

Munoz-Marin Luis

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Munoz-Marin Luis

3300 N 3rd St
Philadelphia, PA 19140
(215)291-8825

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Ariel Lajara
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Ariel Lajara	Building Principal : School Improvement Plan
Maria Cruz	Business Representative
Carlos Sanchez	Community Representative
Mary Kate Kilpatrick	Ed Specialist - Other
Rachel Moore	Ed Specialist - Other
Aleida Garcia	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Carlos Sanchez	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
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- District's annual report
- District report card
- 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.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits

- 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	1/20/2017 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	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	3/13/2017 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	4/7/2017 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.

Teacher K through 5th grade are now using the AIMSWeb to assess their students 3 times a year: Fall, Winter & Spring. AIMSWeb provides reports that are used in combination with DRAs/Gates and Anecdotal Notes for instructional grouping (Guided Reading) and to provide differentiated instruction. Students in grades 3 through 8 take the District's ELA and Math Benchmarks 3 times a year. Teachers must complete Benchmarks Protocols by analyzing the results and identify areas of deficits. The have to develop a plan to provide review and ret-teaching those areas.

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	No
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 administrated by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Promotion rate indicator 100%

Accomplishment #2:

Attendance rate indicator 90.08%

Accomplishment #3:

Met the 95% target for test participation rate in Math 95.66% and ELA 95.46%

Accomplishment #4:

Exceeded 2016 growth measure in Math in grades 6 and 8

Accomplishment #5:

Exceeded three-year growth measure in Math, grade 6.

Accomplishment #6:

Exceeded 2016 growth measure in ELA/Literature in grade 6

School Concerns

Concern #1:

School Performance Profile Building Level Score 42.7 Federal Designation Focus

Concern #2:

2.17% proficient or advanced in Mathematics

Grades 4,5, 7 did not show a positive three year trend in Math

Concern #3:

9.73% Proficient or advanced in ELA/Literature

Grades 4,5,6 7,8 did not show a positive three-year trend in Reading

Concern #4:

26.26% Proficient or advanced in Science

Concern #5:

Indicators of Academic Achievement

Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	2.17
ELA/Literature- Percent Proficient or Advanced on PSSA/Keystone	9.73
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	26.26
Grade 3 ELA- Percent Proficient or Advanced	17.5

Concern #6:

30.9% Chronic Tardiness

Concern #7:

Chronically Truant 23.7%

Concern #8:

69 Suspension YTD

Concern #9:

Indicators of Closing the Achievement Gap - All Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Concern #10:

Indicators of Academic Growth/PVAAS

Science/Biology - Meeting Annual Academic Growth Expectations	63.00
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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:

School Performance Profile Building Level Score 42.7 Federal Designation Focus

2.17% proficient or advanced in Mathematics

Grades 4,5, 7 did not show a positive three year trend in Math

9.73% Proficient or advanced in ELA/Literature

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

26.26% Proficient or advanced in Science

Indicators of Academic Achievement

Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	2.17
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ELA/Literature- Percent Proficient or Advanced on	9.73
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PSSA/Keystone	
Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	26.26
Grade 3 ELA- Percent Proficient or Advanced	17.5

Indicators of Closing the Achievement Gap - All Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth/PVAAS

Science/Biology - Meeting Annual Academic Growth Expectations	63.00
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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:

School Performance Profile Building Level Score 42.7 Federal Designation Focus

9.73% Proficient or advanced in ELA/Literature

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

26.26% Proficient or advanced in Science

30.9% Chronic Tardiness

Chronically Truant 23.7%

69 Suspension YTD

Systemic Challenge #3 (*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:

School Performance Profile Building Level Score 42.7 Federal Designation Focus

2.17% proficient or advanced in Mathematics

Grades 4,5, 7 did not show a positive three year trend in Math

Indicators of Academic Achievement

Mathematics/Algebra I - Percent Proficient or Advanced on PSSA/Keystone	2.17
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ELA/Literature- Percent Proficient or Advanced on PSSA/Keystone	9.73
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Science/Biology - Percent Proficient or Advanced on PSSA/Keystone	26.26
Grade 3 ELA- Percent Proficient or Advanced	17.5

30.9% Chronic Tardiness

Chronically Truant 23.7%

69 Suspension YTD

Indicators of Closing the Achievement Gap - All Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00
ELA/Literature - Percent of Required Gap Closure Met	0.00
Science/Biology - Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth/PVAAS

Science/Biology - Meeting Annual Academic Growth Expectations	63.00
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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: 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: End of Unit Assessments
Monthly
October 2017-June 2018

Specific Targets: 15% 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: Standards

*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: Standards

*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: Standards

*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: Standards

Small Group Instruction

Description:

This strategy is used within the entire K-8 program and is SDP's expected instructional model. Based upon our iReady data, we have made about 5% growth overall in reading and 5% overall growth in math. Additionally (Growth from CFU #1 -> CFU #2 = +12.2%

Growth from CFU #1 -> CFU #2 = +10.4%

Growth from CFU #1 -> CFU #2 = +6.5%)

SAS Alignment: Instruction

I- Ready

Description:

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.

<http://www.curriculumassociates.com/products/read>

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.

Indicator of Implementation:

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

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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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.

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

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.

Indicator of Implementation:

Walk through 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 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.

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Conduct Walkthroughs

Description:

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

Indicator of Implementation:

Agenda

Sign-in sheet

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.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Indicator of Implementation:

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 -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.

Indicator of Implementation:

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

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.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

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.

Indicator of Implementation:

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.
Indicator of Implementation:

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 – Monitor and Evaluate 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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Small Group Instruction - Implementation

Description:

Based upon the evidence, we believe that the Turnaround Network CFU's, iReady diagnostic, and guided reading/small group math instructional approach will help us reach our academic growth goals.

iReady progress monitoring weekly CFU 3 times annually quarterly benchmark assessments

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Small Group Instruction

Small Group Instruction - Data Analysis and Evaluation

Description:

Small group instruction will be evaluated by student progress and implementation of the small groups by the teachers.

Formal and Informal Observations

Walkthroughs

Exit Tickets

Teacher Assessments

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

Program Area(s):

Supported Strategies:

- Small Group Instruction

I- Ready - Implementation

Description:

Using iReady, teachers will ensure that we are providing students with the expected 90 minutes of intervention instruction. Students thus far have made a 5% increase in performance. I-Ready weekly data I-Ready quarterly diagnostics

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Small Group Instruction
- I- Ready

I-Ready - Data Analysis

Description:

Through data tracking and professional observations, the I-Ready implementation will be measured for effective implementation

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

Program Area(s):

Supported Strategies:

- I- Ready

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: School Net

2017 – 2018

Specific Targets: Decrease the number of chronically tardy students

Type: Interim

Data Source: School Net

2017 – 2018

Specific Targets: Decrease the number of chronically truant students

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2017 June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: Reduce in the number of serious incidents for all level 2 incidents by the end of the school year by 10%

Type: Interim

Data Source: Schoolnet/ Response to Intervention and Instruction (RTII)

September 2017– June 2018

Specific Targets: Decrease the number of student referrals to Tiers II and III for attendance and truancy

Strategies:

School-wide Attendance Incentive Program:

Description:

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

Character and Social Skill Building Program/ PBIS:

Description:

Character and Social Skill Building Program/ PBIS: Students will be taught character education lessons and interpersonal skills through a Positive Behavior Intervention Support to broaden their ability to get along with teachers and peers, contributing to the learning environment and classroom management. The Use of Cooperative Learning Strategies complemented by Positive and Productive Student and Teacher Interactions will improve student behavior and promote a shared vision of a positive school climate.

SAS Alignment: None selected

Implementation Steps:

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

Program Area(s): Professional Education

Supported Strategies:

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

Program Area(s): Professional Education

Supported Strategies:

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

Program Area(s): Professional Education

Supported Strategies:

- 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.

Calendar of School-wide Incentives

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

Program Area(s):

Supported Strategies:

- 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.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

Character and Social Skill Building Program/PBIS- Establish a Positive Behavior Intervention and Support (PBIS) 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 PBIS Team Members

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

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Program/ PBIS:

Character and Social Skill Building Program/PBIS- Establish the PBIS 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:

- Character and Social Skill Building Program/ PBIS:

Character and Social Skill Building Program/PBIS -Communicate the PBIS 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:

- Character and Social Skill Building Program/ PBIS:

Character and Social Skill Building Program/PBIS -Implement and Reinforce PBIS

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:

- Character and Social Skill Building Program/ PBIS:

Character and Social Skill Building Program/PBIS Monitor Progress of PBIS

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:

- Character and Social Skill Building Program/ PBIS:

Character and Social Skill Building Program/PBIS- Evaluate the Effectiveness of the PBS Program,

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Character and Social Skill Building Program/ PBIS:

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 1.5 year's growth in reading and math for all student groups.

Type: Annual

Data Source: PA School Performance Profile

Specific Targets: Increase Building Level Score

Type: Interim

Data Source: DIBELS

September 2017– June 2018

Specific Targets: Kindergarten Students will show improvement from Beginning to Middle, and Middle to End of year in Phoneme Segmentation Fluency, Letter Naming Fluency and Initial Sound Fluency

Increase letter naming fluency to 60% or more low risk by the end of the year.

Increase fluency to 60% or more low risk by the end of the year.

Type: Interim

Data Source: DRA/WRAP/GATES

September 2017 – June 2018

Specific Targets: 50% or more students will increase in reading skills by one grade level

Strategies:

Data Analysis Procedures

Description:

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

SAS Alignment: None selected

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 Analysis Procedures – Professional Development

Description:

Professional Development on Using Data to Drive Instruction and Creating Assessments will be offered to all teachers, to ensure knowledgeable and consistent implementation of effective instructional practices and assessments that meet the needs of all students.

PD Calendar

Data Calendar

Feedback Form

Walkthrough Process

Informal and Formal Observations

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Pre/Post Assessment

Description:

Incorporate pre and on-going assessment which informs teachers to better provide a menu of approaches, choices, and scaffolds for the varying needs, interests, and abilities that exist in classrooms of diverse students.

Monitoring Tool

Student Portfolio

Informal and Formal Observations

Unit Assessments

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures – Develop Data Team

Description:

Administrator will select a team of experienced teachers to serve on the Data Team; who will collaboratively create quarterly assessments for Grades K-8 that align with eligible content and standards.

Data Team Sign-in sheets

List of assigned members and responsibilities

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

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

Teachers will analyze and complete Marin Data Form IOT drive instruction.

Copy of Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

*Data Analysis Procedures – Data Collection***Description:**

Teachers will collect data from common Grade Unit assessments, including both formative and summative assessments, Standardized Tests, Quarterly Benchmarks, and Gates, WRAP, and DRA and document on a school based generated form for analysis.

Data Form Completed

Student Portfolios

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Plan of Action

Description:

Identification of students just below proficiency, progress made from last benchmark, how much time until PSSA, identify students needing intervention or enrichment, and what areas to target.

Lesson Plans

Walkthroughs

Flexible Grouping

Differentiated Instruction

Intervention Rosters

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Analyze

Description:

Teachers will follow steps to analyze student achievement through created list of questions to ask, how to record, share analysis, and a plan for action. Data Team Members

School Based Data Tracking Form

Student Passport

Data Team minutes and summaries

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development

Description:

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 Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

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.

Calendar of Monthly Meetings

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Collect Data

Description:

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

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, the Data Analysis Team 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): Professional Education

Supported Strategies:

- Data Informed Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Munoz-Marin Luis.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Munoz-Marin Luis 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 Munoz-Marin Luis 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.

Students participate in 3 diagnostic assessments per year, to monitor their growth in Mathematics. Students participate in at least 45 minutes/per week of web-based i-Ready Mathematics. The Mathematics Academic Coach support teachers, weekly, with the implementation of small group instruction, aligned to the students' instructional needs. The DRA data is used to evaluate student performance from grades K-3. Teachers use the data to monitor and develop reading behaviors aligned to grade level targets. Teachers utilize the data to facilitate small group instruction, during the scheduled Literacy Block and Intervention.

The Restorative model enables teachers to implement social and behavioral strategies to reduce student suspensions.

Students participate in 3 diagnostic assessments per year, to monitor their growth in Literacy. Students participate in at least 45 minutes/per week of web-based i-Ready Literacy. The Literacy Academic Coach support teachers, weekly, with the implementation of small group instruction, aligned to the students' instructional needs.

Describe the continuing areas of concern from the past year.

3rd grade will demonstrate at least 1.5 years of growth, as determined by the third i-Ready Diagnostic |CFU | Benchmark.

35% of our 3rd grade students will reach, or exceed grade level Reading targets, as determined by the DRA2 and AIMSweb.

93% of students will have zero out-of-school suspensions.

3rd grade will demonstrate at least 1.5 years of growth, as determined by the fourth i-Ready Diagnostic | CFU | Benchmark.

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Small Group Instruction and I-Ready.

2015-2016 Improvement Evaluation

Describe the success from the past year.

SLGQ #2, 4, and 6: With an intensive focus on Early Literacy K-2, and quarterly DRA assessments, we have seen growth in K-2 Reading Levels. Kindergarten has moved in all three levels, however 18 students, 26% of students, moved from Strategic to Target. 1st Grade also had growth in all levels, but specifically 15 students, 18% of students, moved from Strategic to Target.

2nd Grade showed improvement in all areas, with 10 students, 8% of students specifically moving from Strategic to Target. The percentage of students reading at grade levels in grades K – 2 is 46% which is an improvement from 39% in 2014-15.

The percentage of students with > or = to 95% attendance is 43% which is an improvement from 30% in 2014-15.

The percentage of students with zero out-of-school suspensions is 93% which is an improvement from 88% in 2014-15.

Describe the continuing areas of concern from the past year.

The combined analysis of all data gathered from various sources: Aims, DRA2/Gates, SDP Benchmarks, PDE PVASS/Emetric, etc. and the ability of our teachers to productively apply results to improve instruction with positive results on students' academic improvement.

The ability of all teachers to provide Differentiated Instruction during Guided Reading and Math, Cooperative Practice (Centers) and Independent Work (Homework).

The ability of all teachers to apply in lesson planning and daily instruction the strategies, best practices and research-based techniques learned during professional development, trainings and workshops (SLGQ #4 and 6).

Describe the initiatives that have been revised.

Data Analysis (SLGQ #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. Professional education that provides all educators, including the principal, with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making needs to be given high priority.

Instructional Practices (SLGQ #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.

All teachers do not use multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage or meet student learning needs.

School Climate (SLGQ #6): Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. Attendance monitoring programs need to be fully implemented within the school by all educators

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4, 6, & 2, are currently being addressed within the Comprehensive Plan. Monitoring of strategies, such as: Professional Development, specifically focused on Balanced Literacy, and Differentiated Small Group Instruction has demonstrated that effective instructional techniques have improved student achievement. Teachers have been able to Differentiate Instruction utilizing the Curriculum Engine to access instructional resources and lessons. Action Steps aligned to SLGQs 4, 6, & 2 have provided tangible evidence that we are meeting our criteria of successful implementation.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 4, 2, & 6. Through the use of Data Analysis procedures and data informed instruction, teachers will be able to identify student's strengths and weaknesses and provide targeted support and instruction to increase student achievement. The school will continue implementing the school-wide attendance incentive program and the Character and Social Skill Building Program to create a school-wide culture of consistent attendance and family outreach to ensure students are engaged in the classroom. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies, and interventions associated with SLGQs 2, 4, & 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 4, 2, & 6 we will continue to assess and amend the implementation of strategies. We were selected by the district for a formal PBIS which has yet to be activated by the district and to increase professional development before and after school in order to increase student achievement.