Philadelphia SD

Working Draft District Level Plan

07/01/2015-06/30/2018

District Profile

District Name:		The School District of Philadelphia	
Street Address:		440 North Broad Street	
Post Office (City/Town):		Philadelphia	
Zip Code:	19130	Phone Number:	215-400-4000
Superintendent:	William Hite Jr., Ed.D.		
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Planning Process

Since 2013, The School District of Philadelphia (SDP) has developed a regularly updated strategic vision document: the Action Plan. The Action Plan has evolved over the last three school years as the goals and strategies of the School District have been refined. Action Plan 1.0, released in January 2013, identified two anchor goals for the School District: improve academic outcomes for students in all the schools managed and in the charter schools authorized, and ensure the financial stability and sustainability of the District. Action Plan 2.0, released in February 2014, further clarified and expanded the District's priorities to four anchor goals: 100 percent of students will graduate ready for college and career; 100 percent of 8-year-olds will read on grade level; 100 percent of schools will have great principals and teachers; and the School District will have 100 percent of the funding needed for great schools, and zero deficit. Action Plan 3.0, released in March 2015, continues the focus on the District's four Anchor Goals and it details a vision for investments in neighborhood schools, which enroll the overwhelming majority of students, and expanding access to high-quality educational opportunities for all students.

Development of the District's strategic vision document is an ongoing process that seeks to continually refine and improve strategies by engaging school leaders, teachers, district leaders, and staff alongside families and external partners. In Action Plan 3.0, the District incorporated recommendations from listening sessions, interviews, emails, and surveys over the course of last school year in the hopes of giving staff, families, and partners a greater stake in what lies ahead. The goal is to put all stakeholders, particularly teachers and school leaders, in the best position to guide students toward success.

Given the size and scope of The School District of Philadelphia, the strategies that inform the Action Plan are developed by district staff throughout the year rather than as part of specific system-wide strategic planning process timeline. The School District's senior leadership team works with staff across a range of disciplines such as: Academic Supports, Finance, Operations, Information Technology, Talent, and External Relations to prioritize department-specific goals that align with the School District's four larger Anchor Goals and to develop strategies to achieve those goals. "On the ground" feedback from school-based staff helped to shape the development of the School District's strategic vision document, and Action Plan 3.0 specifically reflects the feedback provided by teachers during a series of school listening sessions. As a result of this continuous work, Action Plan 3.0 presents 25 specific actions to help achieve the four Anchor Goals.

During the summer and fall of 2015, a working group was convened by the Interim Chief of Academic Supports to develop the School District's District Level Plan to provide the Pennsylvania Department of Education (PDE) with all required information and analysis as required by the District Level Plan despite the School District using a different platform for its internal strategic plan. The working group was comprised of staff members from all of the School District's major departments with the Interim Chief of Academic Supports serving as the executive sponsor. Members of the School District's leadership team reviewed the District Level Plan prior to it being made available for public comment on the School District's website for further refinement.

The District Level Plan was also developed to meet all PA school code requirements, including the formation of the professional education subcommittee with a range of external members. In accordance with Chapter 4, the main body of this plan submission contains five elements: Professional Education, Teacher Induction, Gifted Education, Student Services, and Pre-K program. Please note that District's Special Education Plan was previously submitted in 2014.

Mission Statement
The School District of Philadelphia will deliver on the civil right of every child in Philadelphia to an excellent public school education and ensure all children graduate from high school ready to succeed, fully engaged as a citizen of our world.

Vision Statement
For all children, a great school, close to where they live.

Shared Values
1. All students can and will learn. We care deeply about each student, and we believe that every student has the potential to learn at high levels. We believe the culture, language, and background that each child brings to school are strengths to build upon, and that we have a responsibility to meet each student's educational needs and goals and provide a safe and engaging environment.

2. High quality instruction is at the core of our work. We believe in the persistent pursuit of excellence in teaching and expertise in content. We strive to deliver instruction that reflects high expectations for learning, that inspires students to meet high standards, and that sparks passionate and joyful interest in learning. We believe in the power of teachers and the principals who support them to provide transformative instructional experiences for all children.

3. Schools are learning organizations. We believe in cultivating respectful and productive relationships amongst all stakeholders that promote critical reflection, shared accountability, and continuous improvement. We are committed to constantly improving the performance of each person and each system within the organization.

4. Parents and families are our partners. Parents and families are the primary custodians of their child's learning. We believe that our role is to work in partnership with parents and families to provide students with the education they need and deserve.

5. We are trusted stewards of public resources. We believe that all District staff is responsible stewards of existing resources whereby all expenditure decisions – no matter how large or small –are aligned with and help to advance the District's strategic priorities. It is equally important that we operate in manner that ensures fiscal and financial stability.

Educational Community

The 130,000 children and youth entrusted to The School District of Philadelphia arrive at our schools every day with an extraordinary range of needs. There are seniors at selective admission schools comparing semester abroad programs at elite colleges. There are 16-year-olds enrolling mid-year in middle school. There are third graders struggling to learn how to read while getting to know their third teacher of the year. Another 63,000 students are in the charter schools we authorize; and our alternative schools serve 3,600 students. Thousands of young people are in and out of school or not in school at all.

The School District is the cornerstone of public education in the City of Philadelphia. Neighborhood schools are open to all students and serve as community anchors. The District's scale and size creates vital economies that reduce costs and enables us to think strategically and propose solutions across multiple schools; allowing for continued investments in research and development while leveraging the contributions of the city's generous philanthropic community. We also celebrate some of the best schools in the state, and many of the District's schools demonstrate extraordinary moments of teaching and learning each day. Most importantly, the District is comprised of thousands of individuals ranging from the dedicated teachers and school leaders, to caring parents and families investing in their local schools, to creative and flexible support staff that are resilient and responsive in the face of a challenging fiscal environment.

Safe and Supportive Schools

Assisting Struggling Schools
The School District of Philadelphia (SDP) primarily utilizes the implementation of Multiple Tier Support Systems (MTSS)-Response to Instruction and Intervention (RtII) Framework to fulfill our role to ensure that every child – regardless of life circumstances, zip code, behavioral challenges, or disability – has access to great schools. The model being implemented addresses Response to Instruction and Intervention (RtII) and Positive Behavior Interventions and Supports (PBIS) approaches that involve targeting specific areas in which students are struggling and then applying increasingly research-based interventions until the barriers to learning are addressed. Integrating both models directly addresses the academic, social, emotional and behavioral development of children from early childhood through adolescence. This represents the foundation of a comprehensive MTSS framework. MTSS leverages the principles of RtII and PBIS and integrates a continuum of system-wide resources, strategies, structures and practices.

In addition to offering a multi-tier approach to assessment and intervention, MTSS integrates a system-wide continuum of supports. Such structures activate homeschooling relationships and bring together partners from the education, mental health, family, social service, medical, juvenile justice, recreation and cultural domains within the multi-tier system. These collaborations, together with educational leadership at the district and school levels, promote the formation of wraparound structures, supports and practices to help students succeed in school.

Children Literacy Initiative (CLI): provides highly qualified Early Literacy Specialists. The methodology assigning of Early Literacy Specialists is to target assistance to 40 K-8 schools designated as Priority or Focus with the lowest School Performance Profile (SPR) score first. The remaining four specialists support the remaining Focus schools.

Reading Specialists: eighteen of lowest performing K-8 Priority and Focus schools where 13% to 23% of the grade 3 Students scored proficient or advanced on the Pennsylvania System of School Assessment (PSSA) reading exam will have additional support of a Reading Specialist. The Reading Specialist identifies students reading two or more grade levels behind in reading as measured by performance of the Developmental Reading Assessment (DRA) II tool. Students who qualify for services from the Reading Specialist will participate in pullout reading instruction for up to four quarters of the school year depending upon student needs.

GEAR-UP: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) is a federal grant initiative that seeks to increase the number of low-income students in specific target populations who are prepared to enter and succeed in postsecondary education. GEAR-UP College Readiness Collaborative Communities Project services are currently in 12 High Schools, 42 Middle Grade Schools (K-8 and Traditional Middle Schools) serving over 6,000 students.

The goals of the project are to increase the academic performance of students, increase rates of high school graduation and postsecondary enrollment, and increase student and parent knowledge of college. The project seeks to increase the percentage of students passing a rigorous academic course sequence; raise student proficiency on the Pennsylvania System of School Assessment (PSSA); increase on-time grade promotion; raise high school graduation rates; decrease the number of unexcused absences; increase student and parent knowledge of the

requirements for postsecondary admission and information about financial aid; and increase postsecondary attendance of project graduates.

Additionally in an effort to assist struggling students, GEAR UP provides credit recovery support, tutoring and academic interventions, as well as, instructional coaching and parent training in order to re-engage students who may be detoured from on time graduation.

ELECT (Education Leading to Employment and Career Training): the ELECT program is a comprehensive, school-based, community-linked program providing academic and social service supports to over 1,000 expectant and parenting students, and their children, enrolled in over 70 schools distributed throughout the city.

For nearly two decades, the School District has been awarded funding from PDE to implement the ELECT program which aims to deliver a broad array of supportive services designed to help expectant and parenting students stay in school, earn a high school diploma or GED, and achieve the self-sufficiency required to make a successful transition to employment.

The program is a positive, proactive approach to improve the future for teen mothers and fathers, their families and our community. The mission of the District's ELECT Programs is to help them as students achieve their highest potential personally and academically, and become successful parents and citizens, by providing the support they need to stay in school through graduation.

The District strives to address the needs of its large urban youth population in the areas of education, social service, health care support, referral to childcare services and preparation for employment through the ELECT program. Each ELECT student receives intensive year-round individual and group services in the required following areas: Case Management; Home Visits; Pregnancy Prevention; Mentoring, Tutoring, Homework Assistance; Parenting and Child Development Education; Health Care and Nutrition Education; Budgeting and Fiscal Planning; Domestic Violence; Vocational/ Career Planning; Higher Education/Postsecondary Education; Access to Child Care and Transportation Services, and Coordination of Community Resources.

Keystone Managers: to improve high school graduation rates, Keystone Content Managers have been hired to support the management of student readiness for Keystone assessments, coordinate school-wide support for students including Keystone Projects, and ensure that teachers of tested areas have access to District/site-based resources. Managers work with designated Comprehensive Priority and Focus High Schools with the lowest graduation rates.

Programs, Strategies and Actions
Which of the following programs, strategies and actions does the LEA apply to provide students safe and supportive schools? (Check all that apply)

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X

Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-Related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services available for all Students	X	X	X	X
Internet Web-Based System for the Management of Student Discipline	X	X	X	X

Provide brief explanation strategies **not** selected and how the District plan to address their incorporation.

N/A

Identifying Gifted Students

The School District believes that all students should be challenged at their appropriate instructional level, and that current and accurate performance data analysis is a critical step in delivering instruction and intervention. The SDP utilizes two screening tools to identify students who may be eligible for gifted services, AIMSweb for grades K-5 and STAR assessments in grades 6-12. The district is working to identify funding in order to provide the STAR assessment in all 6-12 schools.

The School District will utilize the regular data meetings to discuss high performers. Based on their performance on the AIMSweb and STAR assessment, students may be referred for a full gifted multidisciplinary evaluation. During this evaluation, multiple sources of information are considered: performance in class, performance on state assessments, performance on standardized achievement and cognitive assessments, and evidenced student need. All of this information is reviewed by the Gifted Multidisciplinary Team (GMT) to determine eligibility for gifted services. This screening process is conducted by one of our School Psychologists who will assist in completing the Gifted Written Report and, with the GMT, makes an official determination of eligibility. This process will either move to the creation of the Gifted Individual Education Plan or end as a result of such meeting.

In elementary and middle schools, we are working to strengthen the RtII process whereby identified students will receive enrichment services during the day. At the high school level, we offer honors, courses, Advanced Placement courses an International Baccalaureate Diploma Program, concurrent enrollment and offer varied curricula to meet the strengths of high achieving students. Our high school students have also engaged in academic competitions, community leadership activities, self-directed studies, and a host of career development and social/emotional learning opportunities.

The School District's Gifted Program is working to improve outcomes for its students. There is opportunity for individual or small group gifted instruction outside of the general education class, enrichment assignments to supplement the general education curriculum, specialized instruction based on the students' learning styles and need for acceleration, enrichment

experiences for real life learning and skill application, and accelerated curriculum through use of technology for academic advancement. Students will be provided individualized services, instruction, and opportunities based on their gifted needs. Some opportunities include experiences based on student interests/needs or potential career exposure.

We have convened a Gifted Work Group to develop a professional development plan of offerings for teachers to help them know how to best meet the needs of their gifted learners. The school building gifted contact supports and monitors the instruction of gifted students along with the team of teachers.

The School District of Philadelphia does not offer separate gifted programs for students with disabilities. If a student were identified with dual exceptionality, that student would have access to the same gifted programs as his/her non-disabled peer.

Developmental Services
Which of the following developmental services are integrated into all levels of the District's educational program? (Check all that apply)

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs				
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with health requirements –i.e. Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X	X	X
Wellness/Health Appraisal				
Other, please specify below				

Provide an explanation of developmental services:

Academic counseling, career awareness, career development/planning, guidance curriculum, individual student planning and orientation/transition: during the 2014-15 academic year, the District conducted a stakeholder engagement process to develop a comprehensive K-12 District Counseling Plan (the Plan), in accordance with PA Chapters 339, 12, and 4. In August 2015, the School Reform Commission (SRC) approved the adoption and implementation of the Plan for the 2015-2016 school year. The plan outlines the District's mission, goals, roles and responsibilities, program delivery framework, and curriculum for a comprehensive school-counseling program.

Counselors work with students to develop academic and personal goals, identify barriers to those goals, and strategize solutions, through the development of Individual Academic and Career Learning Plans (ILPs) in StudentNet (K-5) and in Naviance (6-12). Counselors process college and financial aid applications, find scholarships and jobs, write recommendation letters for college, scholarship, and job applications as requested, and work with students to develop college and career goals, identify barriers to those goals, and strategize solutions through the development of Individual Academic and Career Learning Plans (ILPs) in StudentNet (K-5) and in Naviance (6-12)

Under the plan, counselors help students become identified and referred for Special Education, educate parents, and provide support for students awaiting Special Education services, provide IEP mandated counseling for some Special Education students, track credits needed for high school graduation, help to identify students eligible for Section 504, develop Section 504 plans, and continually assess student progress.

Guidance Curriculum: the curriculum for college and career awareness/readiness is Naviance, the online system the District just invested in for all students grade 6-12. For behavioral health, counselors use the materials they already have or purchase through school budgets.

Orientation/Transition: counselors support students and their parents/guardians with transitions across the K-12 continuum. For example, they help to coordinate back to school nights in the fall and orientation days in the late summer for incoming 9th grade students.

Individual Student Planning: counselors provide individual student planning to students in grades K-5 through development of their Individual Learning Plans, and in grades 6-12 through Naviance.

Attendance monitoring: School District Policy 204 addresses the attendance requirements for all students in the District. The School District utilizes three systems to monitor attendance in accordance with the policy: the SCN (School Computer Network), School Net and Scholar Chip (high schools only). SCN is the official attendance manager for the District. This system updates daily once information is entered into the system. It also interacts with the other two systems daily at midnight to update any information that has been entered into them during that day. All three systems rely on school based staff to input accurate information into them. The school secretary or designee has a very important role in ensuring that the information is entered daily into the system.

Bullying prevention: School District Policy 249 requires schools to implement programs and

activities that reduce the potential for bullying and to identify those strategies annually in the School's Safety Plan and School Improvement Plan. While every school does not presently have an evidenced based program; the School District is seeking funds to scale-up and expand existing bullying prevention programs such as Olewus, Second Step, and No Place for Hate. The School District has certified trainers in conflict resolution who also train school-based staff on bullying prevention. Because of the School District's relationships with area universities, including Children's Hospital of Philadelphia's Violence Prevention Initiative, there are also university-based bullying and violence prevention programs in several District schools as part of a research study. In addition, the School District is working with schools to ensure that each school has Tier 1 interventions in place to address negative behaviors, including bullying.

Compliance with health requirements: Certified School Nurses conduct mandated state health screenings, and review students' immunization records for students enrolled in public and non-public schools to ensure that students are healthy and ready to learn. Screening data is entered into a database and compiled annually for a state health report that submitted to the Department of Health to ensure mandated services be in compliance.

Emergency and disaster preparedness: in accordance with local, state, and federal mandates, the School District formally adopted the National Incident Management System/Incident Command System (NIMS/ICS) framework for use in incident management, emergency prevention, preparedness, and response, recovery, and mitigation activities. School Comprehensive Safety Plans have been updated to all hazard plans that institutionalize and incorporate all hazards planning at the District and School level. Annual requirements for all schools are to:

- Identify members of the school safety team based on the Incident Command System
- Complete the REM School Safety Plan and provide/update all supporting documentation i.e., list of students/staff, emergency shutdown procedures, school evacuation routes, exercise and drill dates, etc.
- Complete the Vital Information Packet and provide/update all supporting documentation; information is provided to local police, fire, and local emergency management agency in accordance with the PA Safe Schools Act
- Conduct bi-weekly/monthly safety team meetings
- Provide emergency preparedness trainings to staff
- Conduct and document state mandated drills as required by the City of Philadelphia Fire Prevention Code *F.703.3*

The District Emergency Management Liaison develops, maintains, and updates Emergency Response and Crisis Management Resources for schools and parents which are made available via the Office of School Safety website. Resources include but are not limited to:

- Emergency Response Flip Charts
- Incident Management Guidelines
- Major Incident Crisis/Emergency Response Checklist
- Universal Emergency Response Procedures
- Parent Safety Brochure (translated in nine languages)

In addition, Emergency Preparedness trainings are provided upon request. Training topics include:

- Emergency Response & Crisis Management
- NIMS/ICS Orientation (includes Table-Top Exercise)
- Schools Safety Teams - NIMS/ICS Overview (includes Table-Top Exercise)
- School Safety Plan & Compliance
- Universal Emergency Response Procedures

RtII: every school has identified one or more RtII Champions who participate in RtII training throughout the school year. In many cases the principal designates the school counselor as the RtII Champion for behavioral health, a teacher or teacher leader for academics, and possibly another staff person for attendance and truancy. All schools are expected to use data to identify students in need of intervention, to identify appropriate interventions, to progress monitor the effectiveness of those interventions, and to use the online RtII system to document this process.

Health and Wellness Curriculum; Nutrition: the Health and Wellness curriculum is based on PA State standards. The additional Nutrition Education program is supplemental to the Health Ed curriculum. The Curriculum Frameworks scope and sequence is online for all teachers. In addition, we have a Wellness Policy that addresses the comprehensive environment of the school; including movement breaks and recesses, a focus on healthy snacks, foods and fundraisers, and prevention education. We are partnering with the University of Colorado to supplement the Health Education substance abuse prevention, violence prevention and social skills curricula in middle grades, and Special Olympics to provide inclusion in physical activity through Unified Sports teams. We are also working towards full implementation for AEDs in every building.

Diagnostic, Intervention and Referral Services
Which of the following diagnostic, intervention and referral services are integrated into all levels of the District's educational program?

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications				
Administration of Medication	X	X	X	X
Assessment of Academic skills/Aptitude for Learning				
Assessment/Progress Monitoring				
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs				
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X

Student Assistance Program		X	X	X	X
Other, please specify below					

Provide an explanation of diagnostic, intervention and referral services:

Administration of medication: only students who must have medications or treatments in order to be able to remain in school receive them during the school day. Medication is administered in accordance with a detailed medication administration procedure that is set forth in the School Nurse Procedure Manual.

Crisis response/management/intervention: the District adheres to Universal Emergency Response Procedures that are standard, clear directives that may be implemented across a variety of incident or events. Incidences or events such as individual student homicidal, suicidal ideation and student and/or staff death which impact the school community are addressed through protocol which mobilize and deploy a behavioral health response team to assess, plan, and intervene to ensure student safety and wellbeing.

Intervention for actual or potential health problems: School Nurses assure that students with special health needs can have access to school according to disability and civil rights law, by assisting school staff in creating accommodations and care plans for problems that might affect learning. School Nurses participate in RTII process, Chapter 14/IEP's with a medical component meetings and Chapter 15/504 service agreement meetings and coordinate homebound services for students who are unable to attend school for a temporary period.

Individual counseling, small group counseling (coping with life situations), educational planning, and personal and social development: as set forth in the District's Counseling Plan, counselors provide support to individual students through life changing events, assisting them to develop the appropriate interpersonal, organizational, and emotional skills needed for these transitions.

Counselors work to provide a safe haven for young people to talk out every day problems before they become life defeating issues, such as problems with friends, family members, teachers, sexuality, loneliness, and confusion, identity, and making difficult choices. This occurs through both individual and small group counseling.

Counselors make emergency assessment and referral for mental health services of all kinds, from in crisis same-day admissions to the Crisis Response Center, to partial hospitalization admissions, to outpatient mental health services, and to in-school Student Therapeutic Services. Counselors support parents and children throughout these processes.

Counselors help students who are experiencing neglect or abuse, whether physical or sexual, by listening, assessing, and reporting to DHS, providing follow-up information to DHS, and supporting the student throughout the process.

Counselors help students and their families who are homeless receive services. Counselors assist in bullying intervention and offer conflict resolution, peer mediation, and de-escalation of volatile situations.

Student Assistance Program: the Student Assistance Program (SAP) provides assistance to students K-12 in overcoming specific barriers to learning such as drug & alcohol, tobacco and mental health issues in order that they may achieve, remain in school, and advance.

Consultation and Coordination Services
Which of the following consultation and coordination services are integrated into all levels of the District's educational program? (Check all that apply)

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management				
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X
Other, please specify below				

Provide an explanation of consultation and coordination services:

Alternative education: the School District offers a variety of Alternative Education programs and services for students in grades 1 through 12. We offer standalone day school programs, evening programs, a referral center, programs within juvenile justice facilities, and programs for students with serious violations of the Code of Student Conduct. Below is a brief description of each program type or service area.

Grades 1-5: Crossroads Academy at Hunting Park
Crossroads Academy at Hunting Park educates students using a personalized learning model with an emphasis on building academic skills, character education and community learning. Students eligible for Crossroads Academy at Hunting Park are those who are not responding to RtII interventions at their home schools.

Grades 6-8: Crossroads Accelerated Academy
Crossroads Accelerated Academy is a school program for overage middle school students who need an extra boost to get back on track with their peers. The program offers an accelerated curriculum, technology-integrated classrooms, and web-based coursework. Students eligible for Crossroads Accelerated Academy are 15 or 16 years of age in grades 6 through 8.

Grades 9-12: Accelerated High School Programs and Education Options Program
Accelerated high school programs educate students who were formerly disconnected from school (dropped out), are two or more years behind for their age appropriate grade, or are experiencing challenges that put them at great risk for school disengagement. Students must be at least 15 years old to qualify for an Accelerated high school program. Education Options Program (EOP) is an evening high school for adults 17 years of age and older.

Disciplinary Placements Grades 6-12: AEDY Transition Programs
AEDY Transition programs educate students whose behaviors warrant removal from the regular school setting as a result of serious violations of the Code of Student Conduct. Students enrolled in these programs continue their academic course of study while engaging in character education and counseling services.

Referral Center: Re-engagement Center
The Re-engagement Center provides one-stop access to information and placement services leading to re-enrollment in a high school diploma program. The Center offers access to direct enrollment into any of the Alternative Education programs. The Center also connects students to comprehensive services, such as childcare and employment, which supports successful educational outcomes.

Juvenile Justice Programs
Philadelphia Juvenile Justice Services Center and Pennypack House School Students who have been arrested and charged with a crime can continue their education at SDP schools located within the Juvenile Justice Services Center and Pennypack House Prison. Credits earned while residing in these facilities are fully transferrable to all other SDP schools. Along with a general education curriculum, these programs will begin to offer Career and Technical Education programs in an effort to decrease recidivism and improve employment outcomes for students.

Community Liaison: the Office of Family and Community Engagement (FACE) is dedicated to creating and supporting partnerships among schools, families and community. As a central resource for family engagement, FACE strives to engage and inform parent leaders and families as essential partners in helping students achieve academic proficiency, college and career readiness. FACE works closely with faith based partnerships to disseminate information and to hear the concerns of the communities. FACE meets regularly with the Superintendent's Faith Based Cabinet to discuss the direction of the District and how to do outreach to others.

Coordination with families: the MTSS-RtII framework for behavior requires that school team members collaborate with parents to gather and share information about the child's performance in school and together develop a action plan that include strategies for removing behavioral barriers to learning.

Home/family communication: the multiple activities of the Office of Family and Parent Engagement address communication between the School District and home and family, as fully outlined on the District's website at: http://webgui.phila.k12.pa.us/offices/p/publicengagement

In addition, each school has individual protocols to best communicate with their school families, such as school newsletters, home and school meetings and committees, and written and electronic communications.

Managing chronic health problems: nurses create individualized health plans for students who have chronic health problems. The health care plans identify signs and symptoms for staff to recognize when the student might be in distress, as well as what actions need to occur. The health care plans are only shared with staff in the school building that interface with the student on a routine basis.

Managing 504 Plans: school counselors identify students eligible for Section 504, school counselors or nurses develop Section 504 plans, and continually assess student progress.

Referral to community agencies: MTSS-RtII team strategies for removing barriers to learning include referral and linkage to community based services and activities that provide drug and alcohol, grief and loss and behavioral health assessment and intervention for all students K-12.

Staff development: School District staff consults with and train staff in many areas, including Mental Health First Aid, Conflict Resolution, Restorative Practices, PBIS, Bullying Prevention, de-escalation, RtII, and trauma-informed practices. These consultation and trainings are available to all SDP staff.

The Office of Prevention & Intervention coordinates staff development for all school counselors throughout the school year. The key areas of staff development are college and career readiness, behavioral health, and academic achievement. Training is also provided for counselors on District policies, procedures, and systems for which they are responsible. Counselors receive Act 48 credit for participation in staff development.

Strengthening relationships between school personnel, parents and communities: The Office of Family and Community Engagement has eight parent coordinators who are responsible to:

- Assist schools in expanding parent engagement opportunities and building stronger school-family partnerships
- Support parents in resolving their concerns
- Act as a liaison between central office/school staff and families
- Disseminate information about services and resources
- Organize and facilitate parent workshops and information fairs
- Help schools in forming a School Advisory Council
- Provide other services and resources to meet the diverse needs of all families

Truancy coordination: the School District currently works with the Department of Human Services (DHS) and Philadelphia Family Court as part of a Truancy Collaborative. The collaborative meets quarterly to ensure that all parties are informed and working to resolve the barriers to attendance for the students of the district. DHS has contracted truancy providers that assist families in removing any attendance barriers via social services. There are currently 10 truancy providers that as assigned to a specific region of District schools. The providers work

with families that have been referred to truancy court. The School District operates four regional courts that are staffed with a truancy court representative who reports on the School District's efforts reduce the truancy. Together these three partners work to reduce truancy in the School District.

Communication of Educational Opportunities

By which means do you use to communicate educational opportunities (and how to access them) to parents and students? (Check all that apply)

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
District Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Other, please specify below				

Communication of Student Health Needs

Which means does the District use to provide information to parents or guardians about the health needs of their children? (Check all that apply)

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
District Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Other, please specify below				

Other Communication of Student Health Needs	EEP	EEI	ML	HS
Connect-Ed Phone calls in critical situations	X	X	X	X
During kindergarten registration	X	X	X	X
Atetic and mandated Physicals				
During Dental Screening				

Frequency of Communication

How often does the district communicate with parents about how to access educational opportunities and how to address health needs of students?

Frequency of Communication	EEP	EEI	ML	HS
Yearly				
Quarterly				
More than once a month	**X**	**X**	**X**	**X**
Monthly				
Never				

Collaboration for Interventions
Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

The MTSS-RtII framework for behavior requires that school team members collaborate with parents to gather and share information about the child's performance in school and together develop a action plan that include strategies for removing behavioral barriers to learning.

Community Coordination
Describe how the District accomplishes coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including prekindergarten, if offered, through grade 12.
1) Child care
2) After school programs
3) Youth workforce development programs
4) Tutoring

The School District Office of Family and Community Engagement (FACE) provides extensive information to parents as set forth in the Family Resource Guide to the School District of Philadelphia. The Resource Guide is found on-line at:
http://webgui.phila.k12.pa.us/offices/p/publicengagement/guide

Child care: The Teen Parents Services and Education Leading to Employment and Career Training (ELECT) offers free case management and supportive services to expecting or already parenting teen mothers and fathers who are 21 years old and younger. ELECT helps young parents achieve their highest potential personally and academically, so they become successful parents, students and citizens, by providing the support they need to stay in school through graduation.

After school programs: Each school in the District has its own after school programs, extracurricular activities and sports teams. The school principal has up-to-date information on the different programs at an individual school.

Youth workforce: The Office of Career and Technical Education is the central coordinating office for the 120+ Career and Technical Education (CTE) programs that are currently being

offered in 30+ high schools in the District. It communicates regularly with students through the High School Fair and on-line resources. In addition, it assists students with obtaining working papers and the process is communicated to students through their high schools.

Tutoring: the School District offers opportunities for students to be home schooled or taught by private tutors. The Home Education and Private Tutoring website has the application packet to begin a home school program, along with sample resources.

Preschool Agency Coordination
Explain how the District coordinates with agencies that serve preschool age children with disabilities.
> 1) Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
> 2) Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.
> 3) Describe how the District provides for a smooth transition for pre-kindergarten students, when pre-kindergarten is offered, from the home setting and any early childhood care or educational setting the students attends, to the school setting.

SDP's Office of Early Childhood Education (OECE) coordinates with other child-serving organizations through the Mayor's Early Learning Advisory Council (MELAC) and through direct coordination between OECE staff and other agencies, including many agencies serving children with disabilities. The OECE also works in partnership with the State's Office of Child Development and Early Learning (OCDEL), which coordinates all early intervention funding and services in Pennsylvania. OECE has a significant working relationship with Elwyn, the coordinating agency in Pennsylvania for early intervention services for children under the age of five.

In the Fall of any given year, Elwyn forwards to the District the children that will be age 5 as of September 1st the next year and eligible to start Kindergarten. Every parent is forwarded an Intent to Register (ITR) and invited to a Transition Meeting (Face to Face Meeting) in January or February to meet with the District and have the support of Elwyn. Children with a signed Intent to Register are issued a Permission to Reevaluate (PTRE) or NOREP (for the continuation of Speech Only services) based on a review of the Early Intervention records (Evaluation Report and IEP). Children are reevaluated and if services are still needed an IEP is created with the school team from the neighborhood school.

The District also attends the Transition Fairs that are held in the Fall, Winter, and Spring by Elwyn in conjunction with the Philadelphia Interagency Coordinating Council (PICC) and Families First (the Institute on Disabilities at Temple University). Families with children who are Transition age are invited to attend and interact with representatives from the District.

The Pre-k programs within the District conduct extensive outreach to encourage families of children with disabilities to enroll their children in pre-k programs within the District or partner

agencies. Representatives from the OECE meet with the service staff of Public Health Management Corporation (PHMC) Chhildlink and Elwyn to provide information on enrolling in Head Start and Pre-K Counts. The OECE also works with the Philadelphia Interagency Coordinating Council (PICC) to share information with families regarding pre-k programming. Finally, social services staff from the Head Start program meets individually with families from PICC, EHS programs, and other partner agencies to facilitate the enrollment process and support families with the transition into Head Start.

In addition to recruitment efforts, SDP Pre-k programs play a major role in identifying children with special needs and referring them for services. On average, 65% of the children in the SDP's Head Start program that have an IEP were identified and referred for services during their enrollment in Head Start. In the past three program years alone, the SDP's Head Start program has identified more than 1,500 pre-school age children in need of specialized services and supports.

SDP's Head Start program believes that it is our responsibility to provide inclusive care for children with disabilities in the least restrictive environment possible. The OECE provides Special Needs Coordinator (SCN)– Master's degree teachers with special education experience – to all pre-k programs within school sites and at our partner agencies to support classroom instructional staff with the inclusion of children with special needs. In addition, nurses and mental health consultants that are part of the OECE's pre-k program staff ensure that children with special needs and their families have access to a full range of supports during their pre-k program experience. This is regardless of whether the child is served with in a school site or at one of the OECE's partner agencies.

When a child is enrolled within a pre-k program, any known disability or special need are noted in the application and tracked in the OECE's data management system COPA. COPA ensures that teacher, SNCs and other staff members have up-to-date information on children with IEPs and can plan accordingly for services. The SNCs also review the results of the Ages and Stages Questionnaire, the comprehensive developmental and social-emotional screenings given to all children served. These screenings provide information on all aspects of a child's development and support the SDP's efforts to provide the highest-quality services to children and families. When a child's screening indicate possible concerns, the SNC works with teachers, parents and family services staff to developed plans to address these concerns, which may include referral for a formal evaluation with Elwyn. SNCs then coordinate the referral process.

Once a formal evaluation is completed, the SNC works with the child's family, other pre-k program staff, teachers and other team members to collaborate with Elwyn on the development and implementation of the Individual Education Plan (IEP). The SNC provides professional development, coaching and support to teachers to integrate any treatment, special education, related services or program modifications into group activities otherwise occurring in the classroom. The SNCs work closely with classroom staff to ensure the IEP is fully implemented and that the child is integrated into the classroom community in the least restrictive way. This goal is be greatly aided by the use of inclusive therapy practices whenever possible.

Also available to support families and staff are part-time Mental Health consultants who provide proactive coaching to prevent problematic behaviors in the classroom. As noted above, this team

support is provided to the staff in all of the SDP's pre-k settings, including within schools and in partner child care centers.

The SNC, parents, teaching staff and other team members work in collaboration with Elwyn Early Intervention Specialists to make physical modifications to the general education setting to ensure that children with special needs can participate in the full range of program activities. SDP Head Start staff work with SDP facilities staff and with all partner landlords to ensure, as far as possible within lease conditions and within the Americans with Disabilities Act (ADA), that all facilities are accessible to individuals with disabilities. On an annual basis, OECE staff use the budgeting process to identify and allocate the resources required to provide appropriate materials and equipment to meet the specific the needs of children served. When a child in our pre-k programs is also referred for services in an Early Intervention classroom, Elwyn provides transportation.

In addition to all these supports, the OECE works with Multiplying Connection, a program of the Health Federation of Philadelphia designed to lessen the impact of trauma, abuse, neglect, and exposure to violence and other early adverse experiences on Philadelphia's youngest children and their families. As part of professional development, all staff has received training on 'Becoming Trauma Informed' and have developed practices within the pre-k programs that are based on an understanding of early childhood development and the impact of trauma.

The SDP is committed to supporting children's transitions to kindergarten regardless of the child's pre-school experience. As the largest provider of pre-k services in Philadelphia, the SDP supports internal coordination as children transition into kindergarten. The OECE partners with the SDP's Office of Specialized Services to ensure transitioning children with an IEP have an evaluation for services by age five, if appropriate. The OECE's Health Coordinator plays an active and key role in planning and supporting transitions for children with IEPs, including providing information and support to teachers, parents and SNCs regarding SDP's annual transition process with Elwyn.

The OECE coordinates SDP's "Building Bridges" program that supports the transition of all children into the school setting. Building Bridges includes several activities designed to support transitions, such as kindergarten open houses at elementary schools, visits and tours from area child care centers to elementary schools, outreach materials to families, city-wide and regional events for families with young children, and professional development for pre-k and kindergarten teachers. Building Bridges has been improving communication with parents about school-readiness and the transition process. SDP has developed targeted materials to assist in training parents, childcare professionals and others involved in early care and education on kindergarten-readiness standards.

Materials and Resources

Materials and Resources are a collection of curricular assets to assist educators in delivering standards-aligned instruction. This includes model curricula, incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards

Description of Materials and Resources
Identify the extent to which each of the following characteristics describes the District's materials and resources.

A=Accomplished, D=Developing, NI=Needs Improvement, NE=Non Existent

Material and Resources Characteristics	EEPL				EEI			
	A	D	NI	NE	A	D	NI	NE
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills.		X				X		
A robust supply of high quality aligned instructional materials and resources available.		X				X		
Accessibility for students and teachers is effective and efficient.		X				X		
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs.		X				X		

Provide explanation for processes used to ensure Accomplishment.

The School District of Philadelphia offers an online Curriculum Engine through Schoolnet. This portal is available to all teachers and administrators and contains K-12 curricula, materials, and differentiated resources aligned with PA academic standards.

ELA for grades K-12 and mathematics for grades K-Algebra 1 have fully developed curricula with aligned resources. Subsequent math courses and K-12 science and K-12 social studies are under development in 2015-2016.

Online usage analytics provide data regarding stakeholder access.

StudentNet is the District's new online portal for students to view their own academic record and to access high quality resources for planning their paths to graduation and beyond. Central office, regional, and school staff can access all of the tools and resources in the portal. Parents/guardians have access as well through a link provided in FamilyNet.

Provide explanation for any row checked "Needs Improvement" or "Non Existent". How does the District plan to address their incorporation?

N/A

Material and Resources Characteristics	MS				HS			
	A	D	NI	NE	A	D	NI	NE
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills.		X				X		
A robust supply of high quality aligned instructional materials and resources available.		X				X		
Accessibility for students and teachers is effective and efficient.		X				X		
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs.		X				X		

Provide explanation for processes used to ensure Accomplishment.

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Provide explanation for any row checked "Needs Improvement" or "Non Existent". How does the District plan to address their incorporation?

N/A

SAS Incorporation

To what degree is the SAS Materials and Resources Section incorporated into your student achievement planning process?

Elementary Education-Primary Level

Standards	Full	>50%	<50%	UNK	NA
Arts and Humanities		X			
Career Education and Work		X			
Civics and Government			X		
Common Core Standards: English Language Arts	X				
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			
Common Core Standards: Mathematics	X				
Economics			X		
Environment and Ecology	X				
Family and Consumer Sciences					X
Geography		X			
Health, Safety and Physical Education		X			
History			X		
Science and Technology and Engineering Education	X				
Alternate Academic Content Standards for Math			X		
Alternate Academic Content Standards for Reading			X		
American School Counselor Association for Students	X				
Early Childhood Education: Infant-Toddler→Second Grade	X				
English Language Proficiency	X				
Interpersonal Skills					
School Climate					

If necessary, provide further explanation.
(Required explanation if column selected was <50%, UNK or NA)

All Standards at <50% are expected to reach >50% or full implementation by Spring 2016. Family and Consumer Sciences courses are not currently offered but standards are incorporated in Health and Wellness courses where applicable.

Elementary Education-Intermediate Level

Standards	Full	>50%	<50%	UNK	NA
Arts and Humanities		X			
Career Education and Work		X			
Civics and Government			X		
Common Core Standards: English Language Arts	X				
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			
Common Core Standards: Mathematics	X				
Economics			X		
Environment and Ecology	X				
Family and Consumer Sciences					X
Geography			X		
Health, Safety and Physical Education		X			
History			X		
Science and Technology and Engineering Education	X				
Alternate Academic Content Standards for Math			X		
Alternate Academic Content Standards for Reading			X		
American School Counselor Association for Students	X				
English Language Proficiency	X				
Interpersonal Skills					
School Climate					

If necessary, provide further explanation.
(Required explanation if column selected was <50%, UNK or NA)

All Standards at <50% are expected to reach >50% or full implementation by Spring 2016. Family and Consumer Sciences courses are not currently offered but standards are incorporated in Health and Wellness courses where applicable.

Middle Level Education

Standards	Full	>50%	<50%	UNK	NA
Arts and Humanities		X			
Career Education and Work		X			
Civics and Government			X		
Common Core Standards: English Language Arts	X				
Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects		X			
Common Core Standards: Mathematics	X				
Economics			X		
Environment and Ecology	X				
Family and Consumer Sciences					X
Geography			X		
Health, Safety and Physical Education		X			
History			X		
Science and Technology and Engineering Education	X				
Alternate Academic Content Standards for Math			X		
Alternate Academic Content Standards for Reading			X		
American School Counselor Association for Students	X				
English Language Proficiency	X				
Interpersonal Skills					
School Climate					
World Language		X			

If necessary, provide further explanation.
(Required explanation if column selected was <50%, UNK or NA)

All Standards at <50% are expected to reach >50% or full implementation by Spring 2016. Family and Consumer Sciences courses are not currently offered but standards are incorporated in Health and Wellness courses where applicable.

High School Education

Standards	Full	>50%	<50%	UNK	NA
Arts and Humanities		X			
Career Education and Work		X			
Civics and Government			X		
Common Core Standards: English Language Arts	X				
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			
Common Core Standards: Mathematics		X			
Economics			X		
Environment and Ecology	X				
Family and Consumer Sciences					X
Geography			X		
Health, Safety and Physical Education		X			
History	X				
Science and Technology and Engineering Education	X				
Alternate Academic Content Standards for Math			X		
Alternate Academic Content Standards for Reading			X		
American School Counselor Association for Students	X				
English Language Proficiency		X			
Interpersonal Skills					
School Climate					
World Language		X			

If necessary, provide further explanation.
(Required explanation if column selected was <50%, UNK or NA)

All Standards at <50% are expected to reach >50% or full implementation by Spring 2016. Family and Consumer Sciences courses are not currently offered but standards are incorporated in Health and Wellness courses where applicable.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
For classroom teachers, school counselors and education specialists:				
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X
For school and district administrators, and other educators seeking leadership roles:				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions of gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.				

Provide brief explanation of District's process for ensuring these selected characteristics.

The School District of Philadelphia's website provides all students and parents with their own portal access to see student grades, forms and current news relevant to the district. The Office of Family and Community Engagement (FACE) also provides parents with training and support and provides professional development open to all teachers district-wide. The average score for teachers on the Danielson Framework (4c: Communicating with Families) in SY14-15 was 2.15 on a scale of 0-3. There is still work to be done in this area as 56% of teachers report receiving less than an hour of professional development on parent involvement/engagement. Partnering with FACE to better advertise sessions through the PD Catalog on district-wide PD days should help reach more teachers. For the most part, our school-based administrators are the initial point of contact for community partners and they act as a filter to determine which of their teachers should be connected with that partner.

District-wide professional development provided to all K-5 teachers on using AIMSweb as a universal screener to identify and measure progress to goals for struggling students. Additionally, 38% of teachers report receiving PD on Response to Instruction and Intervention (RtII) between 5-17 hours during SY14-15.

District-wide professional development open to all teachers that is offered twice a month in sequential sessions with a unique focus for each month. Content provides 3-4 concrete, research-based strategies that can be used with all students. At least one of the strategies is an intervention for struggling students.

Principals have access to a school-wide dashboard on SchoolNet that contains dynamic and static data that is hyperlinked, allowing them to drill down to the student level and pull customized reports.

The District has purchased a copy of <u>Driven By Data</u> for all teachers and leaders. This text is being used to spearhead a district-wide book study about data-driven practices. An online learning tool has also been created that provides schools with the opportunity to use discussion forums to interact with the content. There is still work to be done in this area because 40% of teachers report receiving only 1-4 hours of PD on analyzing data to plan instruction. This year, SLO designees will receive PD on this topic to turnaround at their schools.

Provide brief explanation for strategies **not** selected and how the District plans to address their incorporation.

A structure does exist to support principal professional development through monthly Educator Effectiveness meetings; however, there is much room for improvement. The Office of Effectiveness has recently hired a Director of Leadership Programs and Pathways to spearhead this work and coordinate professional development for our leaders in conjunction with the Office of Academic Supports. We are in the process of creating a structure that will provide principals with PD on the standards, supporting teachers with understanding content, analyzing assessment data, and leadership skills. This work is a partnership among the Office of Effectiveness, Office of Academic Supports and our Assistant Superintendents.

The Office of Effectiveness and Office of Curriculum, Instruction and Assessment is currently working with the Math and Science Coalition to prioritize the development and implementation of PD specific to science content for the 2016-2017 school year.

The Office of Curriculum, Instruction and Assessment has recently hired eight Curriculum Specialists (two per content area - Math, ELA, Social Studies and Science) who will work on curriculum development and subsequent professional development to support implementation of the scope and sequence in addition to deepening understanding of the Common Core Standards.

The district established a gifted education work group this fall tasked with the review of current practices as well as to find opportunities to strengthen service delivery to our gifted students. An initial byproduct of this work group is the development of a professional development plan. This plan includes monthly professional development accessed via webinar scheduled to occur

between November 2015 and May 2016. The following is a sampling of topics covered: Child Find and RTII, Gifted Education Evaluation, Determination of Present Levels of Educational Performance, and the Gifted Education Plan-A Strength Based Document.

Strategies Ensuring Fidelity
Which of the following strategies do you apply to ensure that professional development is focused and wide-ranging and is implemented with fidelity? (Check all that apply)

Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.	
Using disaggregated student data to determine educators' learning priorities.	
Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.	
Professional Development activities are developed that support implementation of strategies identified in your action plan.	X
Clear expectations in terms of teacher practice are identified for staff implementation.	X
An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.	X
The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.	X
Administrators participate fully in all professional development sessions targeted for their faculties.	X
Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.	X
The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).	X
Professional Education is evaluated to show its impact on teaching practices and student learning.	X

Provide brief explanation of the District's process for ensuring these selected characteristics.

The district-wide Action Plan 3.0 calls for a focus on literacy in an effort to achieve Anchor Goal #2: all students reading on grade level by age 8. In support of this, we offered a Summer Literacy Institute for school teams that lasted for one week in June. The CLI program is in 58 schools, which provides one-on-one and small group professional development for teachers in the grade levels they support. Anchor Goal #3: 100% of schools will have great principals and teachers have action steps aligned to teacher retention. We offer ongoing professional development through New Teacher Orientation throughout the year, in addition to August so that teachers hired after the first day of school receive the necessary PD to be successful at the start of their teaching experience. Principals are expected to participate in professional development with their faculty. Principals complete a survey at the end of every district-wide PD session to provide feedback on the effectiveness of the content. Assistant Superintendents travel among schools on PD days in order to observe the PD sessions. The District uses the Danielson Framework for Teaching as the tool for observation, evaluation

and feedback to all teachers regarding their practice. This standardized tool provides shared language and clear expectations for proficiency.

The Office of Research and Evaluation assists the Office of Effectiveness in evaluating all PD sessions using survey feedback. Survey results are shared with participants and analyzed by the individual(s) or team sponsoring the PD session(s). Additional metrics, such as student outcomes, are set and measured when relevant to a specific initiative.

Any external provider, who wishes to provide professional development where the District will issue Act 48 credit, must complete an application where references are checked and samples of work are reviewed. Once approved, that provider must submit a request for each subsequent session to be approved by the Director of Professional Development.

Our large-scale PD initiatives provide opportunities for follow up support through coaching, additional PD sessions and observation and feedback. This is done through our team of Professional Learning Specialists, our coaches in the Children's Literacy Initiative (CLI) and our Office of Climate & Safety with PBIS. An area with room for growth is ensuring that all new resources requiring a larger scale support for the long-term implementation has an initiative planned to accompany the roll out of the resource.

- SLOs: Support will be primarily facilitated through each school's SLO Designee, who will receive in-depth trainings (in-person and webinars) around the SLO process. The field will have access to trainings, receive timely communications via different channels (SLO Designee, Teacher Information Boards, etc.) and have access to the SLO handbook, sample SLOs, and guidance documents, which span a variety of grades, subjects, and teacher types (e.g. Special Education, English as a Second Language teachers) through a shared drive to provide resources as teacher work through the process. The Office of Effectiveness will also host webinars, drop-in sessions, and visit schools during key points of the SLO process to provide additional opportunities for assistance. Together, the SLO Designee, easily accessible resources specific to the teacher's needs, and continued engagement with the field provide a comprehensive support plan for the implementation of SLOs.

Assistant Superintendents conduct regular learning walks in their network schools as well as principals conducting walkthroughs within their buildings. Targets are set for principals regarding the number of informal observations that must be completed each week to provide feedback to teachers.

Annually, the Office of Research and Evaluation administers a PD survey to all teachers to determine the effectiveness of PD throughout the year. Additionally, the evaluation team within the Office of Effectiveness rolls up teacher evaluation and principal evaluation data so that we can make connections between professional development and practice.

Provide brief explanation for strategies **not** selected and how the District plans to address their incorporation.

Currently, student outcome data is not used frequently to drive planning for professional development sessions. We often use teacher and principal evaluation data to develop a scope

and sequence. Next May, the professional development team will create a structure for reviewing student data (benchmarks, PSSA, Keystone, DRA, AIMSweb). After doing this, we will analyze the data to identify common trends and will triangulate the student data with the observation data of teachers to determine the top three common trends. We will use this to develop our PD plan for after school sessions.

Induction Program

Which of the following goals, objectives and competencies does the District's Induction program contain? (Check all that apply)

Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.	X
Inductees will assign challenging work to diverse student populations.	X
Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.	X
Inductees will know the basic details and expectations related to school initiatives, practices and procedures.	
Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.	X
Inductees will effectively navigate the Standards Aligned System website.	X
Inductees will know and apply LEA endorsed classroom management strategies.	X
Inductees will know and utilize school/LEA resources that are available to assist students in crisis.	
Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.	X
Other, please specify below	■

Provide brief explanation of District's process for ensuring these selected characteristics.

In January, February and March, the content covered in Induction covers instructional practices.

All new hires are assigned a Consulting Teacher who acts as a coach and mentor. The Consulting Teacher provides individualized support to teachers to support them in assigning challenging work to diverse learners.

LEA-wide initiatives are covered through Induction by having speakers from other offices and teams come in to give presentations and answer questions. In October we cover the teacher evaluation process and Act 82. In November the focus is on Student Learning Objectives (SLOs) and in December we focus on special education with the help of the Office of Specialized Services. Additionally speakers from Certification, Multilingual Services and Parent Engagement are also scheduled to come in.

In December and January the content of Induction covers curriculum frameworks and lesson design. Additionally, Consulting Teachers support new teachers in using SAS as well as our district tool, the Curriculum Engine.

Provide brief explanation for strategies **not** selected and how the District plans to address their incorporation.

We will add a component to our Induction portfolio that has the teacher interview the principal, counselor (if there is one) and one veteran teacher in the building and then complete a reflection on school initiatives, practices and procedures. We will reach out to the Office of Climate & Safety to schedule a speaker to come to Induction and speak about supports available to students who are in crisis.

Needs of Inductees
Which of the following tools does the District use to assess the needs of the inductees?
(Check all that apply)

Frequent observations of inductee instructional practice by a coach or mentor to identify needs.	X
Frequent observations of inductee instructional practice by building supervisor to identify needs.	X
Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.	X
Student PSSA data	
Standardized student assessment data other than the PSSA	X
Classroom assessment data (Formative & Summative)	X
Inductee survey (local, intermediate units and national level)	X
Review of inductee lesson plans	X
Review of written reports summarizing instructional activity	X
Submission of Inductee Portfolio	X
Knowledge of successful research-based instructional models	X
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	X
Other, please specify below	■

Provide brief explanation of District's process for ensuring these selected characteristics.

Consulting Teachers who serve as mentors and coaches observe and provide feedback to new teachers on a regular basis. These classroom observations are used to determine action steps for coaching. Coaches meet with teachers to debrief classroom practice and identify areas for additional support. Principals and assistant principals conduct regular informal observations, which are shared with teachers through our online observation tool in SchoolNet. When possible, the Consulting Teacher reviews this written feedback, but it is up to the teacher to share with them, as this is considered confidential information between the teacher and principal. Consulting Teachers also work with teachers to analyze classroom data (DRAs, AIMSweb, benchmarks and teacher-created assessments) to assess the needs of the inductee and provide aligned support. Consulting Teachers also serve as facilitators for Induction so this feedback is provided directly to the Induction Coordinators.

Consulting Teachers have all new teachers complete a needs assessment survey in the beginning of the coaching relationship. The assessment is aligned to the Danielson Framework components and the critical attributes for each component at the level of proficiency. Consulting Teachers also serve as facilitators for Induction so this feedback is provided directly to the Induction Coordinators.

Submission of a lesson plan with reflection is a component of the Induction Portfolio. Induction facilitators provide feedback to their Inductees on this component of the portfolio. The portfolio submitted also contains several pedagogical responses as well as independent research on a strategy that the inductee would like to learn more about.

At the end of every year, all inductees complete a survey of the Induction program. This is a required step for completion of the portfolio. This feedback is used to design the content for the following year.

Provide brief explanation for strategies **not** selected and how the District plans to address their incorporation.

PSSA data is not used to assess the needs of the inductees because for most of our Induction participants, they are new to the School District and there is no PSSA data to inform us. For the few folks who are existing district employees, we will have facilitators review their data prior to the sessions on Domain 3. Additionally, we will have Inductees access student data in SchoolNet to review it during a session on data analysis.

Mentor Characteristics
Which of the following characteristics does the District use to selects mentors?
(Check all that apply)

Pool of possible mentors is comprised of teachers with outstanding work performance.	X
Potential mentors have similar certifications and assignments.	X
Potential mentors must model continuous learning and reflection.	X
Potential mentors must have knowledge of LEA policies, procedures and resources.	X
Potential mentors must have demonstrated ability to work effectively with students and other adults.	X
Potential mentors must be willing to accept additional responsibility.	X
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).	X
Mentors and inductees must have compatible schedules so that they can meet regularly.	X
Other, please specify below	■

Provide brief explanation of District's process for ensuring these selected characteristics.

Consulting Teachers (serving as mentors and coaches for new teachers) go through a rigorous hiring process. To apply, they must meet the criteria of teaching for at least 5 years, have a Masters degree and provide three letters of recommendation (2 from peer, 1 from supervisor).

Candidates moving forward from this process must complete a performance task including a review of teaching practice and coaching questions. After that, there is an interview with members of our Peer Assistance and Review Panel.

Consulting Teachers are grouped by grade level (elementary, middle and high school) and are assigned to teachers in similar grade bands.

Consulting Teachers engage in professional development throughout the year on coaching, attend trainings to familiarize themselves with district-wide initiatives and policies as well as reflect on their practice with their manager who visits with them in the field once every three weeks.

There is an onboarding process in place for new Consulting Teachers who join the coaching team in order to provide professional development on communication and listening skills, coaching/conferencing skills, problem-solving skills and knowledge of adult learning. This PD is provided by other Consulting Teachers and the Manager of Teacher Coaches.

Consulting Teachers are fully released teachers so they have maximum flexibility in meeting with teachers to accommodate their schedules.

Teachers with start dates of October 19, 2015 or later are in an evaluation category called "*year 0*" for the 2015-2016 school year. Teachers in *"year 0"* will not receive coaching supports from a Consulting Teacher that year. We strongly encourage the teacher to identify a peer in their building to serve as a thought partner and mentor to provide informal supports during the year. The following school year (2016-2017), if the teacher is in PAR, he/she will be partnered with a Consulting Teacher who will work with them regularly in a coaching capacity during their time in PAR.

Provide brief explanation for strategies **not** selected and how the District plans to address their incorporation.

N/A

Induction Program Timeline
Identify the timeline of induction topics to be addressed. (Check all that apply)

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X	X	X		
Best Instructional Practices			X	X		
Safe and Supportive Schools						
Standards	X		X			
Curriculum	X		X			
Instruction			X	X	X	
Accommodations and Adaptations			X	X		

for diverse learners						
Data informed decision making		X		X		
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

We plan to offer a session related to safe and supportive schools in January through partnering with the Office of Climate & Safety.

Monitoring Evaluating and Induction Program
Identify the procedures for monitoring and evaluation the Induction program.

Attendance is taken after every Induction session in both hard copy and it is uploaded electronically. Portfolios are submitted electronically through our district document sharing system. A facilitator using a rubric checks it and all participants are provided with written and electronic documentation of their successful completion of the Induction course. There is a survey provided at the end of each session and at the end of Induction to inform future sessions.

Recording Process
Identify the recording process for inductee participation and program completion.
(Check all that apply)

Mentor documents his/her inductee's involvement in the program.	X
A designated administrator receives, evaluates and archives all mentor records.	X
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	X
LEA administrator receives, tallies, and archives all LEA mentor records.	X
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	X

Assurances

All Districts developing a District Level plan must assure to the Pennsylvania Department of Education the existence and implementation of the following procedures or policies in compliance with the appropriate regulation.

By checking the following box, the LEA agrees to comply and institute local policies and procedures with all requirements of Safe and Supportive Schools outlined in Chapter 12.

These requirements include:

Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))
Free Education and Attendance (in compliance with § 12.1)
School Rules (in compliance with § 12.3)
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)
Discrimination (in compliance with § 12.4)
Corporal Punishment (in compliance with § 12.5)
Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
Freedom of Expression (in compliance with § 12.9)
Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
Hair and Dress (in compliance with § 12.11)
Confidential Communications (in compliance with § 12.12)
Searches (in compliance with § 12.14)
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)
Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)
Establishment and Implementation of Student Assistance Programs at all of levels of the school system
Acceptable Use Policy for Technology Resources
Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Needs Assessment

The School District of Philadelphia is the eighth largest school district in the nation, by enrollment. Located in a historic and culturally rich setting, we are a racially and ethnically diverse community committed to education.

*SDP is comprised of:

Total Students	**135,041**
Male	**51.56%**
Female	**48.44%**
Black/African American	**51.63%**
Hispanic/Latino	**19.53%**
White	**13.57%**
Asian	**7.87%**
MultiÂ Racial/Other	**7.16%**
American Indian/Alaska Native	**0.20%**
Native Hawaiian/Other Pacific Islander	**0.05%**
LEP	9.6%
SPECIAL_ED	**14.57%**
Economically Disadvantaged	**84.86% **

*Reflects data as of October 21, 2015
**Reflects data from the 2013-2014 school year

SCHOOL LEVEL ACCOMPLISHMENTS

AND CONCERNS

School Level Accomplishment # 1
In School Year 2014-15 schools in Learning Network 8 consistently had the highest percentage of students "At Target":

- *Quarter 1: 66%*
- *Quarter 2: 62%*
- *Quarter 3: 59%*
- *Quarter 4: 52%)*

School Level Accomplishment #2
In SY14-15 schools in Learning Network 3 had the highest percentage of students with no Out-School Suspensions at 93%.

School Level Accomplishment # 3
In SY14-15 schools in Learning Network 3 finished the year with the lowest number of multiple suspendees (3.6% of total students).

School Level Concern #1:
In School Year 2014-15 schools in Learning Network 5 consistently had the lowest percentage of students "At Target".

School Level Concern #2:
During the month of June, we witnessed a steep drop in high school attendance, most notably among 12th graders in:

- Learning Network 2: 96% of 12th grade students missed 2 or more days in the month of June as opposed to 61% the prior month
- Learning Network 4: 92% of 12th grade students missed 2 or more days in the month of June as opposed to 58% the prior month
- Learning Network 8: 93% of 12th grade students missed 2 or more days in the month of June as opposed to 58% the prior month

School Level Concern # 3:
Learning Network 4 had the lowest percentage of Out of School Suspensions at 85%.

School Level Concern # 4:
Middle schools in LN 7 had higher suspensions rates than Elem, K8 or High schools.

School Level Concern #5:
In SY14-15 schools in Learning Network 7 finished with the highest multiple suspendees (7.4% of total students), followed closely by Learning Network 8 (or 5.2% of total students).

DISTRICT LEVEL ACCOMPLISHMENTS

AND CONCERNS

<u>Identification of District Level Accomplishments and Concerns:</u>

- Review all data identified as being relevant to the systems
- Identify data-substantiated results that represent student achievement and/or performance accomplishments
- Identify the accomplishments that the committee deems to be the most significant
- List those accomplishments
- Ensure the data used to identify and prioritize the following accomplishments is readily available should District or SEA administrators, school board members, school staff, parents or other stakeholders desire to see the supporting data

Table of Significant District Level Accomplishments

1	The percentage of students attending 95% or more days increased from 38% to 39% from the prior year. Additionally, the percentage of students chronically truant (absent 10 or more days) decreased from 56% to 55%.
2	In 80% of schools, PSSA AGI for the lowest-performing 20% of students met or exceeded the state standard.
3	In Biology, proficiency rates increased for Economically Disadvantaged, ELL, and Special Education students and all racial/ethnic subgroups.
4	In Algebra I, proficiency rates increased for Special Education and Asian students.
5	In Literature, proficiency rates increased for ELL, Special Education, and Asian students.
6	The District's PSSA Science proficiency rate remained constant, but gains were seen among ELL students, Special Education students, and Asian students.
7	The serious incidents rate fell 18% from 66 per 1,000 in SY2013-14 to 54 per 1,000 in SY2014-15.
8	The number of students with two or more suspensions dropped nearly 25% from 11,134 students in SY2013-14 to 8,406 in SY2014-15.
9	
10	

Table of Significant District Level Concerns

1	District-level proficiency rates for Literature, Algebra I and Biology were 49%, 38% and 29% respectively. Relative to the prior year, our proficiency rates decreased in Literature (-3 percentage points), decreased in Algebra I (-1 percentage points) and increased in Biology (+3 percentage points).
2	School Progress Report overall scores declined in nearly 70% of schools with 149 schools staying the same or declined.
3	Advanced Placement course offerings are highly variable, with a fifth of our high schools offering no advanced coursework at all.

4	1 in 4 students demonstrating potential for advanced coursework do not enroll in and AP or IB courses.
5	Although any income-eligible student may receive a fee waiver, almost 50% of neighborhood school students and about 40% of citywide school students did not take ACT or SAT.
6	FAFSA completion rates vary widely across our high schools and lag behind our graduation rates.
7	Despite taking a harder test, approximately half of our testers remained in the *same* performance level (Below Basic, Basic, Proficient, Advanced) from the prior year. Additionally, 20% of testers moved to a higher performance level in ELA and 3% in Mathematics.
8	The District's proficiency rates based on the new cut scores and new PSSA were 32% and 17% on ELA and Mathematics respectively. The District's proficiency rates moved in step with the State's, with SDP declining more in ELA but less in Mathematics.
9	
10	

Districts Systems (Full Version)
District Level Guiding Questions with System Characteristics

The descriptions of systems associated with District Level Guiding Questions, as well as descriptions of system characteristics, have evolved over several years and represent the current thinking of PDE and intermediate unit educators regarding systems associated with effective schools. The descriptions of systems contained herein will continue to be challenged and refined moving forward: Future users of this process will likely find additions, deletions, and modifications have been made. These changes will reflect the evolving thinking of those Pennsylvania educators who are intimately involved in the Comprehensive Planning process.

ACADEMIC ACHIEVEMENT SYSTEMS	
DLGQ #1	**Is there a system within the district that fully ensures consistent implementation of standards-aligned curricula across all schools for all students?**
	Such a system, if fully implemented, would have the following characteristics:
☐**1.1**	The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do (i.e., there are written competencies for all courses at all grade levels.)
☐**1.2**	At any given grade level, objectives used as the base of lesson design are those—and only those—that are needed to provide the foundation for what comes next.
☐**1.3**	The curricula for all courses and content areas for which related state standards have been established are aligned with those state standards.
☐**1.4**	The Standards and Curriculum Framework sections of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) are effectively incorporated into curriculum development processes.
☐**1.5**	A curriculum audit process is an established, periodic practice during which the district reviews and ensures the alignment of district curricula with state standards.
☐**1.6**	The curricula for all courses are accessible to all teachers via appropriate, user-friendly technology.
☐**1.7**	All district students have the opportunity to demonstrate proficiency in a grade level core curriculum, supported with interventions as needed.
☐**1.8**	The administrative teams of each school in the district have a working knowledge of standards aligned curricula for all grades within their schools.
☐**1.9**	The district's administrative team holds all building administrative teams accountable for the consistent implementation of standards aligned curricula in every classroom of each school.
Evidence to support	The Curriculum Engine housed on Schoolnet is the system within SDP that fully ensures consistent implementation of standards aligned curricula. On the

answers	Curriculum Engine curricula for course and content areas clearly delineates what students are supposed to know and be able to do. The Standards and Curriculum Framework of the Pennsylvania Department of Education Standards Aligned System (SAS) were incorporated into the curriculum development processes. Periodic curriculum reviews are conducted based on a variety of sources; i.e. feedback from the field (Quarters at a Glance, scopeandsequence@philasd.org), state directives, etc. However, certain curricula such as Algebra 2, Geometry, Pre-calculus, and Social Studies K-12 are in development with completion expected in 2016. All teachers are trained in using the Curriculum Engine, which contains interventions and progress monitoring programs. Schoolnet houses a cloud based district-wide MTSS-RtII system. Educator Effectiveness meetings occur quarterly, yearly principal institutes are held before schools open (ex. Principal Professional Development at Fels High School 2015), and existing building leadership teams are held accountable by walk throughs, principal appraisals, SPP (School Performance Profile), SPI (School Performance Index), etc.
DLGQ#2	**Is there a system within the district that fully ensures the consistent implementation of effective instructional practices across <u>all</u> classrooms in each school?**
	Such a system, if fully implemented, would have the following characteristics:
☐**2.1**	Research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom in every school.
☐**2.2**	The Instruction (tabs: Instruction, Search Videos and Intervention) and Curriculum Framework Elements of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) are effectively incorporated into lesson planning processes.
☐**2.3**	Lesson design across all classrooms is based upon objectives that are aligned with state standards, incorporates an appropriate level of challenge and includes strategies that "scaffold" or build upon each other to enhance student learning.
☐**2.4**	All classroom teachers in each school design standards aligned, differentiated instruction that reflects challenging learning expectations for all students.
☐**2.5**	The administrative teams of each school have a working knowledge of effective instructional practices appropriate for all grade levels within each school.
☐**2.6**	The district's administrative team holds all building administrative teams accountable for the consistent implementation of effective instructional practices in every classroom of each school.
Evidence to support answers	Based on the 2014-15 average teacher scores of 2.0-2.17 in Domain 3 – Instruction of the Danielson Framework the district ensures that implementation of effective instructional practices are consistent. The average teachers scores in Domain 1 of the Danielson Framework Planning and Preparation were 2.12-2.15 The average principal score for 3.c: Implements High Quality Instruction in the Framework for leadership from school year 2014-15 was 1.82. In order for the

	District to provide more intensive and strategic support for school leader in the 2015-16 school year, there was an increase in the school network configuration from 8 Learning Networks to 9 Neighborhood Learning Networks, as well as an Autonomy Network, Innovation Network, Opportunity Network and Turnaround Network. Assistant Superintendents hold building administrative teams accountable for the consistent implementation of effective instructional practices through instructional walk-throughs, regular school monitoring visits as well as the Principal Evaluation Framework.
DLGQ#3	**Is there a system within the district that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices?**
	Such a system, if fully implemented, would have the following characteristics:
☐**3.1**	Procedures for measuring mastery of the objectives of planned courses, instructional units and interdisciplinary studies are established.
☐**3.2**	There is a district system that collects, analyzes and disseminates assessment data efficiently and effectively for use by district leaders and instructional teams.
☐**3.3**	A district-endorsed, standards aligned, benchmark assessment system and/or a proprietary curriculum-based examination (CBE) system is used in each school to monitor the progress of student achievement during the course of the school year.
☐**3.4**	If a proprietary CBE system is used to monitor the progress of student achievement, there are district procedures in place to independently and objectively validate the assessments used every six years.
☐**3.5**	The district's administrative team holds all building administrative teams accountable for implementing a system whereby benchmark assessment and/or CBE results are used to adjust instruction for students whose achievement progress does not meet expectations.
☐**3.6**	Assessment information is used across the district to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.
☐**3.7**	The district's administrative team holds all building administrative teams accountable for the consistent, formative use of standards aligned assessments at the classroom level to provide feedback that is used to adjust ongoing teaching and learning.
☐**3.8**	The district's administrative team uses standards aligned summative assessment results to inform program decisions.
☐**3.9**	The district's administrative team uses standards aligned assessment results disaggregated by learning targets to inform decisions related to curricular content and the effectiveness of district-endorsed instructional practices.
☐**3.10**	The district's administrative team holds all building administrative teams accountable for the use of diagnostic assessments to ascertain students' strengths, weaknesses, knowledge and skills.
☐**3.11**	The district has established a system for effectively distributing information about summative assessments to the public.

☐**3.12**	The Assessment (tabs: About, Keystone Exams, Assessment Creator, Reference Materials) section of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) is effectively incorporated into district and school level assessment development practices.
Evidence to support answers	Student Learning Objectives (SLOs) are created at each school and/or network to measure mastery of objectives of planned courses, instructional units and interdisciplinary units. AIMSweb, DRA2, Benchmarks, Acuity, and RtII are systems the District utilizes to collect, analyze and disseminate data efficiently and effectively for use by district leaders and instructional teams. Benchmarks, WIDA, and Access testing are used in schools to monitor the progress of student achievement during the course of the school year. In the 2015-16 school year, the district will move to common assessments in schools per the district-wide book study "Driven by Data." A vendor RFP is submitted per District procedures to validate assessments being used. The Office of Research and Evaluation conducts reviews to validate assessments. Principals submit mid year and end of year data binders to Assistant Superintendents aligned with Act 82, Principal Effectiveness System, that offer evidence of systems that use data, standards aligned assessments, and cycles of feedback (formative / diagnostic / summative) to meet student needs and adjust instruction. Data protocols are available for teachers to conduct item analysis and guide re-teaching. Assessment information is used in School Improvement Plans and is reflected by school-based interventions (see approved intervention list per RtII; i.e. Study Island for Biology Keystones, First in Math, Academy of Math, Lexia, Read180, etc.). Parents can sign up for Parent Net and all students have access to StudentNet. Both portals provide student specific and general information. All school profiles are available online as are school calendars containing testing dates. This data is public domain on philasd.org, not requiring a log in. The Assessment section of the Pennsylvania Department of Education's SAS links are found in The School District's Curriculum Engine. Keystone released items and items from Assessment Creator are embedded in select parts of the science curricula.
DLGQ #4	**Is there a system within the district that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans and content resources) are aligned with state standards and are fully accessible to teachers and students?**
	Such a system, if fully implemented, would have the following characteristics:
☐**4.1**	Curricular materials and resources are aligned with and supportive of state standards, sufficient in quantity, of high quality, differentiated to accommodate

	diverse student needs and accessibility for students and teachers is effective.
☐4.2	A planned methodology exists for selecting materials and resources to support standards aligned instruction.
☐4.3	Telecommunication services, hardware, software and other technologies are used to implement effectively education and library services. Process exists to identify and utilize emerging technologies that will improve education and library services.
Evidence to support answers	The Curriculum Engine contains materials and resources aligned with state standards fully accessible to teachers and students All materials and resources are vetted through the Curriculum office to insure standards alignment. Communication services, hardware software and other technologies are used to implement effectively education and library services. The District has a " Guide to Technology Systems & Services for Administrators, Principals, Teachers, Students and Families." In addition all schools may purchase library services.

SYSTEMS FOR SAFE AND SUPPORTIVE PROGRAMS AND FACILITIES	
DLGQ #5	**Is there a system within the district that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates?**
	Such a system, if fully implemented, would have the following characteristics:
☐5.1	A process is in place to support schools faced with challenges that deter student attainment of academic standards at a proficient level or higher.
☐5.2	There are sufficient programs, strategies and actions in place to ensure that all district schools are safe for and supportive of all students.
☐5.3	Processes and procedures are in place to communicate educational opportunities. Parents and students have access to this information. Additionally, procedural and policy information is available for communicating the health needs of children to their parents.
☐5.4	Collaboration occurs between classroom teachers across the district and individuals who provide interventions targeted to students' specific academic needs.
☐5.5	The district coordinates with community-operated infant and toddler centers, preschool early intervention programs, preschool agencies and after school programs and services.
☐5.6	The number of district-required courses (not credits) are established, published and utilized to determine students' graduation eligibility.
☐5.7	Methods are established for determining graduation proficiency within the required Chapter 4 academic standards. Methods are established for determining preparedness for taking the required Keystone Examinations as described in Chapter 4.
☐5.8	District graduation requirements for 2015 and beyond have been established.

☐**5.9**	The Assessment (tab: Graduation Requirements) section of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) is a resource used by the district when evaluating current graduation requirements.
☐**5.10**	The Safe and Supportive Schools section of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) is effectively incorporated into the development of procedures and practices dedicated to promoting a safe, civil, healthy and intellectually stimulating learning environment.
Evidence to support answers	The School District has a climate and safety strategy that includes evidenced-based programs such as Second Step, PBIS, and Restorative Practices. All schools, pursuant to the School District's RtII implementation, are expected to have school-wide norms and expectations. Through grant funding, including the U.S. Department of Education's School Climate Transformation Grant, the School District is increasing the use of evidenced-based programming and scaling up its PBIS efforts. In addition, the School District has been offering trauma-informed courses to all staff to introduce School District staff to trauma-informed practices to better meet the needs of our students. The School District has robust, multifaceted processes and procedures in place for communication of educational opportunities to students and parents. For an overview, see: http://www.philasd.org/parents/ and http://www.philasd.org/students/ The School District Office of Student Enrollment and Placement offers information and answers questions on the school selection process: http://webgui.phila.k12.pa.us/offices/s/student-placement/school-selection-process **High School Selection Process**: The District has multiple avenues of communication regarding the high school selection process. The Directory of High Schools provides an overview of program offerings, admission requirements, and academic expectations for School District high schools. Every student who plans to attend any high school in the School District is asked to complete an online application and select the school(s) of their choice. Students are invited to carefully consider their interests and career plans and select among high schools that offer a vast array of programs and services that can help them achieve their goals. The directory of high schools is available on-line: http://webgui.phila.k12.pa.us/uploads/Gz/IK/GzIKF3AOBKzZ28C9l4IXTA/HS-Directory-2016.pdf The Directory of High Schools is just one tool to be used in the high school selection process. To select the best high school option, students are invited to talk with their parents or guardians, consult with their school counselor, schedule time to visit high schools, and talk with their teachers, principal, and students who attend their choice schools. As outlined below, multiple opportunities are in place to provide information to parents so they can best assist their children. The Office of Family and Community Engagement (FACE) offers the following:

District Call Center and Main Information Center: provides front-end information about District services, initiatives and programs, acting as a link between customers and appropriate District offices. It also works directly with schools and learning networks to address parental questions and concerns, engaging with parents and serving as a one-on-one case management support.

Faith based partnerships: FACE works closely with faith based partnerships to disseminate information and to hear the concerns of the communities. FACE meets regularly with the Superintendent's Faith Based Cabinet to discuss the direction of the District and how to do outreach to others.

Multilingual family support: through the Office of Multilingual Family Support FACE provides access to live interpretation at parent meetings, conferences, District and school-wide events, builds partnerships with immigrant and refugee serving organizations and supports families through welcome wagons.

Parent and Family Resource Centers: Parent and Family Resource Centers provide support to parents to resolve concerns and explore ways to better support their child's education, help parents navigate the School District of Philadelphia and offer information about the District's policies, procedures, programs and services, share information about community based programs and resources, organize and conduct a variety of parent workshops and events both at the Resource Center locations and at schools, support schools with parent engagement opportunities and build community partnerships to increase access to resources for the benefit of students and families.

FACE-Action Team (*formerly known as* Parents 'R Equal Partners-PREP): FACE A-Team program provides monthly meetings for parents and families to discuss a variety of topics related to parent engagement and help shape District-wide Parent Engagement Policy. FACE-A-Team Parents will get a chance to learn about Title I Parent Engagement and other policies, programs and best practices targeted at improving family engagement and student outcomes throughout the District. FACE-A-Team parents are expected to share the information they learn with other families and staff at their schools and actively support their schools' efforts to engage other families.

Parent University: Parent University offers free workshops and academic classes designed to develop a strong community of parent learners to increase student achievement. Parent University offers opportunities where families can play an active role in the educational process and to interact more effectively with their children and the child/children's school.

Professional Development
FACE offers a range of professional development opportunities for teachers, counselors, support staff, school administrators and members of School

Advisory Councils on topics relating to parent and community engagement, customer service and multilingual family support.

Supporting School Advisory Councils: School Advisory Council (SAC) is an advisory body responsible for reviewing school budget and school action plan. Bringing together peer-elected representatives from all stakeholder groups: parents, school leadership and staff, community partners and students (for high schools), SACs provide a platform for discussion and collaboration to ensure success of all students within a school.

Support for school-based positions: FACE supports School Improvement Support Liaisons and Bilingual Counseling Assistants, coordinating professional development, sharing and collecting information, and providing other assistance as needed.

Translation and Interpretation Center: Translation and Interpretation Center serves as a single point access to efficient, prompt, and high quality translation and telephonic interpretation services for District-wide and school-based needs.

Welcome Wagon: provides parent workshops and trainings to immigrant and refugee families that address literacy, college application process and financial aid resources, employment safety, access to health benefits, asthma management, HIV prevention, transition to life in the United States, acculturation and parent/child conflicts, child rearing practices and discipline, recognizing and seeking treatment for depression, recognizing domestic violence, and child abuse prevention.

Communication of health needs: when a student is seen in the nurse's office, and depending on the severity of the condition, the nurse might telephone the parent/guardian and communicate their concerns, and/or send home form M-34 detailing the visit and what follow-up care should occur.

In addition, the School District uses different methods of communication to parents throughout the school year at all available opportunities, such as, back to school night and report card conference. Information about students' medical concerns is shared with parents via email, letters, telephone, individual meetings or school meetings, (in special situations, i.e. confirmed communicable disease in the school).
In critical or emergency situations, every attempt is made to communicate the information over the telephone or in person.

SDP's Office of Early Childhood Education (OECE) coordinates with other child-serving organizations through the Mayor's Early Learning Advisory Council (MELAC) and through direct coordination between OECE staff and other agencies, including many agencies serving children with disabilities. The OECE also works in partnership with the State's Office of Child Development and Early Learning (OCDEL), which coordinates all early intervention funding

	and services in Pennsylvania. OECE has a significant working relationship with Elwyn, the coordinating agency in Pennsylvania for early intervention services for children under the age of five.

In addition to items enumerated in 5.2, the School District's climate strategy incorporates the Pennsylvania Department of Education's SAS by working to ensure that all students are in a safe and supportive learning environment.

The School District of Philadelphia's Office of School Safety manages the School Police Operations Department, which is responsible for police operations in and around all Philadelphia public schools. The Office of School Safety deploys School Police Officers geographically throughout the city into elementary, middle, and high schools.

To achieve physical safety within the schools:

- Use of stationary and mobile x-rays scanners and hand held devices to screen students and visitors before they enter the school facilities
- Use of CCTV camera and A-Phone equipment to monitor access to school facilities and activities on the school premises throughout the school day.
- School Police Officers conduct perimeter checks of school facilities to ensure they aren't and trespassers on the property and is free from contraband
- School Police Supervisors conduct weekly visits to their perspective schools to meet with school Administrators to discuss overall incidents.
- Mobile Patrol Unit is used to respond to schools if they are experiencing disruptions to the safe learning environment |
DLGQ #6	**Is there a system within the district that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent?**
	Such a system, if fully implemented, would have the following characteristics:
☐**6.1**	Annual public notice is provided regarding the processes and procedures associated with the identification, location and evaluation of children with disabilities who require special education and related services.
☐**6.2**	Procedures are established and utilized to identify and document the total number of unduplicated SES students, students with specific learning disabilities, review-enrollment difference status and ethnicity enrollment.
☐**6.3**	Procedures are established and utilized to meet oversight requirements for non-resident students and incarcerated students.
☐**6.4**	To the maximum extent possible, all children with disabilities are educated with non-disabled students.
☐**6.5**	Positive behavior supports (PBS) are fully implemented across all schools.

☐6.6	Procedures and analysis methods are in place that are used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
☐6.7	Policies and procedures are in place that ensures implementation of regulation-required actions related to Safe and Supportive Schools.
☐6.8	Policies and procedures are in place that ensures implementation of regulation-required actions related to Special Education.
Evidence to support answers	The School District's Office of Specialized Services (OSS) distributes yearly the *Annual Notice of Services For Students with Disabilities Including Special Education and Protected Handicapped Students* in poster form to all School District of Philadelphia Schools as well as to all of Philadelphia non-public schools. Additionally, the School District of Philadelphia, Office of Specialized Services advertises the *Annual Notice of Services For Students with Disabilities Including Special Education and Protected Handicapped Students* in the following publications:

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- Al Dia
- The Philadelphia City Paper/Metro Weekly
- The Philadelphia Tribune
- The Philadelphia Weekly

OSS informs the schools (e.g. principals, the school secretaries, and the Special Education Liaisons) to notify the Office of Specialized Services concerning duplicate student enrollment information. Upon notification, OSS then removes the duplicate information. Moreover, the School District, through OSS and Information Technology, consults with the Pennsylvania Department of Education to ensure that students enrolling in the SDP without PA Secure ID#s are assigned one.

OSS currently provides oversight to incarcerated students in the Pennypack House School and the Philadelphia Juvenile Justice Services Center. These two schools are assigned to the SDP Opportunity Network. In addition to having the oversight of a Special Education Director, oversight is provided by an Assistant Superintendent and a school principal. These schools are subject to all the same systems of accountability to which all SDP schools are subject. Regarding oversight of non-resident students, the SDP currently has no formal system of oversight.

PDE's Bureau of Special Education (BSE) has notified OSS that the District has failed to meet the state benchmark in this area. Consequently, the SDP is in Corrective Action with PDE in this area for the 2015-16 School Year. A final Corrective Action Plan was submitted to the BSE on 10/13/15.

Each year OSS Services provides training and consultation to all Special Education Liaisons (SEL) in the district in areas of Functional Behavior Assessments and Positive Behavior Supports. SELs are then required to provide

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	turning around training and consultation to teachers in their respective schools. Moreover, OSS employs a Board Certified Behavior Analyst (BCBA) to provide intensive consultation to schools in these areas. The Office of Specialized Services is also currently seeking a second BCBA. OSS contracts with the University of Pennsylvania (the Philly AIMS project) to provide Applied Behavior Analysis (ABA) training to teachers and paraprofessionals of self-contained, K-5 Autistic Support Classrooms. The office also currently has a RFP to secure ABA training to teachers and paraprofessionals of self-contained 6-12 Autistic Support Classes. Lastly, the SDP, Office of Specialized Services also provides Safety Care Behavioral Safety training to school based teams. OSS, through Coordinators and Special Education Directors, analyzes available placement options on an ongoing and quarterly basis. Coordinators track the on-going placement available to students. Coordinators, with Directors, review quarterly the trends in placement availability and make recommendations to the Deputy Chief of the Office of Specialized Services based on the data. SDP has a climate and strategy that include evidenced-based programs such as Second Step, PBIS, and Restorative Practices. All schools, pursuant to SDP's RtII implementation, are expected to have school-wide norms and expectations. Through grant funding, including the DOE's School Climate Transformation Grant, SDP is increasing the use of evidenced-based programming and scaling up its PBIS efforts. In addition, SDP has been offering trauma-informed courses open to all staff to introduce SDP staff to trauma-informed practices to better meet the needs of our students. SDP's climate strategy incorporates DOE's SAS by working to ensure that all students are in a safe and supportive learning environment. OSS requires all Evaluation Reports/Reevaluation Reports, FBA's, and IEPs are completed through the EASY IEP system database. This database ensures that school and central office administrators as well as teachers have ready access to the compliance status of these documents. Moreover, the Office of Specialized Services requires from each school, on a quarterly basis, the following documentation: • School Profiles-provides a snapshot of the special education programs in each building and the age ranges of students served • Teacher Caseload Tracking Form-itemized list of students on each teacher's caseload • LRE Tracking Form-captures the changes in level of service provided to each student with an IEP • Confidential File Review: An 83 Question Form designed as a comprehensive compliance check-list that is utilized with at least one randomly selected student from each school
DLGQ #7	**Is there a system within the district that fully ensures students who are**

	academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness?
	Such a system, if fully implemented, would have the following characteristics:
☐ **7.1**	The district's administrative team ensures that a district-endorsed universal screening process is consistently implemented across all schools to proactively identify students academically at risk.
☐ **7.2**	The Instruction (Tab: Interventions) and Assessment (Tab: Classroom Diagnostic Tools) sections of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) are effectively utilized to provide diagnostic information that guides the identification, development and implementation of interventions.
☐ **7.3**	The district's administrative team ensures that district-endorsed diagnostic assessments are consistently implemented across all schools to target appropriate interventions for students academically at risk.
☐ **7.4**	The district's administrative team ensures that a district-endorsed intervention infrastructure is consistently implemented across all schools to identify appropriate materials and resources linked to student needs at all three RTII tiers.
☐ **7.5**	The district's administrative team holds all building administrative teams accountable for ensuring that appropriate data is used to monitor student progress to determine the effectiveness of interventions.
☐ **7.6**	The district's administrative team holds all building administrative teams accountable for ensuring that instruction is adjusted when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.
Evidence to support answers	The District's administrative teams ensure that a district-endorsed universal screening process is consistently implemented across all schools to proactively identify students at academically at risk through AIMSweb (K-5), WIDA and Access (for all ELLs in the district), Early Warning Indicators are generated on SchoolNet. The Instruction sections of Pennsylvania Department of Education's Standards Aligned System (SAS) are not effectively utilized to provide diagnostic information that guides the identification, development and implementation in all schools at this time. The district's administrative teams continue to work will all schools to ensure that Instruction sections are effectively used by all schools. Developmental Reading Assessment (DRA2), Gates-McGinite Reading and Writing and Reading Assessment Profile (WRAP) are district-endorsed diagnostic assessments that are consistently implemented across all schools to target appropriate interventions for students academically at risk. District-wide RtII is based on student data such as attendance, tardiness, performance on PSSA, and Keystone Exams, quarterly grades, and behavior. District administrative teams run reports hold building administrative teams

	accountable regarding progress monitoring of students and shifts in instruction and planning to meet student needs.
DLGQ #8	**Is there a system within the district that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members?**
	Such a system, if fully implemented, would have the following characteristics:
☐**8.1**	A district developed and endorsed student attendance policy is in place.
☐**8.2**	The District Attendance Policy contains clear expectations for all students, as well as consequences for students who fail to comply with the policy.
☐**8.3**	The District Attendance Policy contains clear descriptions of recordkeeping and monitoring practices for school's professional staff members.
☐**8.4**	The district's administrative team holds <u>all</u> building administrative teams accountable for complying with and fully implementing district-endorsed attendance policies and practices in their schools.
☐**8.5**	The District Attendance Policy is available via appropriate medium (e.g. website, student handbook, faculty handbook) for ready review by all district staff members, students, parents and other community members.
☐**8.6**	A district administrator or team of administrators is responsible for providing assistance and support to <u>all</u> building administrative teams regarding the identification and implementation of interventions for students who are chronically absent or late.
Evidence to support answers	The district Attendance Policy 204 is developed and endorsed by the School Reform Commission (SRC). The attendance policy is available on the District's website: http://www.phila.k12.pa.us/offices/administration/policies/204.pdf. The District's Attendance Policy 204 contains clear and detailed expectations for all students along with consequences for students and families who fail to comply with the attendance policy. This policy is currently in place and has been approved and amended by the School Reform Commission. The School District's Office of Attendance and Truancy adheres to administrative procedures implementing the District's Attendance Policy 204. It contains clear descriptions and directions for the purpose of recordkeeping and monitoring practices for schools to follow. The School District's Office of Attendance and Truancy is currently implementing an audit system to ensure that all student attendance data, such Roll Sheets and School Computer Network (SCN) profiles match. The School District's Attendance Policy can be found on the Office of Attendance and Truancy website. Also, schools have the policy in their student handbooks. The policy is always available for parents, partners and stakeholders

	to view. The District collaborates with the Department of Human Services (DHS) and Philadelphia Family Court to provide truancy services to the families that are involved in the Truancy Process. These services involve targeted-case management to help eliminate barriers to truancy. The providers are aligned in central areas of the city to provide a better scope of services. The Office of Attendance and Truancy along with the district's MTSS-RtII leadership team offers training opportunities to school based staff. The Office of Attendance and Truancy also offers technical assistance along with onsite school visits upon request. Each district school has an MTSS-RtII Champion, who assists with professional development at the school level.
DLGQ #9	**Is there a system within the district that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process?**
	Such a system, if fully implemented, would have the following characteristics:
☐**9.1**	A district developed and endorsed student code of conduct or similar document that delineates expectations and consequences of student behavior is in place and is sufficient to establish clear and consistent boundaries that support positive school climates.
☐**9.2**	The district has established clear parameters for record keeping and report production related to violations of student conduct policies.
☐**9.3**	The district's administrative team holds all building administrative teams accountable for complying with and fully implementing district-endorsed student conduct policies in their schools.
☐**9.4**	The expectations and consequences described by the district's student conduct policies are available in some appropriate form for review by all district staff members, students, parents and other community members.
☐**9.5**	The district gathers and shares accurate and reliable perceptual data about school climate from students, staff members and parents as part of a continuous improvement process.
☐**9.6**	As a regular practice, teachers and students are recognized by the district for accomplishments in personal achievement, service and/or leadership.
☐**9.7**	A district administrator or team of administrators is responsible for ensuring that all extracurricular and interscholastic activities of each school fulfill the highest standards of performance, fulfill the rules and regulations set by appropriate governing bodies and maximize the participation of students in these activities regardless of gender, race, religion or national origin.
☐**9.8**	The district's administrative team holds all building administrators responsible for ensuring school plans are developed and implemented that are intended to engage families in their children's school life in a manner appropriate to the characteristics of the families served.

Evidence to support answers	The School District's Code of Student Conduct serves three purposes: (1) Supports the creation of a safe learning environment for all members of the school community; (2) Provides clear and explicit expectations for social behaviors in all school settings; and (3) Provides administrators with interventions that address students' disruptive behaviors.
	The Code delineates expectations and consequences for student behavior to promote a positive learning environment. The Office of Student Rights and Responsibilities is responsible to ensure that schools comply with and implement the Code of Student Conduct.
	The Code of Student Conduct is reviewed and if necessary modified every year. The process of review is inclusive of all major stakeholders. It is reviewed with students and parents during assemblies and at back to school night.
	The Code is available on-line and in 8 different languages: http://www.phila.k12.pa.us/offices/administration/policies/CodeofConduct.pdf
	The District uses a serious incident management system to capture and track all serious Code of Conduct violations.
	The Administration conducts a District-wide survey that has a climate component, and the survey results are shared publically.
	Each month a Student of the Month and a Teacher of the Month are recognized and honored at a meeting of the School Reform Commission. The Christian R. and Mary F. Lindback Foundation sponsors an annual award that recognizes outstanding high school educators.
	It is the District's policy to provide an equal opportunity for all students to achieve their maximum potential through the programs offered in the schools regardless of race, color, religion, sex, sexual orientation, ancestry, national origin, or handicap. All district administrators and building administrative teams are responsible for adhering to the district's extracurricular and interscholastic activity policy which are available on the district website.
	Family engagement is a component of each principal's regular evaluation and is a component on the District-wide survey. In SY14-15, the average principal score was 2.28 on Domain 4a: Maximize Parent and Community Involvement and Outreach of the Leadership Framework.
HUMAN AND FISCAL RESOURCE DEVELOPMENT, ALLOCATION AND STEWARDSHIP SYSTEMS	
DLGQ#10	**Is there a system within the district that fully ensures professional development is based on sound research and promising practices, is focused**

	on the needs of professional employees, is comprehensive and is implemented with fidelity in order to meet the specific needs of students?
	Such a system, if fully implemented, would have the following characteristics:
☐ **10.1**	A district administrator or team of administrators is responsible for ensuring that professional development is based upon needs assessments that are aligned with the district's instructional priorities and with educators' learning needs.
☐ **10.2**	Professional development is planned across a 3 to 5 year span and is limited so that staff members at each school are not impacted by more than six professional development initiatives (district plus school) during any given year.
☐ **10.3**	A district administrator or team of administrators is responsible for ensuring that district-wide professional development initiatives are implemented with fidelity.
☐ **10.4**	A district administrator or team of administrators is responsible for ensuring that all building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative, including what it looks like in the classroom.
☐ **10.5**	A district administrator or team of administrators is responsible for ensuring that the majority of professional development resources (time, money and human) are used to support on-going implementation.
☐ **10.6**	Professional development enhances teachers' content knowledge, teaching skills with attention given to interventions for struggling students, classroom-based assessment skills, data analysis skills and skills applied when working effectively with parents and community partners.
☐ **10.7**	Professional development enhances educational leaders' ability to think and plan strategically, to analyze data, to make effective decisions, to create a culture of teaching and learning and to manage resources effectively.
☐ **10.8**	There is an ongoing monitoring program (e.g., walkthroughs, classroom observations) that references implementation evaluations, which validate the overall effectiveness of Professional Education initiatives. Evaluations are based upon communicated expectations related to changes in teacher practice.
☐ **10.9**	The Assessment (Tab: Teaching Frameworks) section of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) is used to access The Framework for Teaching, which serves as an important reference when developing and refining the District's Induction Program.
Evidence to support answers	A team from the Office of Talent and Office of Academic Supports works collaboratively to identify professional development sessions needed to support the district's instructional priorities. This team is responsible for developing the district-wide professional development calendar, which is distributed in August. In addition to district-wide initiatives, aggregate teacher and principal evaluation data is used to identify areas of focus for the upcoming school year. The Director of Professional Development works in conjunction with the Office of Research and Evaluation to create survey questions following every district-wide professional development session. The questions assess the fidelity of implementation, effectiveness of time used and impact of the content. The survey results are then shared with teachers, principals, Assistant

Superintendents and central office staff.

All principals are sent a survey following every district-wide professional development session to rate the effectiveness and to indicate if they attended. The data from these surveys are analyzed by the Director of Professional Development and are disseminated to all Assistant Superintendents for individual follow up in their respective networks. Principals are required to submit agendas for their school-based professional development sessions to their Assistant Superintendent for accountability measures. Furthermore, principals are evaluated on the Framework for Leadership component "4C: Supports Professional Growth." The average score for principals on a 0-3 scale was 2.02.

A team of seven Professional Learning Specialists (PLS) provides professional development in a cyclical model for a caseload of 3-4 schools in an 18-week cycle. During this time, the PLS is responsible for delivering professional development and engaging in follow up activities such as co-planning, modeling, co-teaching, coaching and conducting walkthroughs. The Director of Professional Development and team of PLSs facilitate sequential professional development sessions on a monthly basis (two Tuesdays per month) that provide follow up and continuity for participants by focusing on the same content for the month and sharing resources and strategies over email in between sessions. The Office of Curriculum, Instruction and Assessment has three half-days reserved on the district-wide calendar to provide ongoing training to all K-5 teachers on AIMSweb – an initiative we have to use the tool as a universal screener.

The Office of Family and Community Engagement (FACE) are included on trainings for the new teachers and in the professional development for the RtII champions. This year FACE also started an Academic Parent Teacher Team (APTT) pilot. APTT provides a great way to engage families in the learning process and build a partnership around specific learning goals that parents are part of setting up for their children together with the teacher. They are working with 8 schools to implement APTT.

Three district-wide professional development sessions for all K-5 teachers on AIMS web as a universal screener for all students. The professional development focuses on how to collect, analyze and act on data captured by the tool. Children's Literacy Initiative (CLI) coaches are in 58 schools and provided teachers with instructional support in teaching literacy to with special attention to struggling readers. One district-wide professional development session is allocated for teachers in grades 6 – 12 to analyze teacher-specific PVAAS reports to inform instructional decisions.

All professional development sessions have outcomes that are aligned to the proficient critical attributes of each of the 10 components that the District uses from the Danielson Framework for Teaching. The informal observation tool used by administrators is aligned to Domains 2 and 3 in the framework. Additionally, there are math and reading walkthrough rubrics that principals can

	use to provide feedback and evaluate the effectiveness of professional education sessions in their building. Principals can recommend professional development that is aligned to the areas of growth based upon feedback provided. The Office of Effectiveness reviews the aggregate data biannually to inform goal setting and progress monitoring. All Induction sessions are aligned to the Danielson Framework for Teaching, specifically the 10 components that the School District of Philadelphia uses. Each session provides inductees with strategies that lead to proficiency in the framework. Additionally, there are explicit activities to assist teachers with internalizing what proficiency looks and sounds like for each component. Professional Development Plan There is a one-year plan in place for professional development district-wide. It has programmatic goals and strategic objectives for 2015-2016. A three- year plan is currently being developed. Currently, professional development supports for schools go through the network Assistant Superintendent. This individual acts as the clearinghouse to ensure that there are not too many or conflicting professional development initiatives in one building.
DLGQ#11	**Is there a system within the district that fully ensures teachers and administrators receive timely, effective support and intervention as needed?**
	Such a system, if fully implemented, would have the following characteristics:
☐**11.1**	All teachers and administrators new to the district complete required induction and mentoring programs based upon specific goals, objectives and competencies.
☐**11.2**	A district administrator or team of administrators is responsible for managing the district's induction program. The program includes frequent observations of inductee practice by coaches/mentors and building supervisors, a mentor selection process, a program timeline and a documentation process.
☐**11.3**	There is a system in place that provides support and intervention for each professional employee whose practice has been formally identified as being in need of improvement.
☐**11.4**	A district administrator or team of administrators is responsible for managing the system that monitors the performance of professional employees and for overseeing the system that provides support to professional employees.
Evidence to support answers	All new teachers to the District take a New Teacher Orientation, which is used as a vehicle to advertise and communicate expectations for Induction. Induction is advertised to teachers through email, through Consulting Teachers (matched with new teachers) and on our Teacher Information Board. All new teachers who are non-tenured in PA are assigned a Consulting Teacher and participate in the Peer Assistance and Review (PAR) program for a full school year. The Director of Professional Development, along with 2-3 Induction Coordinators, manages the district's Induction program. All new teachers in Induction receive frequent observations by a Consulting Teacher who serves as a mentor and coach. All facets of the PAR program are outlined in our PAR

	manual, which is updated and distributed to the field annually.
	Teachers with an overall rating of "Needs Improvement" work on a Performance Improvement Plan for an entire rating period. If their observation score was a contributing factor to the Needs Improvement rating, they are assigned a Teacher Coach to provide regular coaching and support for the duration of the Performance Improvement Plan. If the observation score was not a contributing factor to the Needs Improvement rating, a Performance Improvement Plan is completed in conjunction with the principal and school-based supports are provided.
	The Director of Professional Development, Manager of Teacher Coaches, Director of Evaluation and Senior Project Manager (all within the Office of Effectiveness) collaborate to manage the system that monitors professional employee performance and they oversee the system that provides support to professional employees. At the end of every rating period, the evaluation team pulls data from teacher observations to determine who meets the criteria for support. Appropriate cross-referencing is done with our Talent team to verify certification and tenure status. The Manager of Teacher Coaches then works with the Senior Project Manager to assign caseloads.
DLGQ#12	**Is there a system within the district that fully ensures classrooms are staffed with highly qualified teachers?**
	Such a system, if fully implemented, would have the following characteristics:
☐**12.1**	All teachers hired by the district are highly qualified in their content areas.
☐**12.2**	Highly qualified and culturally proficient staff are attracted to the district, hired in a timely fashion and retained.
☐**12.3**	In order to assure that the learning needs of at-risk students are met, the district ensures teaching assignments are based on matching the most effective and highly qualified teachers with students who are below proficiency and/or are at risk of not graduating.
Evidence to support answers	In the 2014-2015 School year, 96.25% of all teachers were highly qualified. The Recruitment Team uses a rigorous screening and review process. Unfortunately, we can't always fill every vacancy with a highly qualified in the content area teacher. We have Emergency Certified teachers every school year, although that number has been decreasing, especially in Core Academic Subject Areas. Many of these teachers fall into content areas of Vocational (although they may have the necessary journeyman experience), Special Education, and positions with split subjects. The Office of Certification monitors teachers that are Emergency Certified. The teacher signs an agreement that they will be assigned for the current year only, work on obtaining the necessary certification or meet the necessary educational obligation towards obtaining a teaching certificate. New teachers without the necessary certification are also encouraged to apply for an Intern Certificate, which would make them Highly Qualified. The Office of Certification also reviews all current Core Academic Subject teachers and their

	assigned courses to their active certifications during the school year. All teacher applicants are thoroughly evaluated across six Danielson aligned Teaching Competencies; Competency #3 being "Cultural and Community Competency." The School District's Recruitment Team proactively cultivates high quality, committed teachers via relationships with universities, attending 5-10 careers fairs annually, hosting high impact recruitment events and professional developments, and engaging a social media presence. With the support of principals and the New Teacher Project, The Office of Talent supports teaching applicants move quickly through a multi-step application process that ensures inter-rater reliability and a positive, timely experience. In the principal evaluation, the component "Ensures a High Quality, High Performing Staff" is something that all principals are evaluated against. During SY14-15, principals had an average score of 1.97 on this component (scale of 0-3).
DLGQ#13	**Is there a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices?**
	Such a system, if fully implemented, would have the following characteristics:
☐13.1	A district administrator is responsible for ensuring that essential and accurate student, employee, programmatic and operational data is obtained and maintained and for ensuring that a reporting function is available to efficiently produce reports needed for compliance and management purposes.
☐13.2	The district regularly uses internal and external auditors to determine the degree to which the expenditure and accounting of funds meets legal and ethical requirements, as well as generally accepted accounting practices.
☐13.3	Technology is used at the district and school levels to access and analyze information that informs decision-making regarding the allocation of resources.
☐13.4	Data is used to guide and justify the allocation and alignment of infrastructural resources, such as facilities, technology, human resources, scheduling, etc.
☐13.5	The district administration ensures that funding sources support the integration of resources that address instructional priorities aligned with the district's vision and mission and ensures that each school has the resources needed to implement standards aligned curricular programs.
☐13.6	A process is in place that evaluates purchase requests for equipment and materials that meet or exceed designated limits to determine if the requests are aligned with the district's instructional priorities and to determine if the cost is warranted by projected student achievement or performance benefits.
☐13.7	An administrator or team of administrators is responsible for ensuring that each school and grounds are clean and well maintained and that all facilities meet applicable building and safety codes.
Evidence to	The District has a myriad of systems and processes to ensure resources are

support answers	utilized effectively within the context of an overall vision and plan, and that those resources are used consistent with accounting, ethical, and legal requirements. In addition, federal funds are continuously scrutinized to ensure that, during the planning phase, the potential funding use is allowable, necessary and reasonable and within the vision of the District. Importantly as well, the actual use of those funds is continuously monitored to ensure adherence to their designed purpose, and that funds are used ethically and in accordance with all federal laws and rules. District-wide access to key information systems that serve as repositories and the systems of record, for student, employee, and programmatic and operational data across the organization. It is the role of each functional owner of these systems, to ensure the accuracy and timeliness of the source data, as well as the processes and procedures required for data entry and manipulation. Accordingly, the Chief Information Officer is also responsible for providing access to an integrated operational data store, data warehouse and an enterprise-reporting platform to be used for compliance, operational management and data-directed decision-making. The District's Student Information System (SIS), Enterprise Resource Planning (ERP) System, Operations Management System (OMS), Instructional Management System (IMS), Enterprise Data Warehouse (EDW) and Business Intelligence (BI) Reporting Environment, comprise the core data collection and reporting platforms over which the Chief Information Officer is responsible. The District has an internal audit function, an inspector general function, and is audited yearly pursuant to the federal Single Audit Act. In addition, the District has an internal, independent grant compliance monitoring function that assures compliance with applicable federal laws and rules, and grant specific requirements as well. The District has received no material audit findings during the last completed Single Audit, which was for the 2013-14 school year. The District provides its teaching staff, school administrators and central office managers with a comprehensive Instructional Management System (IMS). The IMS serves to aggregate and collect data, provide instructional content, facilitate assessments, administer grades, track student intervention needs, coordinate employee professional development, manage educator development and performance and provide each respective audience with reports and data dashboards for driving data-informed decisions and aligning resources to areas of critical instructional need. Further, the IMS extends this access directly to students, parents and guardians, to permit the personal ownership of each student's academic career, to provide access to additive instructional resources, and to ensure a higher degree of success for a student's path to graduation. At the school level, these data and information system help the school Principal conduct a Needs Assessment which is the basis for the development of a school-wide Comprehensive Plan that ultimately leads to resource allocation decisions to best address student learning needs. The same is true for the District level decision-making process. In addition, Finance intensively uses technology to

convert data into relevant management information to facilitate senior management decision-making.

The District utilizes cross-sectional reporting through its operational data store, data warehouse, and business intelligence platform, in order to derive informed placement and allocation of operational resources within schools and programs – this applies to grant-funded, operational as well as capital expenditures. School-level data such as student population, special education, multilingual needs, building capacity, age and physical characteristics, deferred maintenance, and computer and technology environments, are all readily available and routinely used to guide and proportion the District's alignment of infrastructure spending directly to programs and school facilities. Additionally, the District is an active participant and consumer of annual key performance indicator (KPI) reporting amongst the Nation's largest 66 school districts – administered by the K-12 non-profit Council of the Great City Schools organization. This annual reporting provides the District with a myriad of data points and actionable measures by comparing peer districts' performance, expenditures and resource allocation and consumption broadly across the areas of human resources, information technology, finance, school safety, facilities, food services, procurement and transportation.

The District Administration and School Reform Commission (SRC) establish District and school level priorities, which are encapsulated in detail in Action Plan 3.0. Information on needs continuously flows up from schools and central office staff, and policy decisions flow down from the SRC, Superintendent and Cabinet to meet those needs within the context of broad policy goals and objectives. The annual budget process ensures that all resources are coordinated and integrated to achieve the vision. In addition, public input is obtained throughout the budget development process through public forums.

Processes have been established to review expenditure requests from existing allocated resources to ensure they are aligned with instructional priorities and student achievement. Central office staff to ensure they are consistent with priorities and student needs reviews school equipment and material purchases, notably technology and curriculum. Large-scale purchases of equipment and materials initiated by central office staff follow a defined chain of review into the Superintendent's office to ensure they are aligned with District priorities and student achievement.

The District appropriates about $185 million annually for the maintenance, upkeep, utilities and supplies and materials to manage 29 million square feet of facilities, in addition to many fields and acreage that requires landscaping, snowplowing, and other grounds-related services. The District manages the facilities and grounds through an in-house facilities services workforce of more than 1,350 full-time employees. The internal management structure begins at school level with a building engineer that is responsible for the mechanical systems in the building and the custodians responsible for cleaning the building.

	The building engineer has a dual report to the Principal of the building and the Facility Division supervisor. The facility supervisors are aligned with each academic network and manage a cluster of buildings. The District hires a third party company to evaluate building cleanliness according to national standards. The City of Philadelphia Department of Licenses and Inspections, the local building agency, annually inspect schools. Lastly, the District enacts an annual capital budget in the range of $130 to $160 million to make critical life cycle system replacements. The District is currently executing a facility condition assessment of every building to identify system needs and inform future capital program decisions.

Responses to District Level Guiding Questions

In the following table, document the responses to District Level Guiding Questions as determined by the District Level Planning Team. If all characteristics exist then the entire DLGQ is "YES." Missing just one characteristic makes the DLGQ equal to a "NO." **You will be expected within the web application to address each characteristic under each DLGQ.**

DLGQ #	District Level Guiding Questions	Y/N
DLGQ 1	Is there a system within the district that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> schools for <u>all</u> students?	**Y**
DLGQ 2	Is there a system within the district that fully ensures the consistent implementation of effective instructional practices across <u>all</u> classrooms in each school?	**Y**
DLGQ 3	Is there a system within the district that fully ensures staff members in every school use standards-aligned assessments to monitor student achievement and adjust instructional practices?	**N**
DLGQ 4	Is there a system within the district that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with State Standards are fully accessible to teachers and students?	**N**
DLGQ 5	Is there a system within the district that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates?	**N**
DLGQ 6	Is there a system within the district that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent?	**Y**
DLGQ 7	Is there a system within the district that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness?	**N**
DLGQ 8	Is there a system within the district that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy and expectations for professional staff members regarding record keeping and monitoring of student attendance?	**N**
DLGQ 9	Is there a system within the district that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process?	**N**
DLGQ 10	Is there a system within the district that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees, is comprehensive, and is implemented with fidelity in order to meet the specific needs of students?	**N**
DLGQ 11	Is there a system within the district that fully ensures teachers and administrators receive timely, effective support and intervention as needed?	**N**

DLGQ 12	Is there a system within the district that fully ensures classrooms are staffed with highly qualified teachers?	N
DLGQ 13	Is there a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices?	Y

Prioritize Systemic Challenges Worksheet

- The links between **DLGQs** and **Systemic Challenges** listed below are indicated by DLGQ numbers.
- Identify the **DLGQs** that were answered "NO" by highlighting the corresponding **Systemic Challenges**.
- Add and highlight any additional district identified **Systemic Challenges** not associated with the DLGQs.
- Prioritize the highlighted **Systemic Challenges**: The challenge most likely to have a significant impact on student achievement would have the highest priority. ***Related exercise***: For each of the concerns listed on a previous page, reflect upon which of the identified challenges has been a direct or indirect cause of the concern.
- Record the priority of each highlighted **Systemic Challenge** in the right hand column.
- The highest priority **Systemic Challenges** will be the focus of **Action Plans**.
- Copy each of the highest priority **Systemic Challenges** as a **Goal** into an **Action Plan Worksheet**.

DLGQ #	Systemic Challenges	P
DLGQ 1	Establish a system within the district that fully ensures consistent implementation of standards-aligned curricula across <u>all</u> schools for <u>all</u> students.	
DLGQ 2	Establish a system within the district that fully ensures the consistent implementation of effective instructional practices across <u>all</u> classrooms in each school.	
DLGQ 3	Establish a system within the district that fully ensures staff members in every school use standards-aligned assessments to monitor student achievement and adjust instructional practices.	
DLGQ 4	Establish a system within the district that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with State Standards are fully accessible to teachers and students.	
DLGQ 5	Establish a system within the district that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	
DLGQ 6	Establish a system within the district that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.	
DLGQ 7	Establish a system within the district that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	**X**
DLGQ 8	Establish a system within the district that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy and expectations	

	for professional staff members regarding record keeping and monitoring of student attendance.	
DLGQ 9	Establish a system within the district that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	
DLGQ 10	Establish a system within the district that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees, is comprehensive, and is implemented with fidelity in order to meet the specific needs of students.	**X**
DLGQ 11	Establish a system within the district that fully ensures teachers and administrators receive timely, effective support and intervention as needed.	
DLGQ 12	Establish a system within the district that fully ensures classrooms are staffed with highly qualified teachers.	**X**
DLGQ 13	Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting practices.	

Action Planning

Goal # 1 (DLGQ #7): Establish a system within the district that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness

> Type: Quarterly
> Data Source: AIMSweb
> Specific Targets: Reduce number of students at Tier II (Strategic Support) or Tier III (intensive support) by 10 %

> Type: Quarterly
> Data Source: DRA 2
> Specific Targets: Increase the number of students reading on target reading level by 10%

> Type: Quarterly
> Data Source: Children Literacy Initiative (CLI)/PSSA
> Specific Targets: Work with teacher on integrating best practices, in order to reduce number of students scoring Basic on the PSSA by 10 %

> Type: Annual
> Data Source: District Benchmark Assessment
> Specific Targets: Increase in the number of students scoring 75% or more correct on the district Benchmark Assessment by 10% in reading

Strategies:
Professional Development
> Data Source: AIMSweb
> **Description**: Improve principal and teacher performance/effectiveness through job-embedded, targeted professional development in order to fully ensure the consistent implementation of effective instructional practices across all classrooms in each school.
> **SAS Alignment:** None selected

Implementation Steps:
Professional Development Needs Assessment
> **Description**: A needs assessment analysis will be conducted to identify the research based instructional practices that teachers need to receive professional development in order to enhance their instruction in order for all teachers to implement best practices in their classrooms.

> Indicator of Implementation: Tier Transition Report
> Start Date: 5/1/2015   End Date: 6/30/2018
> Program Area(s):

Supported Strategies: Professional Development

DRA 2
Description: Improve principal and teacher performance/effectiveness through job-embedded, targeted professional development in order to fully ensure the consistent implementation of effective instructional practices across all classrooms in each school.
SAS Alignment: None selected

Implementation Steps:
Professional Development Needs Assessment
Description: A needs assessment analysis will be conducted to identify the research based instructional practices that teachers need to receive professional development in order to enhance their instruction in order for all teachers to implement best practices in their classrooms.

Indicator of Implementation: Tier Transition Report
Start Date: 5/1/2015   End Date: 6/30/2018
Program Area(s):
Supported Strategies: Professional Development

Children Literacy Initiative (CLI)/PSSA
Description: Improve teacher performance by developing a plan and conduct ongoing professional development training on integrating best practices, systems, and structures related to the implementation of age appropriate early literacy instruction and development activities.
SAS Alignment: None selected

Implementation Steps:
Professional Development Needs Assessment
Description: An observation tool will be conducted to identify the research based instructional practices that teachers need to receive professional development in order to enhance their instruction in order for all teachers to implement best practices in their classrooms.

Indicator of Implementation: Tier Transition Report
Start Date: 10/14/2014   End Date: 6/30/2018
Program Area(s):
Supported Strategies: Professional Development

Goal #2 (DLGQ #10): Establish a system within the district that fully ensures professional development is based on sound research and promising practices, is focused on the needs of professional employees, is comprehensive, and is implemented with fidelity in order to meet the specific needs of students.

Related Challenges: Professional development is planned across a 3 to 5 year span and is limited so that staff members at each school are not impacted by more than six professional development initiatives (district plus school) during any given year. There has been annual turnover in the Director of Professional Development role for the past five years. The lack of consistency presents challenges with respect to institutional knowledge, continuity of work, establishing relationships with the coordinators of professional in other offices.

Indicators of Effectiveness:
> Type: Monthly
> Data Source: District-wide PD day teacher and principal survey
> Specific Targets: 75% of respondents will indicate strongly agree or agree in response to these statements on the PD survey:
> > 1. Time was used efficiently and effectively.
> > 2. I can use this training to positively impact my students.
> > 3. This session helped me understand how to apply what I have learned.

> Type: Annual
> Data Source: District-wide Teacher Impact Survey
> Specific Targets: 80% of respondents will report receiving 9-16 hours of professional development in the areas that match the initiatives for the district and/or their building.

Strategies:
Establish cross-departmental professional development committee
> **Description:** Cabinet members will identify one person per office who will serve as the representative for professional development needs for that team. The Director of Professional Development will establish biweekly meetings beginning in March with the committee to identify three professional development themes for principals and for teachers for the upcoming school year. By June, themes will be established and all PD programming over the next three years will be outlined so that it is aligned and scaffolded.
> **SAS Alignment**: None selected

Teacher and Principal Focus Groups on professional development
> **Description:** Establish a focus group of teachers and principals to meet four times during the school year to provide feedback on PD initiatives and to act as a think tank for generating the areas of focus for the three-year plan.
> **SAS Alignment:** None selected

Increase transparency of results and participation rates for surveys
> **Description:** Share results of district-wide PD surveys with teachers and principals following all district-wide PD days by creating a one-page summary sheet. Explicitly state the actionable items coming from the feedback and collaborate with other offices to

ensure follow through. Increase participate rate to 75% of all principals and teachers taking the survey so that there is enough data to shape the three-year plan.
SAS Alignment: None selected

Implementation Steps:
Professional Development Representative Survey
> **Description:** Survey all cabinet members to determine who is the PD representative for their office. Establish email list and schedule for meetings.
>
> Indicator of Implementation: Calendar invites, meeting minutes
> Start Date: 3/1/2016   End Date: 6/10/2017
> (Recurring annually in this timeframe)
> Program Area(s): N/A
> Supported Strategies: Feedback surveys after each meeting

Establish district-wide professional development calendar
> **Description:** Coordinate with cabinet members to identify professional development dates for upcoming school year.
>
> Indicator of Implementation:
> Start Date: 12/1/2015   End Date: 3/1/2016
> (Recurring annually in this timeframe)
> Program Area(s): N/A
> Supported Strategies: Email communication

Map PD initiatives in all schools across the district
> **Description:** Collaborate with Assistant Superintendents to create a map of the current professional development initiatives being implemented in each school. Identify initiatives specific to the school and to the district. Identify the initiatives that are most effective, least effective and needed but not currently being addressed.
>
> Indicator of Implementation: Spreadsheet with all schools and initiatives listed.
> Start Date: 1/1/2016   End Date: 2/1/2016
> (Recurring annually in this timeframe)
> Program Area(s): N/A
> Supported Strategies: Google surveys and notifications via Assistant Superintendent newsletter

Goal #3 (DLGQ #12): Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Related Challenges: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:
>Type: Rigorous interview process and proactive recruitment strategy
>Data Source: Interrater reliability measures, Applicant Tracking reports
>Specific Targets: Content-based teacher pipelines are 3x the number of immediate vacancies

Strategies:

Direct Outreach to Applicants and Potential Candidates
>**Description:** Making 45-90 calls per day to applicants to match then with available vacancies. Sending roughly 1,500 e-mails per week to applicants to match to vacancies and to candidates to encourage them to submit applications. Offering in-person meetings to discuss opportunities. We will also recruit via LinkedIn by sending 300 "InMails" to candidates to encourage them to submit applications and offer in-person meetings to discuss opportunities.
>**SAS Alignment:** None selected

Social Media and Referrals Campaign
>**Description:** Making daily posts to Facebook, Twitter and Instagram. Posts will include highlighting schools, with a particular focus on our highest-needs schools, "inspirational" content, and direct outreach notifying followers that we still have vacancies. Also, all new teachers receive an e-mail with directions on how to refer other people, instructions to follow us on social media and re-post our posts, and a suggestion to send their personal and professional networks an e-mail about their new position.
>**SAS Alignment:** None selected

Outreach via Universities and Partners
>**Description:** Jobs will be postings on PA Reap, university job boards, and partners' job boards (e.g. Teach For America). We will also reach out directly to universities and partners to provide flyers and e-mails for alumni who may be job seeking, and we will organize individual cultivation meetings (one-on-one meetings with candidates) and information sessions with the following organizations:

>- Temple University
>- Teach For America
>- City Year
>- PHENND
>- AVID
>- TNTP

>**SAS Alignment:** None selected

Implementation Steps:

Start Date: 9/28/2015   End Date: Ongoing

Program Area(s): N/A

Supported Strategies: Candidate satisfaction/preference surveys, principal desired competencies/teacher background surveys, and cohesive Recruitment/Staffing communication.

Plan Submission

Assurance of Quality and Accountability

Within the online Comprehensive Planning tool the Chief School Administrator will affirm the following statements. In addition, the affirmation verifies that the School Board President reviewed the District Level Plan and affirms the appropriate statements.

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, and 16. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum or 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Action Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

_____   _____
Signature (Entered Electronically and must have access to web application)   Date
School Board President

_____   _____
Signature (Entered Electronically and must have access to web application)   Date
Chief School Administrator