Potter-Thomas Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Potter-Thomas Sch

3001 N 6th St
Philadelphia, PA 19133
(215)227-4423

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Dywonne Davis Harris
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Ellen Linky	Academic Recovery Liaison : School Improvement Plan
Dywonne Davis-Harris	Building Principal : School Improvement Plan
Carolyn Singleton	Business Representative
Tammy Rhoades	Ed Specialist - Other
Kate O'Boyle	Elementary School Teacher - Special Education
Nate Diehl	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Luz Pratts	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

- o Frequent Monitoring of Teaching and Learning

- o Focused Professional Development

- o Supportive Learning Environment

- o 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:

    - o 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.

    - o 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.

    - o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

    - o 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.

    - o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

    - o 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.

    - o 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.

- 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:

Yes

Coordination of Programs

Technical Assistance

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

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

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

Provider	Meeting Date	Type of Assistance
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	3/7/2017 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	Conference call to assist with 2017-2018 School Planning Tab 3
Office of Federal Programs Design and Implementation	1/13/2017 12:00:00 AM	Comprehensive plan monitoring visit

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

Weekly Data Meetings and Monthly Data Summits take place at Potter Thomas Promise Academy. During the scheduled Weekly Data Meetings, student achievement data in math, literacy, and science is presented by individual teachers and analyzed so that best practices can be shared amongst teachers to be implemented by others, in order to improve student achievement. The specific data sources that are reviewed weekly are teacher-made tests, quizzes, observational data (administrative observations and peer observations), guided reading running records and writing samples. During the scheduled Monthly Data Summits, checking for Understanding Data, Benchmark Assessment Data, PSSA Data, ACCESS (WIDA) Test - for ESOL Students, IEP information, Attendance Data, Instructional Reading Level Data (AIMS Web, DRAII, Gates McGinitie and Discipline Data is presented, analyzed and utilized to develop interventions, to guide lesson planning and assessment. All teachers (regular education, special education and ESOL teachers) meet within grade and/or content-specific teams with the principal and the School Based Teacher leaders to engage in student specific, grade specific, subgroup specific and whole group related data-driven conversations and intervention and/or enrichment planning. The leadership evaluates the success of specific intervention programs (scripted programs, such as i-Ready, Corrective Reading and Math, Reading Mastery and Connecting Math Concepts and technology based interventions such as Head Sprout and Imagine Learning) and curriculum materials (leveled guided reading books, Holt Science, MY Math, Glencoe Literature, Reach, Prentice Hall) by a careful review of student specific, class specific and grade specific data on a monthly basis. Plans for modification of instructional strategies and implementation are developed based upon student specific, classroom specific, grade specific, whole group and sub-group specific data.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that

students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	Yes
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 administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:
Promotion rate indicator 100%

Accomplishment #2:
Attendance rate indicator 89.89%

Accomplishment #3:
Grade 7 exceeded the 2016 growth measure in Math. Grade 4,7 exceeded the three year growth measure in Math

Accomplishment #4:
Met the 95% test participation target in Math 98.33%, ELA Literature 98.51%, and Science/Biology 98.32%

Accomplishment #5:
Grade 6 exceeded the 2016 growth measure in ELA/ Literature

Accomplishment #6:
Grade 7 exceeded the three year growth measure in ELA / Literature

School Concerns

Concern #1:
36.3 School Performance Profile Building Level Score Designation Priority

Concern #2:
4.28% proficient or advanced on Mathematics PSSA

Grades 5, 6, did not show a positive three-year trend in Mathematics

Concern #3:
10.96 % proficient or advanced on ELA / Literature PSSA

Grades 4,5, 8, did not show a positive three year trend in ELA / Literature

Concern #4:
17.17% proficient or advanced in Science

Concern #5:
Grade 3 ELA- Percent Proficient or Advanced 7.69%

Concern #6:
26.9% Truancy YTD

Concern #7:
21.1% Tardiness YTD

Concern #8:
87 Suspensions YTD

Concern #9:
92.1% Average Daily Attendance

Concern #10:

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

Concern #11:

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

ELA/Literature - Meeting Annual Academic Growth Expectations indicators by PVAAS	50.00
Science/Biology - Meeting Annual Academic Growth Expectations indicators by PVAAS	56.00

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:

36.3 School Performance Profile Building Level Score Designation Priority

4.28% proficient or advanced on Mathematics PSSA

Grades 5, 6, did not show a positive three year trend in Mathematics

10.96 % proficient or advanced on ELA / Literature PSSA

Grades 4,5, 8, did not show a positive three-year trend in ELA / Literature

17.17% proficient or advanced in Science

Grade 3 ELA- Percent Proficient or Advanced 7.69%

26.9% Truancy YTD

21.1% Tardiness YTD

87 Suspensions YTD

92.1% Average Daily Attendance

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

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

ELA/Literature - Meeting Annual Academic Growth Expectations indicators by PVAAS	50.00
Science/Biology - Meeting Annual Academic Growth Expectations indicators by PVAAS	56.00

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:

        36.3 School Performance Profile Building Level Score Designation Priority

4.28% proficient or advanced on Mathematics PSSA

Grades 5, 6, did not show a positive three year trend in Mathematics

10.96 % proficient or advanced on ELA / Literature PSSA

Grades 4,5, 8, did not show a positive three year trend in ELA / Literature

17.17% proficient or advanced in Science

Grade 3 ELA- Percent Proficient or Advanced 7.69%

26.9% Truancy YTD

21.1% Tardiness YTD

87 Suspensions YTD

92.1% Average Daily Attendance

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

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

ELA/Literature - Meeting Annual Academic Growth Expectations indicators by PVAAS	50.00
Science/Biology - Meeting Annual Academic Growth Expectations indicators by PVAAS	56.00

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:

Professional Development

Description:

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

SAS Alignment: None selected

Informal, Formal and Peer Observations:

Description:

Informal and Formal observations will be implemented by the principal, in-house mentors and grade partners to monitor the implementation of identified research-based instructional strategies. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: None selected

Collaborative Planning:

Description:

Collaborative planning will be implemented to enable the regular education, ESOL, and Special Education Teachers for each grade to collaboratively work together. Teachers would utilize the planning sessions to develop lessons that are differentiated, share research based instructional strategies and tools and benefit from each team member's expertise in their area of certification. This will enrich the daily lessons that are taught inside the classrooms, improve co-teaching and ensure that all students benefit from lessons that are differentiated according to content, process and/or product, which meet their academic needs and which also appeal to their diverse learning styles.

SAS Alignment: None selected

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.

SAS Alignment: Instruction

Implementation Steps:

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- 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 professional development has improved both teacher and student outcomes.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

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

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Program Area(s):

Supported Strategies:

- Informal, Formal and Peer 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.

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal, Formal and Peer 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.

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal, Formal and Peer Observations:

Informal and formal observations -Conduct Walkthroughs

Description:

The principal and the instructional leadership team will engage in regular classroom observations, focusing upon the implementation of the identified research-based differentiated instructional strategy(ies).

Schedule, walkthrough forms

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

Program Area(s):

Supported Strategies:

- Informal, Formal and Peer Observations:

Informal and formal Observation - Feedback

Description:

The principal and the instructional leadership team will provide written feedback immediately following the observation. A Reflective Post-Discussion will take place within 24 hours following the observation (as needed) to discuss the strengths of the instruction, as well as the areas in need of improvement. Student data will always guide all discussions.

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal, Formal and Peer Observations:

Collaborative Planning- Create Schedule

Description:

A schedule for peer observations will be developed by the principal and instructional leadership team.

Peer Observation Schedule

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

Collaborative Planning- Share Schedule

Description:

The principal and instructional leadership team will distribute the observation schedule electronically to select staff members to ensure that teachers have opportunities to observe their peers effectively implementing the selected research-based differentiated instructional strategies.

Peer Observation Schedule

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

Collaborative Planning- Create and Share Peer Observation Protocol

Description:

 The principal and instructional leadership team will create and share electronically a peer observation protocol that teachers will be expected to complete, while engaging in the peer observation to establish focus for the observation.

Peer Observation protocol

Peer Observation Feedback Session

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

Collaborative Planning- Conduct Peer Observations

Description:

The peer observer teacher will conduct observations of the observed teacher around the establish focus for the observation. The observed teacher and the peer observer will hold a feedback session within 24 hours to discuss lessons/strategies learned.

Peer Observation protocol

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

Collaborative Planning- Provide feedback on the Peer Observations

Description:

The observed teacher and the peer observer will hold a feedback session within 24 hours to discuss lessons/strategies learned

Peer Observation protocol

Peer Observation Feedback Session Agenda and Sign-in

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

Collaborative Planning- Co-teaching of Differentiated Lessons

Description:

To effectively support peer teachers, teacher teams will engage in collaborative lesson planning, and strategically incorporate the identified research-based differentiated instructional strategies into all lessons. Opportunities for co-teaching and for small-group instruction will be planned during this time, as well as additional needed materials will be identified.

Collaborative Planning Schedule

Collaborative Planning Agendas and Sign-In Sheets

Student Assessment Data (formative and summative)

Differentiated lesson plans

ESOL, Special Education Teacher schedules

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

Program Area(s):

Supported Strategies:

- Collaborative Planning:

I- Ready - Implementation

Description:

Through the purchase of a Literacy Coach and professional development for first grade teachers our staff with the incorporation of Guided Reading/ Small Group Instruction and I-Ready will increase the number of 1st grade students reading on target by 12%

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

Program Area(s):

Supported Strategies:

- I- Ready

I-Ready- Data Analysis

Description:

The effectiveness of the I-Ready program's implementation will be measured through professional observation and 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: None selected

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

Indicators of Effectiveness:

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 10% in the number of students scoring proficient or advanced in all tested subjects and in all student groups.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 100% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Annual

Data Source: School Net (Attendance

Specific Targets: 92% of students will meet the attendance requirements.

Type: Interim

Data Source: Online Gradebook

Specific Targets: Increase of up to 25% or more in homework completion for all student groups.

Strategies:

Student Progress Monitoring:

Description:

Students will be implemented to enable students to take ownership of monitoring their own achievement data. Instructional staff members will provide explicit instruction to all students, on how to strategically monitor their own achievement

data in order to establish individualized learning goals. his will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Data Informed Instruction

Description:

Data Informed Instruction: Data informed instruction will be implemented to assist teachers and staff in understanding how 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:

Student Progress Monitoring- Professional Development

Description:

Professional Development will be provided to all staff members by the principal to increase their understanding of the importance and the benefits of students monitoring their own achievement data.   Specific articles, which detail research regarding the benefits of students engaging in self-monitoring will be discussed.

 Professional Development Agenda and Sign-In

Handouts (PD)

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Student Progress Monitoring: Create Schedule and Student Analysis Protocol

Description:

A Student Analysis Protocol and data conference schedule will be developed to ensure that time on task is productive and centered on analyzing data and sharing learning practices that increase student mastery of standards. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Data monitoring tools

Data Conference Schedule

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Student Progress Monitoring: Share Schedule and Protocol

Description:

The Student Analysis Protocol and data conference schedule will be shared to ensure that time on task is productive and centered on analyzing data and sharing learning practices that increase student mastery of standards. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Data monitoring tools

Student data analysis protocol

Data Conference Schedule

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Student Progress Monitoring: Collect Student Data

Description:

Each week, students in collaboration with the classroom teachers will gather data and will record and monitor individualized achievement data (assessment, discipline and attendance), and will develop and monitor and revise (if necessary individual learning goals based upon the data. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Differentiated Student Data Monitoring Protocol

Student Data

Data Conference Protocol

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Student Progress Monitoring: Monitoring of Achievement Data and Individual Learning Goal Development and Monitoring

Description:

Data Conferences will take place between the teachers and the students on a monthly basis. The data monitoring tools will be differentiated according to grade level, learning style, and student-ability level. Individualized student data, such as attendance, end of the unit tests results, compliance with behavior expectations, homework completion, PSSA results, etc. will be monitored.

Differentiated Student Data Monitoring Protocol

Student Data

Data Conference Protocol

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Student Progress Monitoring: Facilitation of Modified and Adapted Differentiated Lessons, based upon Student Achievement Data and Individual Learning Goals.

Description:

All instructional staff members will facilitate modified and adapted differentiated lessons, based upon the student achievement data recorded in the individualized data monitoring tool and the individualized learning goals to promote student academic achievement and the accomplishment of identified goals.

Lesson Plans (modified and adapted)

Student Data

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

Program Area(s):

Supported Strategies:

- Student Progress Monitoring:

Data Informed Instruction- 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 to ensure the consistent implementation of effective instructional practices that meet the needs of all students.

 Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s):

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.

Administrator; SBTL; SBTL; Leadership Team; Instructional staff members

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 to ensure school-wide use of data to guide the consistent implementation of effective instructional practices that meet the needs of all students.

Data Binders

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

Program Area(s):

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 to ensure school-wide use of data to guide the consistent implementation of effective instructional practices that meet the needs of all students.

Data Protocols

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

Program Area(s):

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 to ensure consistent implementation of effective instructional practices that meet the needs of all students.

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.

Standards Aligned System Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Intervention Implementation

Description:

Teachers and staff will implement reading and math intervention during scheduled class or intervention period with fidelity in order to ensure consistent implementation of effective instructional practices that meet the needs of all students across the classrooms

SAS Materials and Resources

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction – Monitor and Evaluate

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):

Supported Strategies:

- Data Informed Instruction

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Potter-Thomas Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Potter-Thomas 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 Potter-Thomas 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.

By the end of second quarter, 75% of Kindergarten students are reading on grade level, as indicated by Quarter 2 DRA's.
By the end of second quarter, 38% of 7th grade students are reading on or above grade level, as indicated by the Gates MacGinitie.
On the second Benchmark, 3rd grade students demonstrated 13% growth in mathematics.
 97.5% of teachers with >1 year of teaching experience were retained.

Describe the continuing areas of concern from the past year.

Increase the number of 1st grade students reading on target by 12% (baseline is 23% - 16 students).
 Increase the number of 3rd, 4th, 5th, 6th, and 8th grade students reading on target by a minimum of 10% (baseline of 33-43%).
 Increase the number of 4th through 8th grade students Mathematics Benchmark scores by a minimum of 10% (baseline range of 23%-42%).
 Retain 100% of new teachers for the entire school year (baseline of 20%).

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the implementation of I-Ready

2015-2016 Improvement Evaluation

Describe the success from the past year.

The success from the last year includes the following:

- Experienced and consistent leadership,

- A decrease of serious incidents, an increase in daily attendance (increase of 3%) increase in student enrollment (increase o 85 students in the last 2 years). (SLGQ #6)

- Faculty members are diligently implementing the curriculum using the PA Common Core standards.

- The school is student-centered. (SLGQ #4)

- The understanding of data and how to use it for improved student achievement are increasing among faculty.   (SLGQ #2)

- A system for students owning their own data has been developed

- Teachers serving in specialized responsibilities are serving students and faculty effectively (i.e. Dean, SBTL, school improvement support liaison, teacher mentors, etc.)

Describe the continuing areas of concern from the past year.
The continuing areas of concerns from the first two years.

- Increase the number of students who read on grade level.

- Increase the number of students who can perform math at grade level.

- Build prerequisite skills so that students can handle grade level curriculum.

- Sustain student punctuality and attendance.

- Students skills in writing needs serious improvements

- Mobility of students.

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

- Increase the number of students who read on grade level.

- Increase the number of students who can perform math at grade level

- Develop students writing skills across the curriculum (using Lucy Caulkins' series)/ using professional development, scheduling

- Build prerequisite skills so that students can handle grade level curriculum

- Sustain student punctuality and attendance

- Increase the number of students eligible for magnet high schools (This translates into higher academic performance, responsible behavior, and high attendance.)

- Engaging parents in supporting their children's academic performance (perseverance, diligence, attentiveness to completion of school work as well as skill development)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 and 2 are being 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.

Successes include:

o   Professional Development has been provided weekly and during before and after-school hours to all instructional staff members on analyzing data, differentiating instruction to meet the needs of all students, language acquisition strategies, as well as standards-aligned instruction, which has successfully improved the quality of instruction that has taken place at Potter Thomas.

o   Feedback provided as the result of informal and formal observations has improved professional practice, as evidenced by improved lesson planning, positive classroom management, increased engagement and critical thinking skills.

o   Peer observations have promoted consistency and alignment of instruction throughout all grades. The understanding of data and how to use it for improved student achievement are increasing among faculty

o   Teachers collaboratively plan on a weekly basis during professional learning community meetings, in order to develop rigorous, standards-aligned instruction.

o   A system for students owning their own data has been developed and students are becoming accountable for recording, monitoring and analyzing their individual data.

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 and 2. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 2with increased focus on the following:
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o   Additional professional development will continue to be facilitated to all instructional staff members in instructional best practices, understanding the PA Common Core Standards, increasing engagement, differentiating instruction to meet the needs of all students, and supporting language acquisition.

o   Informal and formal observations of teaching and learning, as well as peer observations will continue to be a priority. The feedback will be used to improve instructional delivery and to increase teacher knowledge of best practices.

o   Collaborative planning time will continue to be built in the regular school schedule, to provide opportunities for teachers to collaboratively plan standards-aligned, rigorous, differentiated lessons on a weekly basis.

o   Individual student achievement data, as well as class specific and school-wide data will continue to be critically analyzed, used to drive instruction and monitored to ensure student achievement.

o   Daily lessons will continue to be differentiated to meet the needs of all students.

Describe the initiatives that have been revised.

Revised Initiatives include: 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.