

Mitchell El Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Mitchell El Sch

5500 Kingsessing Ave
Philadelphia, PA 19143
(215)727-2160

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Stephanie Andrewlevich
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Christopher Kleinschmidt	Administrator
Stephanie Andrewlevich	Building Principal : School Improvement Plan
Ed Riehl	Community Representative
Kelly Jenkins	Ed Specialist - Other
Tracey Orem	Ed Specialist - Other
Sean Heist	Intermediate Unit Staff Member
Kellyanne McCarthy	Intermediate Unit Staff Member
Ms. Spraggans	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

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

- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

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

Provider	Meeting Date	Type of Assistance
Office of Federal Programs Design and Implementation	1/11/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	1/26/2017 12:00:00 AM	Comprehensive plan 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	2/14/2017 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	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
Office of Federal Programs Design and Implementation	3/6/2017 12:00:00 AM	PDE Monitor Preparation
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility
Office of Federal Programs Design and Implementation	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget
Office of Federal Programs Design and Implementation	4/5/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3

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.

The strategies that include teachers in the decisions regarding the use of academic assessments to improve student achievement and the overall instructional program include: Professional Learning Community meetings assessing data from screeners (I-Ready and AimsWeb) and interventions programs (Lexia, Achieve 3000, Think Through Math, First in Math, professional development around the utilization of Acuity, analysis in data room of data binders. Staff will meet weekly to and up to 8 hours monthly to analyze data from screeners to co-plan small group tiered instruction. Teachers will identify students who can move through classroom settings for differentiated support. Data binders will contain updated reports from screeners and RtII interventions for progress monitoring and collaboratively created tiered lesson plans.

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Test Participation Rate: Mathematics/Algebra I - All Students 95.29%, ELA / Literature 95.30%
Met 2016 growth measure in Math and ELA in grade 7
Promotion rate indicator 95.03%
Attendance rate indicator 91.0%

School Concerns

Concern #1:

39.4 School Performance Profile Building Level Score Designation Focus
2.64% proficient or advanced on Mathematics PSSA
Grades 5,6 did not show a positive three year trend in Mathematics
11.18 % proficient or advanced on ELA / Literature PSSA
Grades 5,6 did not show a positive three year trend in Reading
19.15% proficient or advanced in Science
22,7% Truancy YTD
29.6% Tardiness YTD
64 Suspensions YTD
91.6% Average Daily Attendance

Prioritized Systemic Challenges

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

Aligned Concerns:

39.4 School Performance Profile Building Level Score Designation Focus
2.64% proficient or advanced on Mathematics PSSA

Grades 5,6 did not show a positive three year trend in Mathematics
11.18 % proficient or advanced on ELA / Literature PSSA
Grades 5,6 did not show a positive three year trend in Reading
19.15% proficient or advanced in Science
22,7% Truancy YTD
29.6% Tardiness YTD
64 Suspensions YTD
91.6% Average Daily Attendance

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:

39.4 School Performance Profile Building Level Score Designation Focus
2.64% proficient or advanced on Mathematics PSSA
Grades 5,6 did not show a positive three year trend in Mathematics
11.18 % proficient or advanced on ELA / Literature PSSA
Grades 5,6 did not show a positive three year trend in Reading
19.15% proficient or advanced in Science
22,7% Truancy YTD
29.6% Tardiness YTD
64 Suspensions YTD
91.6% Average Daily Attendance

Systemic Challenge #3 (*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:

39.4 School Performance Profile Building Level Score Designation Focus
2.64% proficient or advanced on Mathematics PSSA
Grades 5,6 did not show a positive three year trend in Mathematics
11.18 % proficient or advanced on ELA / Literature PSSA
Grades 5,6 did not show a positive three year trend in Reading
19.15% proficient or advanced in Science
22,7% Truancy YTD
29.6% Tardiness YTD
64 Suspensions YTD
91.6% Average Daily Attendance

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: 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: 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: End of Unit Assessments
Monthly
October 2017-June 2018

Specific Targets: 10% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

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

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

SAS Alignment: None selected

*Professional Development***Description:**

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

SAS Alignment: None selected

*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: None selected

Blended Learning

Description:

This strategy is used in our K-2 classes resulting in 43% of students reading on target in February DRA2 assessment. Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment. Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

SAS Alignment: Instruction

I- Ready

Description:

This strategy is used in our k-8 classes resulting in an 87% increase towards targeted growth between diagnostic 1 and diagnostic 2. Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

SAS Alignment: Instruction

Lexia

Description:

This strategy was used in our k-5 rooms with Tier 2 & 3 intervention students building additional skills and increasing reading proficiency from 10% to 15% above grade level. Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills.

Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel.

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. 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 Instruction
- Professional Development

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Observation

Description:

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

Reflective Feedback

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

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Informal and Formal Observations- Develop Calendar

Description:

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

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough Protocol

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walkthroughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

Program Area(s): 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 who struggle with implementing differentiated instructional practices 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):**Supported Strategies:**

- Professional Development

*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):**Supported Strategies:**

- Professional Development

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

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

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 - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Danielson Framework -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:

- Professional Development
- Danielson Framework

Danielson Framework -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:

- Danielson Framework

Danielson Framework -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):

Supported Strategies:

- Danielson Framework

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

Blended Learning - Implementation

Description:

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them on the i-Ready program to assess student reading levels. Based on the results, a Blended learning model will be utilized to personalize student's needs

monthly AimsWeb, quarterly DRA2 data Exit Tickets

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning - Evaluation and Analysis

Description:

Through observation and data tracking of the blended learning strategy we will be able to track student progress.

Exit tickets

Teacher Assessments

Formal and Informal Observations

Walkthroughs

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

Program Area(s):

Supported Strategies:

- Blended Learning

I- Ready Implementation

Description:

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them on the i-Ready program to assess student reading levels. I-Ready will be used 45 minutes per week per student.

I-Ready weekly data I- Ready quarterly diagnostics

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

Program Area(s):

Supported Strategies:

- I- Ready

I-Ready - Effectiveness Evaluation

Description:

I-Ready will be monitored for effective implementation by teacher evaluations and through I-Ready data tracking

Formal and Informal Observations

Walkthroughs

I-Ready data

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

Program Area(s):

Supported Strategies:

- I- Ready

Lexia - Professional Development

Description:

Ensure that all staff are fully trained in the implementation of Lexia in their classrooms

Professional Development

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

Program Area(s): Professional Education

Supported Strategies:

- Lexia

Lexia Implementation

Description:

Lexia Learning strategy will be implemented in grade K-5 as an intervention to improve Reading levels.

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

Program Area(s):

Supported Strategies:

- Lexia

Lexia - Data Analysis

Description:

Data will be analyzed for students using Lexia, teachers using Lexia as an intervention

Formal and Informal Observations

Walkthroughs

Lexile diagnostics and assessments

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

Program Area(s):

Supported Strategies:

- Lexia

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: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: Increase the number of students scoring 70 or more on end of unit assessments.

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 the School Performance Profile Building Level Score.

Type: Interim

Data Source: DRA (Development Reading Assessment) Quarterly

Specific Targets: 75% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test

Quarterly

October 2017-June 2018

Specific Targets: 75% or more students will increase in reading skills by one grade level

Strategies:

Data Informed Instruction

Description:

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Implementation Steps:

Data Informed Instruction-Establish a Data Team

Description:

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

List of Data Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Professional Development

Description:

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Develop a Schedule of Monthly Data Team Meetings

Description:

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Data binders

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Collect Data

Description:

Data Binders

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

Teachers and the leadership will establish measurable goals that address student strengths and weaknesses as indicated by the disaggregated data.

Grade Level Goals

Student Specific Goals

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Select Instructional Strategies

Description:

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

SAS Materials and Resources

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

*Data Informed Instruction- Intervention Implementation***Description:**

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

*Data Informed Instruction – Monitor and Evaluation***Description:**

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Informed Instruction

Goal #3: 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

Serious Incidents Reports 9/2017 – 6/2018

Specific Targets: Decrease the number of monthly violent and or serious incidents

Type: Interim

Data Source: Schoolnet

Suspension Data 9/2017 – 6/2018

Specific Targets: Decrease the number of monthly suspensions

Type: Interim

Data Source: Schoolnet

Truancy and Tardiness Data 9/2017 6/2018

-

Specific Targets: Decrease the number of truant and tardy students monthly.

Type: Interim

Data Source: RTII Data 9/2017-6/2018

Specific Targets: Decrease the number of students referred to Tiers II and III

Strategies:

Positive Behavior Support Program:

Description:

Positive Behavior Support Program: In an effort to create a safe, secure, and orderly learning environment for all learners, a Positive Behavior Support Program (PBS) will be implemented school wide. The school community (administrator, teachers, staff, parents, students, and community partners) will work together within the PBS framework to develop and implement evidence based academic and behavioral practices that improve academic and behavioral outcomes for all students. Intervention strategies that are designed to prevent problem behaviors and teach acceptable alternative behaviors will be implemented. The implementation of the PBS program will include a response team designated to address positive and proactive supports and interventions.

SAS Alignment: None selected

Conflict Resolution/School Climate Manager

Description:

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

dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: None selected

Implementation Steps:

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

Description:

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

List of PBS Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

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

PBS Expectations Documents

PBS Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

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

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

Program Area(s): Professional Education

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

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 the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Conflict Resolution/Climate Manager - Establish a Conflict Resolution Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a team that will develop clear and consistent uniform expectations for conflict resolution. 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 Conflict Resolution Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Conflict Resolution/Climate Manager - Establish the Conflict Resolution Practices, Policies, and Expectations

Description:

The Conflict Resolution/Climate Manager Team, including the Leadership Team will develop clear and consistent expectations, policies and practices for the entire school population. 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.

Conflict Resolution Expectations Documents

Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Conflict Resolution/Climate Manager - Communicate the Conflict Resolution Practices, Policies, and Expectations

Description:

The Conflict Resolution/Climate Manager team will share the 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

Conflict Resolution Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Conflict Resolution/Climate Manager- Implement and Reinforce Conflict Resolution

Description:

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

Conflict Resolution Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Conflict Resolution/Climate Manager - Monitor Progress

Description:

The Conflict Resolution Team will monitor progress 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.

Conflict Resolution Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Conflict Resolution/Climate Manager - Evaluate the Effectiveness of the Conflict Resolution Program

Description:

The Conflict Resolution Team will evaluate the effectiveness of the program and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution/School Climate Manager

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Mitchell El Sch.

Assurance of Quality and Accountability

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

Affirmed by Naomi Wyatt on 6/15/2016

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 6/14/2016

Board President

Affirmed by Naomi Wyatt on 6/15/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

43% of students K-2 are reading on grade level according to the February DRA2 as compared to 23% in June 2016

Decrease out of school suspensions 40% through PBIS and use of restorative practices
35% of families attending monthly school wide events and increase by 60% of parents attending monthly Parent Cafe through work of the SISL, organization of an active SAC and Mitchell Partners group

Describe the continuing areas of concern from the past year.

The number of students reading on grade level by June 2018 according to DRA2 will increase by 10% (Baseline is 43% - 91 students)

To increase the percent of students increasing a performance level (BB to Basic, Basic to Proficient) at each level by 10%.

40% of K-2 family representation, of students reading below grade level, in quarterly literacy workshops (Baseline 0% - 213 families, new initiative)

Increase % of students with zero out of school suspensions by 5% (Baseline is 79% - 817 students)

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Blended Learning, I-Ready and LEXIA.

2015-2016 Improvement Evaluation

Describe the success from the past year.

As shown by climate data, the collaboration of the climate team consisting of the Principal, Climate Manager, Counselor, Deans and behavioral health program, has led to a decrease in serious incidents and suspensions. The PBIS team has spent the year organizing a PBIS program to begin in September 2016. Teachers are implementing responsive classroom techniques in classrooms and hallways. (SLGQ #6)

Teachers have attended ongoing professional development and implemented beginning stages of small group instruction around reading and math in grades K-8. Lexia is being utilized in all grades and students in grades K-4 are increasing levels weekly. Think Through Math has been introduced in grades 3-8. Analysis of ongoing K-3 Reading data strongly suggests forward movement in DRA2 levels and Aimsweb results. Collaboration is focused and reflective among SBTL, CLI, Reading Specialist and K-3 staff around lesson planning, assessment, SGI and professional development. Staff meets weekly by grade

bands (K-2, 3-4, 5-8) for professional development and collaboration around instruction and climate. (SLGQ #2)

Our library is being utilized schoolwide for small group instruction, tutoring programs, data analysis and whole class library skills. Test Taking Thursdays and data analysis have been implemented schoolwide bi-weekly in support of PSSA.

Technology has been integrated into each room for SGI.

Numerous community partnerships have been strengthened and/or initiated around climate, facilities and instruction.

Describe the continuing areas of concern from the past year.

As indicated in our academic data, our challenges are schoolwide for math and literacy. In K-3, our DRA2 data shows that approximately 60% are intensive or strategic. Grades 3-4 have less than 15% performing proficient or advanced on PSSA. We have no students in middle years, 5th -8th, scoring proficient or advanced in Reading or Math on PSSA.

We have 48 students currently receiving behavioral health services and many in the transition phase for needed services. We have high incidences of conflict among students requiring active mediation and students who elope from class daily in our younger grades. Our lunchroom is overcrowded and a socialized recess program is needed.

We have upwards of 15 students at all times on the list to be tested for IEPs. We do not have a released SEL.

We have a high percentage of families in need with regard to custody challenges, financial support and/or DHS involvement.

Describe the initiatives that have been revised.

Domain 1: Use data to inform instruction.

Domain 1: Use Professional Development to increase teacher effectiveness.

Domain 2: Utilize PBIS and Restorative Practices to provide a safe school environment.

Domain 4: Increase parent and community engagement.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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.

Differentiated Instruction will continue to be implemented school wide by all teachers and

staff. The leadership team will continue to monitor the implementation of instructional strategies through lesson plans and formal/informal observations. The Danielson Framework will continue to be used as the foundation for assessing and supporting teaching practices.

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

Describe the initiatives that have been revised.

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.