

Heston Edward Sch

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Heston Edward Sch

1621 N 54th St
Philadelphia, PA 19131
(215)581-5514

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Angela Gaddie-Edwards
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Alfred Koniecki	Administrator : School Improvement Plan Schoolwide Plan
Angela Gaddie-Edwards	Building Principal : School Improvement Plan
James Flowers	Business Representative
James Flowers	Community Representative
Renaë Rutherford-Lowe	Ed Specialist - Other
Tamika Purvines	Intermediate Unit Staff Member
Donna Wearing	Parent
Audrey Fields	School Based Teacher Leader

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

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

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

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

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	10/19/2016 12:00:00 AM	PVAAS Professional Development with Leadership Team
IU 26 / Office of Federal Programs Design and Implementation	1/20/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/3/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Session 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	3/13/2017 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	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	4/25/2017 12:00:00 AM	Comprehensive Planning Support
IU 26 / Office of Federal Programs Design and Implementation	9/20/2017 12:00:00 AM	Introduction Meeting with Principal
IU 26 / Office of Federal Programs Design and ImplementationU	3/1/2017 12:00:00 AM	District wide School Drop-in session: work session to support school with the SY 17-18 Goal Setting

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.

As a school we focus teachers review all forms of data and use this data to drive instruction. This is done during Grade Group Meetings and school-based professional development sessions. The Administrative Team reviews varied data sources that the teachers are using to provide teachers with additional supports to assist with instructional practices. Teachers then align the instructional practices to the CCSS and they work toward student mastery.

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

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Exceeded the standards for PA Academic Growth in Math

Accomplishment #2:

Met the standards for PA Academic Growth in Reading

Accomplishment #3:

Test Participation Rate for all students in mathematics is 96.38

Accomplishment #4:

Met the PA Academic Standards for ELA/Literature.

Accomplishment #5:

Test Participation Rate for all students in in ELA/Literature is 95.70

Accomplishment #6:

Test Participation Rate for all students in Science/Biology is 93.90.

Accomplishment #7:

The Promotion Rate is 93.63.

School Concerns

Concern #1:

45.0 School Performance Profile Building Level Score Designation Focus

Concern #2:

3.9% proficient or advanced on Mathematics PSSA

Grades 3, 4, 5, 6, 8, did not show a positive three year trend

Closing the achievement gap for historically underperforming students is 1.59

Concern #3:

12.9% proficient or advanced on Reading PSSA

Grades 3, 4, 5, 6, 7, 8, did not show a positive three year trend

Closing the achievement gap for historically underperforming students is 0.00.

Grade 3 Reading 15.00

Concern #4:

School did not meet the standards for PA academic growth in Science

Concern #5:

Truancy YTD is 30.7%

Concern #6:

Tardiness YTD is 36.2%

Concern #7:

89.9% Average Daily Attendance

Concern #8:

As of Apr. 2017, we have 554 students enrolled school-wide. Grades 1-8 have a total of 489 and out of that number 182, or 37% are new to Heston this year. Further, in our 6,7, and 8th grades there are 143 students with 65, 46% new to Heston this school year.

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:

45.0 School Performance Profile Building Level Score Designation Focus

3.9% proficient or advanced on Mathematics PSSA

Grades 3, 4, 5, 6, 8, did not show a positive three year trend

Closing the achievement gap for historically underperforming students is 1.59

12.9% proficient or advanced on Reading PSSA

Grades 3, 4, 5, 6, 7, 8, did not show a positive three year trend

Closing the achievement gap for historically underperforming students is 0.00.

Grade 3 Reading 15.00

School did not meet the standards for PA academic growth in Science

Truancy YTD is 30.7%

Tardiness YTD is 36.2%

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:

Truancy YTD is 30.7%

Tardiness YTD is 36.2%

89.9% Average Daily Attendance

As of Apr. 2017, we have 554 students enrolled school-wide. Grades 1-8 have a total of 489 and out of that number 182, or 37% are new to Heston this year. Further, in our 6,7, and 8th grades there are 143 students with 65, 46% new to Heston this school year.

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: IReady – Quarterly

November 2017, January 2018, April 2018

Specific Targets: By May 2018, students will demonstrate at least 25% growth on the IReady Diagnostic.

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim

Data Source: DRA, Aimsweb, IReady

Quarterly

Sept 2017 - June 2018

Specific Targets: By May 2018, students in grades K - 8 will demonstrate at least 25% growth on IReady diagnostics. 1 year growth based on DRA2 and Aimsweb. 20% of students will score at least 50% or higher on IReady diagnostics.

Strategies:

Professional Development Teaching and Learning

Description:

Professional Development: Professional Development on research based strategies and best practices in all contents 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

*Differentiated Instruction-***Description:**

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

*Informal and Formal Observations***Description:**

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

SAS Alignment: None selected

*IReady***Description:**

Adaptive assessments are frequently chosen for their high precision and efficiency, allowing educators to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items and can adapt to students with low and high ability to get a better assessment of student performance.

SAS Alignment: Instruction

Guided reading

Description:

Adaptive assessments are frequently chosen for their high precision and efficiency, allowing educators to pinpoint student needs more accurately and in less time than with traditional fixed-form assessments. By dynamically selecting test items based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items and can adapt to students with low and high ability to get a better assessment of student performance

SAS Alignment: Instruction

Professional Development via GGM and School-wide PD Sessions which are differentiated on teacher need

Description:

When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). Tomlinson describes differentiated instruction as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research on the effectiveness of differentiation shows this method benefits a wide range of students, from those with learning disabilities to those who are considered high ability. <http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>

SAS Alignment: Instruction

Data-Driven Instruction and Analysis

Description:

School results do not come from “reading e newspaper”- that is, analyzing year-end test results or global pattern. Only a view from the pool- analyzing student learning when it happens- will lead to lasting change. -Driven By DataData-Driven decision-making requires a cultural shift in thinking that must be nurtured so all stakeholders are committed to this effort.-

http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf

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): Professional Education

Supported Strategies:

- Professional Development Teaching and Learning

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Teaching and Learning

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:

- Professional Development Teaching and Learning

Differentiated Instruction - Monitor

Description:

Leadership will monitor through the observation process implementation of differentiated practices implemented by teachers and staff.

Walkthrough protocol

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

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- Differentiated Instruction-

*Informal and formal observations -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:

- Differentiated Instruction-

Informal and formal observations -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:

- Differentiated Instruction-

Informal and formal observations -Conduct Walk Throughs

Description:

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction-

Informal Formal Observation Feedback

Description:

Leadership will meet with teachers and staff to discuss and offer reflective feedback regarding observed classroom practices.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and formal Observation - Instructional Coaching***Description:**

Leadership team will offer instructional coaching to staff or teachers struggling with implementing professional development with fidelity.

Schedule of instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*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 Teaching and Learning

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 Teaching and Learning

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 Teaching and Learning

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 Teaching and Learning

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 Teaching and Learning

IReady Identification of student groups

Description:

Teachers will identify students who are basic and below basic (lowest 20%) through Benchmark and AimsWeb Data. Students will be placed on iReady . Teachers will develop and implement an action plan to increase levels. Students will utilize the program on weeklyper week. Weekly iReady data, monthly AimsWeb data and quarterly Benchmark data will be used to assess increased proficiency.

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

Program Area(s): Educational Technology

Supported Strategies:

- IReady

IReady Action Plans

Description:

Teachers will develop and implement an action plan to increase math proficiency levels.

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

Program Area(s): Educational Technology

Supported Strategies:

- IReady

IReady data review

Description:

Weekly iReady data, monthly AimsWeb data and quarterly Benchmark data will be used to assess increased proficiency.

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

Program Area(s): Educational Technology

Supported Strategies:

- IReady

Guided reading identification of student groups

Description:

Teacher will facilitate the identification of students at each grade, placing them in small group instruction.

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

Program Area(s):

Supported Strategies:

- Guided reading

Guided Reading implementation

Description:

Guided reading will be used daily to address individual student's goals.

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

Program Area(s):

Supported Strategies:

- Guided reading

Guided reading progress monitoring

Description:

Progress and next steps will be tracked to determine student progress.

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

Program Area(s):

Supported Strategies:

- Guided reading

Professional development during grade group meetings and school-wide PD sessions.

Description:

Professional Development will occur during grade group meetings and school-wide PD sessions which will be differentiated on teacher need.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development via GGM and School-wide PD Sessions which are differentiated on teacher need

Data-Driven Instruction and Analysis of Student Data

Description:

Teachers will review student assessment data on a monthly basis.

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

Program Area(s): Educational Technology

Supported Strategies:

- Data-Driven Instruction and Analysis

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: Schoolnet Data

Monthly/ 9/2017 – 6/2018

Specific Targets: The OSS will be reduced by 15%.

Type: Interim

Data Source: Discipline data

9/2017 – 6/2018

Specific Targets: The OSS will be reduced by 15%.

Strategies:

Positive Behavior Support Program:

Description:

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

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program: School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: None selected

Professional Development via school-wide sessions to include Climate Management strategies

Description:

Participants revealed using several climate **management strategies** that reflect culturally responsive teaching: development of personal relationships with students, creation of caring communities, establishment of business-like learning environments, use of culturally and ethnically congruent communication processes, demonstrations of assertiveness, and utilization of clearly stated and enforced expectations. Questions arise concerning the ability of teacher education programs to effectively prepare preservice teachers for successful classroom management in urban schools.

SAS Alignment: Safe and Supportive Schools

Implement Restorative Practices School-wide

Description:

Restorative practices focus our attention on the quality of relationships between all members of the school community. Repairing the harm necessarily forces us to learn from the experience that has led to the conflict and examine our attitudes, beliefs and

behaviours which have contributed to it. This challenging of mindsets is where true culture change begins.

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program:

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

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.

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Develop a System for Collecting Data

Description:

Leadership will develop a school-wide system for collecting data on the specific goals of the Heston High Fives, which is focused on school improvement and a consistent uniform expectation for academic and behavior practices of all students. PBS Expectations Documents.

Insight for School Improvement Reports

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Analyze Data for PBIS

Description:

The Administrative Team will analyze the school-wide data of classes and specifically identified students utilizing the RtII practices to develop next steps of specifically designed strategies and interventions.

PBIS Tracking Log

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program- Implementation

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: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Program:

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.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

*School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team***Description:**

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

PBS Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

Professional Development via school-wide sessions to include Climate Management strategies/best practices

Description:

Climate Manager and Leadership Team will analyze climate data to monitor disciplinary actions and identify students exhibiting negative behaviors and teachers who are struggling with classroom/behavior management. Once the behaviors, students, and locations are identified, the above strategies will be implemented to decrease the frequency and intensity of these behaviors.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Development via school-wide sessions to include Climate Management strategies

Restorative Practices Identification of students

Description:

The Climate Manager will identify students who are in need of additional support in order to implement student circles through Restorative Practices.

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

Program Area(s): Student Services

Supported Strategies:

- Implement Restorative Practices School-wide

Restorative Practices implementation

Description:

The Climate Manager will address conflicts and disciplinary infractions through meeting with students in restorative circles. Restorative practices will be implemented on an as need basis to resolve peer conflicts. The students will be asked to identify their feelings and answer questions utilized during restorative practices.

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

Program Area(s): Student Services

Supported Strategies:

- Implement Restorative Practices School-wide

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Heston Edward Sch.

Assurance of Quality and Accountability

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

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

The school's past year of success consist of:

Math: students have demonstrate at least 25% growth based on EOY assessments (Pearson)

Early Literacy: 5% of students have scored at least 50% or higher on EOY SDP Benchmark, and 50% of students will make at least 1-year growth based on DRA, GATES, WRAP, and/or AIMSWEB.

Climate: OSS have been reduced, as measured by KPI, by 15% or not exceed 23.7% compared to 27.9% in SY 15-16.

Describe the continuing areas of concern from the past year.

Heston' areas of concerns consist of:

Math: students will demonstrate at least 25% growth on the IReady Diagnostic

Literacy: students in grades K - 8 will demonstrate at least 25% growth on IReady diagnostics. 1 year growth based on DRA2 and Aimsweb. 20% of students will score at least 50% or higher on IReady diagnostics.

In climate: The Out of School suspensions will be reduced by 15%.

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategies : Data Driven Instruction and Analysis

School Level Guiding Question 6 was revised to include the following strategy: Professional Development via School-wide sessions to include Climate Management

2015-2016 Improvement Evaluation

Describe the success from the past year.

The strengths of our current school program are our focus on Phonics for lower grades (K - 3), and Word Study for older students (4 - 8). Also our literacy and math block schedules that facilitate all components of the Instructional Blocks being implemented with fidelity. (SLGQ #4).

We are focusing this year on weekly grade group meeting and data conferences to drive our instructional block as well as provide strategic and immediate feedback on high leverage skills in all grades. Teachers are working collaboratively to provide monthly strategic planners based on analysis of CCSS and student data, which in turn drives lesson planning. (SLGQ #2)

Describe the continuing areas of concern from the past year.

The continuing areas of concern include:

Teacher buy-in has been a challenge throughout the year. However, as the year progresses and the data changes and the student successes come to light, teachers are starting to see the value in this work. The school mindset is also being changed to foster more collaboration and trust among peers.

Describe the initiatives that have been revised.

Our priorities are based on analysis of behavior and Core Subject data.

1 - It will be necessary to provide more Climate and Behavioral Supports by purchasing a Climate Manager who will have the ability to interact with parents, students, and staff regarding prevention and remediation of inappropriate school behaviors. They will also provide ongoing supports to teachers to ensure effective classroom management procedures. This should minimize the number of out-of-school suspensions. (SLGQ #6)

2 - Two SSAs will provide more intervention supports throughout the school day for ELA and Math utilizing our online RTII Level 2 and 3 with identified students from grades 1 - 8.

3 - Three SSAs will be assigned to grades 1 - 3 for in-class supports with small group and individual assistance with ELA and Math.

4 - An elementary teacher/PD (SBTL) will be utilized for ELA/Math Lead Teacher to provide grade group and one-on-one supports for teachers in all grades on a daily basis. Through principal observations, walkthroughs, and SBTL classroom visits, professional development sessions will be offered to support identified needs.

5 - The Reading Specialist will provide supports for ELA and reading strategies to grades K - 8 on a daily basis. She will work together with the classroom teacher and SSAs to provide additional supports for identified strategic and intensive students. In collaboration with SBTL and Principal, the Reading Specialist will provide professional development to assist teachers in providing supports in small groups.

6 - Lexia was purchased to provide intervention supports for Level 2-3 RtII. The \$2000 will provide PD for teachers on implementation and monitoring.

7 - Parents will be engaged and involved throughout the year through the purchase of student planners which will include Parent Compact, Handbook, and other vital information. As well as Home & School Communication Folders that will go home weekly with class/school communications and updates, and Kindergarten Open House Kits for their visit to view rooms and interviews.

8 - Monies have been identified in Books, Supplies, Equipment, and Materials totaling \$51,330 (combined operating and title one) to purchase Instructional Equipment-chromebooks, projectors, speakers, and chromebook carts. Books and Instructional Aids-Scholastic Magazines, Triumph

Learning (Performance Learning) Reading/Math-Extended Day, Sadlier-Vocabulary, Reading A-Z, Playworks (climate-contract price TBD).

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. The school reviews data during teacher Common Planning Time 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. Informal and formal walk-throughs, using the Danielson Framework, 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.

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

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

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

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

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

supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively 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 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 were 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 6 to ensure increased academic performance of all students.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4, and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.