Data Analysis Write-Up

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

**Program Area(s):**

**Supported Strategies:**

- Formal/informal Observations

### *Informal Observations - Instructional Coaching*

**Description:**

Teacher leaders will provide instructional coaching to struggling teachers to ensure consistent implementation of effective instructional practices.

Professional Development Handouts

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

**Program Area(s):**

**Supported Strategies:**

- Formal/informal Observations

### *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:**

- Differentiated Instructed Instruction
- Professional Development

### *Differentiated 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.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Differentiated Instructed Instruction

### *DI - 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 Instructed Instruction

### *Differentiated Instruction - Monitor and evaluate*

**Description:**

Monitor and evaluate teachers' use of differentiated instruction to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Observation forms and feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instructed Instruction

### *Differentiated Instruction Instructional Coaching*

**Description:**

Assign instructional coaching to teachers struggling with differentiated instruction.

Instructional Coaching Handouts

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instructed Instruction

### *Differentiated Instruction - Support*

**Description:**

Assign SSAs to teachers to assist with small group instruction during differentiated instructional groupings.

Instructional Coaching Handouts

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instructed Instruction

### *Professional Development on Danielson Framework*

**Description:**

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students.

Agenda

Sign-in sheets

Exit Slips

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

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

**Supported Strategies:**

- Danielson Framework
- Professional Development

### *Develop Lesson Plans based on Danielson Framework*

**Description:**

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

Lesson Plans

Reflective Feedback

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

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

**Supported Strategies:**

- Professional Development

### *Implement the Danielson Framework of Instruction*

#### **Description:**

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

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

#### **Supported Strategies:**

- Danielson Framework

### *Monitor the implementation of the Danielson Framework of Instruction*

#### **Description:**

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

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

#### **Supported Strategies:**

- Danielson Framework

### *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):** Professional Education

**Supported Strategies:**

- Professional Development

*Analyze Data from Needs Assessment***Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

*Professional Development 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):** 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.

Year-long PD calendar

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *Monitoring the effectiveness of the Professional Development Session*

**Description:**

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Year-long PD calendar

Title I Binder



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

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

**Supported Strategies:**

- Professional Development

*Parent and Community Engagement System - Establish a Parent and Community Engagement (PCE) Team-Literacy Support*

**Description:**

Establish a community of school stake holders (school leadership, staff, teachers, parent volunteers and school community members) to create a Parent and Community Engagement team (PCE team). This will ensure that a team exists at school to actively involve parents and provide proactive supports and interventions to implement a safe and supportive environment for all students.

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

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

**Supported Strategies:**

- Parent and Community Engagement System: (PCE)

*I-Ready - Implementation*

**Description:**

Students will have a 1;1 ratio when utilizing I-Ready in small group instruction with the use of Chromebooks.

I-Ready weekly assessments

I-Ready quarterly diagnostics

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

**Program Area(s):**

**Supported Strategies:**

- I- Ready

### *I-Ready Assessment and Evaluation*

**Description:**

Through weekly and quarterly data analysis students will be tracked for effectiveness and fidelity of the I-Ready Program.

I- Ready weekly assessments

I- Ready quarterly diagnostic

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

**Program Area(s):**

**Supported Strategies:**

- I- Ready

### *Blended Learning - Professional Development*

**Description:**

Blended learning will be implemented in instruction to ensure that students have a multi-level approach to learning.

Professional Development

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

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

**Supported Strategies:**

- Blended Learning

### *Blended Learning Implementation and Evaluation*

**Description:**

Blended Learning will be implemented in all classrooms with fidelity. This will enable all students to have a multifaceted approach to their education.

Formal / Informal Observations

Walkthroughs

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

**Program Area(s):**

**Supported Strategies:**

- Blended Learning

*Small Group Instruction - Implementation***Description:**

Teachers will alter learning plans for students based on need, Groups will be separated on learning levels.

AIMSweb

DRA

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

**Program Area(s):**

**Supported Strategies:**

- Small Group Instruction

*Small Group Instruction - Evaluation***Description:**

Teachers will be observed throughout the course of the school year to ensure fidelity of implementation.

Formal / Informal Observations

Walkthroughs

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

**Program Area(s):**

**Supported Strategies:** None selected

**Goal #2:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA

March 2017-June 2018

Specific Targets: Increase in all student groups projected to be proficient by 10%. Show growth in all indicators of Academic Achievement.

Type: Interim

Data Source: Gates

Sept 2017-May 2018

Specific Targets: All student groups will increase reading by one grade level

Type: Interim

Data Source: DRA

Sept 2017-May 2018

Specific Targets: All student groups will increase reading by one grade level.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the number of students scoring proficient or advanced in grade 3 reading.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Annual

Data Source: PVAAS September 2017 – May 2018

Specific Targets: Increase in the number of PVAAS reported grade levels will be meeting or exceeding the standard for PA Academic Growth in all subjects.

### ***Strategies:***

### ***Data Analysis Procedures-***

**Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

*Common Planning Time***Description:**

- Establish Common Planning Time for grade group staff, teachers and leadership to meet and discuss student achievement data, monitor and adjustment of interventions when a student assessment results or other data and measures of performance indicate prescribe interventions have not been effective.

**SAS Alignment:** None selected

*RTII***Description:**

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RtII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students.

**SAS Alignment:** None selected

***Implementation Steps:****Data Analysis Procedures-Data Team***Description:**

Establish a data team to monitor and analyze data quarterly, monthly, and weekly, so that all educators can collaboratively create and use instructional strategies likely to increase mastery of instructional outcomes.

Data sheets and notes

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures- Create Data Analysis Protocols***Description:**

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

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

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

- Data Analysis Procedures-

*Data Analysis Procedures-Analyze data***Description:**

Data Team will meet regularly to review student level data so that all educators can use instructional strategies likely to increase student mastery

Meeting Dates

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

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

- Data Analysis Procedures-

### *Data Analysis Procedures- Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures- Monitor Data Analysis*

**Description:**

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-



### *Data Analysis Procedures- Data Analysis Evaluation*

**Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures-

### *RTII - PD*

**Description:**

Professional Development will be delivered to all teachers, staff, and leadership on the RTII process to ensure sufficient mastery so that all educators can collaboratively create and or/identify instructional strategies likely to increase mastery.

Professional development agendas and handouts.

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

**Program Area(s):**

**Supported Strategies:**

- RTII

### *RTII- Implement*

**Description:**

Teachers will be allotted time in grade group to discuss academic and non-academic DATA and make recommendations for Tier II and III interventions in

order to ensure sufficient mastery so that all educators can collaboratively create and or/identify instructional strategies likely to increase mastery.

Information entered in RTII

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

**Program Area(s):**

**Supported Strategies:**

- RTII

### *RTII- Monitor*

**Description:**

Teachers and Counselors will monitor the progress of teachers using RTII and the assigned RTII interventions on a weekly or bi-weekly basis during grade group meetings to ensure sufficient mastery so that all educators can collaboratively create and or/identify instructional strategies likely to increase mastery.

Information entered into RTII system and Schoolnet.

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

**Program Area(s):**

**Supported Strategies:**

- RTII

### *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):****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):****Supported Strategies:**

- Common Planning Time

*Common Planning Time- Analyze data***Description:**

The Principal, School Based Teacher leaders, and Counselors will conduct Common Planning Time with grade groups to discuss student achievement data including students have not shown sufficient student mastery on standards aligned learning objectives

Achievement data, Teacher Data Binders, formative and summative assessments and individual student portfolios.

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

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

- Common Planning Time

### *Common Planning Time- Implement*

**Description:**

During Common Planning Time Meetings grade group meetings, teachers and school staff members adjust interventions and instructional practices when a student's assessments anchors, Eligible content or standards aligned learning objectives for sufficient student mastery was not attained.

Data Binder, Student Work, Student Portfolios, Formative and Summative Assessments

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Common Planning Time-Monitor*

**Description:**

Teacher leader will monitor the progress of the classroom teacher using the proposed data and interventions with fidelity that targets students who are not showing sufficient student mastery on assessment anchors, eligible content, and/or standards aligned learning objectives.

Data Binders, Academic Performance Data, Teacher Leader logs

**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):****Supported Strategies:**

- Common Planning Time

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Allen Dr Ethel Sch.*

# Assurance of Quality and Accountability

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

**Affirmed by Naomi Wyatt on 6/15/2016**

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*Superintendent/Chief Executive Officer*

**Affirmed by Marjorie Neff on 6/14/2016**

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*Board President*

**Affirmed by Naomi Wyatt on 6/15/2016**

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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.**

60% of students in grades k-2 are reading on grade level as evidenced by benchmark data.

40% of our students will master Benchmark as indicated by Quarter 4

40% of our parents are involved through meetings, activities, and surveys.

There is a current 5% reduction in out of school suspensions.

20% of students in grades 3-8 have an overall score on the PSSA of proficiency based on benchmark data and CFU

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

Increase the number of students reading on grade level by 10% in grades K-2 students.

Addition of Saturday School support.

Increase the number of students by 10% for proficient in the PSSA in grades 4-8. Increase the number of parents that attend meetings by 10 Baseline 10 parents Reduce the number of suspensions by 5% in out of school suspensions. Baseline is 60 suspensions YTD

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

Revisions were made to guiding question #2 with the inclusion of I-Ready, Blended Learning and Small Group Instruction.

## 2015-2016 Improvement Evaluation

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

The successes from the past year include:

- Staff and faculty members are highly qualified and implement the common core standards. (SLGQ #4)
- Active leadership team meetings to evaluate school trends, student data to drive instructional priorities. (SLGQ #2)
- Students system for owning and understanding data by way of student passports. (SLGQ #2)
- Embedded response to intervention, RTII with daily rostered intervention period.
- Strong community partnerships: CHEERS - with Phila. Police Dept, Wells Fargo, United Way of Southern New Jersey and Pennsylvania.
- Mentor coaching model with William Penn Foundation



- Active and strong school Advisory Council
- Building capacity among staff to effectively serve students (i.e. Dean, Scx SBTL, School Improvement Support Liaison, (SISL), and Teacher Coaches)

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

The continuing areas of concern from the first two years are:

- Increase overall performance
- Increase the number of students reading on grade level
- Increase the number of students who can perform math at grade level
- Increase the number of students who can write and respond on grade level
- Decrease the number of students absent, late, or tardy
- Decrease the number of students suspended on a daily basis.

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

The initiatives that have been revised include the following:

- Weekly data and grade group meetings with focused agendas - Principal's initiatives, Counseling RTII, Literacy and Math focus. (SLGQ #2)
- Increase the number of students reading and performing on grade level
- Increase the number of students who can perform math at grade level
- Strong, small group instruction with focus on reading and literacy curriculum (SLGQ #4)
- School wide thematic writing
- Increase the number of students performing at the proficient and advance levels on math and reading on the PSSA.

## **2014-2015 Improvement Evaluation**

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

School Level Guiding Questions (SLGQs) \_\_2\_\_, \_\_4\_\_, are currently addressed within the Comprehensive Plan. Monitoring of strategies and 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.

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.

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

The school will continue to implement all strategies and action steps associated with school level guided questions 2 & 4. the school will continue to provide Professional Development on research-based strategies that aligned with the analysis of data.

**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 valuable outcomes.