People for People CS

Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

800 North Broad Street
Philadelphia, PA 19130
(215)763-7060

Phase:	Improvement Revision 2017-2018
Federal Accountability Designation:	Priority
Title I Status:	Yes
Schoolwide Status:	Yes
CEO Name:	Priyethan Seebadri
CEO E-mail address:	pseebadri@pfpcs.org

Planning Committee

Name	Role
Robert Shields	Academic Recovery Liaison
Anthony Fratanduono	Administrator
Sonya Lopez	Administrator
Pri Seebadri	Administrator
Linda Chandler	Board Member
Corey Dwyer	Building Principal
B. Robin Eglin	Business Representative
Abigail Simons	Business Representative
Megan Musial	Elementary School Teacher - Regular Education
Evan Gamble	Instructional Coach/Mentor Librarian
Lynette Reyes	Instructional Coach/Mentor Librarian
Holta Tegu	Instructional Coach/Mentor Librarian
Lee Griffith	Middle School Teacher - Regular Education
Keith Blackwell	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:

  o Clear and Shared Focus

  o High Standards and Expectations

  o Effective Leadership

  o High Levels of Collaboration and Communication

- o   Curriculum, Instruction and Assessment Aligned with Standards

- o   Frequent Monitoring of Teaching and Learning

- o   Focused Professional Development

- o   Supportive Learning Environment

- o   High Levels of Community and Parent Involvement

- **Assurance 8**: Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:

  - o   Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  - o   Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

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

  - o   Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

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

  - o   Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.

  - o   Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School web site

- School newsletter

- District web page

- Board meeting presentations

- District's annual report

- Yearly letter to parents

- Periodic mailings/letters, postcards, etc.

- Short Message Systems (phone blasts)

- Short Message Systems (email blasts)

- Invitations to planning (etc.) meetings

- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Regular Title 1 meetings

- Parent advisory committee meetings

- Parent-Teacher Conferences

- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

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

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

PFPCS, as its own LEA, provides several outlets for guidance, technical assistance and support in developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation. The members of the 2016-2017 planning team primarily foucs on the areas of School Culture, where sub-committees work closely on setting high expectations and evaluating the "norms" to continuously set attainable goals for running a continually safe school, re-evaluate the Discipline Plan and assess priorities under that plan, and manage all professional development for teachers that is related to School Culture. With similar respects, all team sub-committes are led by Princiapl, Corey Dwyer, who sets the schedules for the sub-committees and makes sure they are on track with annual goals. Other sub-committees of the planning team include and ITL committee, and an Instructional Leadership Team. Meetings are held weekly and focus on involving parents as much as possible in their child's education. With the help of a Parent Representtive on the Board and Leadership Team, this is easily accomplished.
Additionally, the school contracts with other services which aid in technical assistance for the School. Such programs are:
Madoptics- A Stem Program
Matz Inc.- Professional Development for Teachers
Education Works- Restorative Action Center Program
OmniVest- SIG evaluation, program feedback, financial tracking and budgeting
Frontier 21- SIG evaluation, program feedback and student data analysis
Springboard Collaborative- After School Reading Program and Summer School Reading Program
Institute for Writing and Thinking (Bard Institute)- Professional Development
Children's Literacy Initiative- Professional Development

Provider	Meeting Date	Type of Assistance
High School Guidance Team	10/12/2016	Reviewing Guidance Packet

	12:00:00 AM	
Instructional Leadership Team	9/1/2016 12:00:00 AM	Online Observational Tracker
Instructional Leadership Team	10/5/2016 12:00:00 AM	Teachers' Formal Observations
Instructional Leadership Team	10/19/2016 12:00:00 AM	Trends from 4Sight
Instructional Leadership Team	11/9/2016 12:00:00 AM	Trimester 1 Survey Results: High-Level Trends
Instructional Leadership Team	11/30/2016 12:00:00 AM	4Sight: Round 2
Instructional Leadership Team	2/8/2017 12:00:00 AM	Whip-Around: Student Work Conversations
Instructional Leadership Team	3/8/2017 12:00:00 AM	PSSA Spirit Week
Instructional Leadership Team	3/22/2017 12:00:00 AM	ANet Discussion
Instructional Leadership Team	8/11/2016 12:00:00 AM	Insturctional Leadership Planning
Instructional Leadership Team	8/15/2016 12:00:00 AM	Instructional Coaching
Instructional Leadership Team: 4Sight	9/19/2016 12:00:00 AM	4Sight Benchmark Data Analysis
School Culture Team	9/26/2016 12:00:00 AM	Attendance Updates and Initiatives
School Culture Team	10/11/2016 12:00:00 AM	Attendance Updates
School Culture Team	10/24/2016 12:00:00 AM	Communicate Schoolwide Priorities
School Culture Team	12/5/2016 12:00:00 AM	Culture Calander/ Entrepreneurship Updates
School Culture Team	1/9/2017 12:00:00 AM	Discipline Updates
School Culture Team	2/6/2017 12:00:00 AM	Consultancy Protocol/ Middle School Culture Reset
School Culture Team	3/6/2017 12:00:00 AM	Culture Calendar Planning
School Culture Team	8/10/2016 12:00:00 AM	Professional Development Preparation
School Culture Team	9/12/2016 12:00:00 AM	Hotspots and Solutions Brainstorm

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

Data management, analysis and evaluation is an integral part to all instructional professionals at People for People Charter School. By creating new positions for instructional coaches, the Leadership Team has been able to teach teachers how to "use" their student's data which has allowed the teaching staff to use data to inform small group instruction, future instruction, spiral content, and re-teach content. Teachers can now walk out of a data meeting and be able to set goals for their students through the next benchmarking period. While analyzing data, the approach has also concentrated on item analysis, so piecing apart the data based on different strands and then further breaking it down to identifying the questions uncovered by each strand. The Instructional Team reviews individual student data as well to notice trends, etc. At the end of each year, the Instructional Team compiles a tracking sytsem of all student data throughout the school year. This helps to inform programming, professional development, intervention strategies, etc. for the upcoming year.

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

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

Coordination and Integration of Services and Programs

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

• Any federal education program administrated by the United States Department of Education, except Reading First.

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:

2015 PVAAS Data:

- PFPCS met the standard for PA Academic Growth for the PSSA Mathematics Grade 5-8.

- PFPCS met the standard for PA Academic Growth for the PSSA Reading/ELA in Grades 7 and 8.

Accomplishment #2:

2013-15 SPR:

- Overall peer rank of 8/51, ranking PFPCS against similar schools (based upon demographics and grade levels) on performance in achievement, progress, and climate.

- Achievement peer rank of 3/51, ranking PFPCS against similar schools (based upon demographics and grade levels) on performance in achievement.

- Climate peer rank of 3/51, ranking PFPCS against similar schools (based upon demographics and grade levels) on performance in climate.

Accomplishment #3:

2015-2016 Accomplishments:

PFPCS met the standard for PA Academic Growth for PSSA Mathematics and English Language Arts.

26.5% of students were proficient or advanced on the PSSA ELA/ Keystone Literature Exam.

57% of students had an attendance rate of 95% or more of the scheduled days attended.

PFPCS compared favorably to schools within their similar demographic. According to The School District of Philadelphia's Annual Charter Evaluation, on the ELA PSSA, PFPCS's schoolwide proficiency level was 27%, which exceeds the 20% proficiency rate for peer schools.

School Concerns

Concern #1:

After a review of the PSSA data, overall reading scores decreased slightly between 2011 – 2012 and 2012 – 2013 by -4.2%.

Concern #2:

The Spring 2015 overall proficiency rates for PSSA English Language Arts (29%), Mathematics (11%), and Science (39%) were all lower in comparison to other charter schools.

Concern #3:

The number of students scoring in the below basic and basic categories on the Spring 2015 Mathematics PSSA increased from the Spring 2014 exam, 47% in 2014 and 89% in 2015.

Concern #4:

The number of students scoring in the below basic and basic categories on the Spring 2015 ELA PSSA increased from the Spring 2014 exam, 53% in 2014 and 71% in 2015.

Concern #5:

The overall Mathematics PSSA proficiency rate was 12%, behind both charter schools (19%) and district schools (19%)

Concern #6:

People for People CS did not meet the standard for PA Academic Growth for PSSA Science in 2015-2016.

Prioritized Systemic Challenges

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

Aligned Concerns:

After a review of the PSSA data, overall reading scores decreased slightly between 2011 – 2012 and 2012 – 2013 by -4.2%.
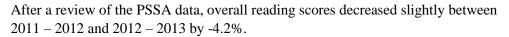
The Spring 2015 overall proficiency rates for PSSA English Language Arts (29%), Mathematics (11%), and Science (39%) were all lower in comparison to other charter schools.

The number of students scoring in the below basic and basic categories on the Spring 2015 Mathematics PSSA increased from the Spring 2014 exam, 47% in 2014 and 89% in 2015.

The number of students scoring in the below basic and basic categories on the Spring 2015 ELA PSSA increased from the Spring 2014 exam, 53% in 2014 and 71% in 2015.

Systemic Challenge #2 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

After a review of the PSSA data, overall reading scores decreased slightly between 2011 – 2012 and 2012 – 2013 by -4.2%.

The Spring 2015 overall proficiency rates for PSSA English Language Arts (29%), Mathematics (11%), and Science (39%) were all lower in comparison to other charter schools.

The number of students scoring in the below basic and basic categories on the Spring 2015 Mathematics PSSA increased from the Spring 2014 exam, 47% in 2014 and 89% in 2015.

The number of students scoring in the below basic and basic categories on the Spring 2015 ELA PSSA increased from the Spring 2014 exam, 53% in 2014 and 71% in 2015.

Systemic Challenge #3 *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:

After a review of the PSSA data, overall reading scores decreased slightly between 2011 – 2012 and 2012 – 2013 by -4.2%.

The Spring 2015 overall proficiency rates for PSSA English Language Arts (29%), Mathematics (11%), and Science (39%) were all lower in comparison to other charter schools.

The number of students scoring in the below basic and basic categories on the Spring 2015 Mathematics PSSA increased from the Spring 2014 exam, 47% in 2014 and 89% in 2015.

The number of students scoring in the below basic and basic categories on the Spring 2015 ELA PSSA increased from the Spring 2014 exam, 53% in 2014 and 71% in 2015.

Systemic Challenge #4 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

After a review of the PSSA data, overall reading scores decreased slightly between 2011 – 2012 and 2012 – 2013 by -4.2%.

The Spring 2015 overall proficiency rates for PSSA English Language Arts (29%), Mathematics (11%), and Science (39%) were all lower in comparison to other charter schools.

The number of students scoring in the below basic and basic categories on the Spring 2015 Mathematics PSSA increased from the Spring 2014 exam, 47% in 2014 and 89% in 2015.

The number of students scoring in the below basic and basic categories on the Spring 2015 ELA PSSA increased from the Spring 2014 exam, 53% in 2014 and 71% in 2015.

Systemic Challenge #5 *(Guiding Question #6)* Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Improvement Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: 2016-2017 PSSA - English Language Arts, Mathematics, and Science

Specific Targets: •   30% of tested students will perform proficient or advanced on the 2016-2017 English Language Arts Exam

•   14% of tested students will perform proficient or advanced on the 2016-2017 Mathematics Exam

•   35% of tested students will perform proficient or advanced on the 2015 Science Exam

Strategies:

Content Professional Development in Subject Departments

Description:

PFPCS will identify content-area professional development needs and provide training to teachers to ensure all gaps in content knowledge are addressed.

SAS Alignment: Instruction

Implement PFPCS's Teacher Evaluation Instruemnt

Description:

PFPCS has recently adopted the New Teacher Project's Philly Plus Rubric for teacher evaluation. 2016-2017 was the first year of implementation of the evaluation tool.

SAS Alignment: Instruction

Professional Development and Instructional Coaching

Description:

PFPCS techers and intervention specialists will receive ongoing professional development, enabling them to deliver "scientifically based" instructional support to assure strategic implementation of evidence-based practice, and regular monitoring of their own effectiveness. Educational staff-teachers and intervention specialists-will receive ongoing, high-quality, job-embedded professional development- from an array of expert partners to ensure they are equipped to facilitate effective teacheing and learning and have the capcity to successfully implement our school reform strategies. Partners include Bard University's Institute for Writing and Thinking (IWT), Spirngboard Collaborative and the Children's Literacy Initiative. Through an instructional leadership team (ILT) or Deans of Instruction, PFPCS will also implementan intensive model of teaching and coaching anchored in The New Teacher Project (TNTP) Core Teaching Rubric. TNTP is a job-embeded, standards-focused professional development initiative with an emphasis on using data to track student performance and leading to improved student academic grwoth, achievement and an improved teaching and learning climate. The ILT will use rigorous, transparent, and equitable evaluation systems for teachers and intervention specialists that take into account data on the growth as a significant factor as well as othr factors such as multipleobservation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. In addition to increased opporunities for promotion and career growth, financial incentives, stipends and performance bonuses will be used to reward all staff who contributes to student academic growth. PFPCS will also identify and exit those who, after ample opportunities to improve their professional practice, have not done so.

SAS Alignment: Standards, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Identify Gaps and Strengths in Content Knowledge in English Language Arts

Description:

ELA Coordinator will review Language Arts data on Acuity and PSSA for the past two years.

Indicator of Implementation: A report that itemizes top three areas of need per grade as well as any teachers demonstrating expertise in any specific content or objective area.

Start Date: 7/7/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Identify Gaps and Strengths in Content Knowledge in Mathematics

Description:

Principal will review Mathematics data on Acuity and PSSA for the past two years.

Indicator of Implementation: A report that itemizes top three areas of need per grade as well as any teachers demonstrating expertise in any specific content or objective area.

Start Date: 7/6/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Identify Gaps and Strengths in Content Knowledge in Science

Description:

Director of Curriculum and Instruction will review Science data on Acuity and PSSA for the past two years.

Indicator of Implementation: A report that itemizes top three areas of need per grade as well as any teachers demonstrating expertise in any specific content or objective area.

Start Date: 7/6/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Identify Teachers to Provide Model Lessons

Description:

Leadership team will review the reports and determine teachers who have demonstrated expertise in an area identified as a need to provide model lessons and professional development to other staff.

Indicator of Implementation: A report that itemizes top three areas of need per grade as well as any teachers demonstrating expertise in any specific content or objective area.

Start Date: 7/1/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Identify Consultants to Provide PD

Description:

If no teachers demonstrate expertise/success in a content area identified as an area of need, the school will contract with an external provider to provide this professional development. (e.g. Tennille Peeler, the Director of Educator Effectiveness at SDP)

Indicator of Implementation: A report that itemizes top three areas of need per grade as well as any teachers demonstrating expertise in any specific content or objective area.

Start Date: 7/1/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Research best practices for Enhanced Professional Development throughout Pennsylvania

Description:

Administration will research best practices related to ehanced PD Programs for new teachers.

Indicator of Implementation: Corey Dwyer, an instructional coach, will research best practices related to ehanced professional development programs and generate a report to submit to administration along with recommendations.

Start Date: 7/1/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Implement redesigned Enhanced Professional Development Program with fidelity beginning in August.

Description:

New teachers will begin the Enhanced Professional Development Program during the first week of Professional Development in August.

Indicator of Implementation: Corey Dwyer will begin the PD Program with teachers in August. Indicators of implementation include sign in sheets, power points, and induction material items.

Start Date: 8/1/2015   **End Date:** 5/25/2017

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Administer a survey to all staff completing the enhanced professional development program.

Description:

Administration will administer a survey to all teachers completing the enhanced pd program to determine teacher satisfaction and the effectiveness of the program on a yearly basis.

Indicator of Implementation: Summarized survey results to present to the administrative team.

Start Date: 5/25/2016   **End Date:** 6/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Review Enhanced Professional Development Program Effectiveness

Description:

As part of the Comprehensive Planning process, leadership will review the effectiveness of the enhanced pd program (looking at the survey results and rubrics from the Teacher Effectiveness program).

Indicator of Implementation: Report listing the strengths and areas in need of improvement for the enhanced pd program.

Start Date: 9/1/2015   **End Date:** 9/11/2015

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Refine Enhanced Professional Development Program for inclusion in the Comprehensive Plan

Description:

Based on staff input from the pd survey and needs identified through the review of rubrics and comprehensive planning needs assessment, PFPCS administration will refine the enhanced pd program for inclusion in the comprehensive plan, due November 30, 2015.

Indicator of Implementation: Corey Dwyer will begin the pd Program with teachers in August. Indicators of implementation include sign in sheets, power points, and induction material items.

Start Date: 9/12/2015   **End Date:** 11/20/2015

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Instructional Coaches and Leadership Team review the Teacher Effectiveness Framework requirements to ensure proper implementation.

Description:

Frontier 21 Solutions will provide professional development to instructional coaches and leadership team to review best practices and Danielson Framework, review rubrics from 2013-14 and reflect on practices from 2013-14, identify areas of improvement for 2014-15, and ensure proper implementation.

Indicator of Implementation: Sign-in sheet, training materials from Frontier 21 Solutions

Start Date: 9/15/2016   **End Date:** 9/19/2016

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Provide training for instructional staff to review the Teacher Effectiveness Framework requirements.

Description:

Frontier 21 Solutions, along with the instructional coaches and leadership team, will provide professional development to instructional staff to review best practices and Danielson Framework.

Indicator of Implementation: Sign-in sheet, training materials from Frontier 21 Solutions

Start Date: 9/15/2016   **End Date:** 9/19/2016

Program Area(s): Professional Education

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Coaches meet with teachers in pre-post observation cycle (2 times each year)

Description:

As we fully implement the Educator Effectiveness program, teachers and coaches will schedule observations with pre and post-observation conferences twice each year.

Indicator of Implementation: Completed Rubrics

Start Date: 10/1/2015   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Instructional Coaches to share rubric results with Director of Curriculum and Instruction

Description:

All rubric results from the teacher effectiveness program will be shared with the Director of Curriculum and Instruction after each observation cycle.

Indicator of Implementation: Completed Rubrics scanned to Arlene within a month of observation

Start Date: 10/1/2015   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Implement PFPCS's Teacher Evaluation Instruemnt

Special Education in an Inclusive School

Description:

Professional Development session led by our Director of Support Services and Special Education Coordinator that focused on what it means to be an inclusive school and the importance of collaboration between general education and special education teachers.

Start Date: 8/19/2015   **End Date:** 8/19/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Content Professional Development in Subject Departments

Professional Learning Community: English Language Arts

Description:

English Language Arts teachers have participated in the following workshops thus far in 2015-16:

- Vision Setting: Literacy in the Common Core
- Writing Across the Curriculum
- Reviewing Trends in Student Work
- Analyzing the PSSA Item Sampler
- Lesson planning in the Common Core

Start Date: 8/17/2015   **End Date:** 10/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Professional Learning Community: Mathematics

Description:

Mathematics teachers have participated in the following workshops thus far in 2015-16:

- Scope-and-Sequencing Eureka Math Curriculum on Atlas Rubicon

- Lesson planning and CC
- Teacher math skills, fluency, and procedures
- Customizing Eureka math lessons
- Diving Deep: Eureka Math
- Analyzing the PSSA item sampler
- Weekly or bi-weekly grade-level common planning times

Start Date: 8/17/2015   **End Date:** 10/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

Common Core PD Series

Description:

Introduction to the CC and the key shifts in ELA and Math.

- Introduction and the "Big Why" of CC
- Living the Common Core Lesson: Math
- Living the Common Core Lesson: ELA
- Lesson Planning in the CC

Start Date: 8/17/2015   **End Date:** 8/21/2015

Program Area(s): Professional Education

Supported Strategies:

- Content Professional Development in Subject Departments

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

Indicators of Effectiveness:

Type: Annual

Data Source: 2016-2017 PSSA Proficiency/ advanced rates– English Language Arts, Mathematics, and Science

Specific Targets: •   30% of tested students will perform proficient or advanced on the 2016-2017 English Language Arts Exam

•   14% of tested students will perform proficient or advanced on the 2016-2017 Mathematics Exam

•   35% of tested students will perform proficient or advanced on the 2016-2017 Science Exam

Strategies:

Use Data and Adjust Instruction Accordingly

Description:

Ensure teachers and administrators have been trained on best practices related to using assessments to gauge student understanding of materials and that teachers have the instructional support necessary to adjust instruction as necessary for students whose achievement progress does not meet expectations at a proficient level or higher.

SAS Alignment: Assessment, Instruction

Intervention Specialist Capacity and Assessments

Description:

The SIG funding will provide PFPCS with significant intervention specialist capacity. With the implemntation of the modified RTI system, PFPCS will also utilize small group instruction by creating homogenous groups of students who have similar needs int he areas of academics and/or behavior. Classroom teachers and the school's reading, math, writing and science intervention specialsits will provide targeted instruction to increase students' academic growth and achievement. Weekly RTI assessments will be used to track improvmenet for students. PFPCS' RTI system will have three tiers for assessment:

Tier I: All Students: Universal assessments are used to identify at-risk students, with an emphasis on children in the earlier grades.

Tier II: At-risk Students- Students identified as needing moderate interventions through the universal screening in Tier I receive these interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month)

Tier III: Intensive Instruction- Students identified as needing intensive supports through the universal screening in Tier I or in the ongoing progress monitoring (as well as all special education students) are provided with interventions and are accessed for progress most frequently (typically 1-2 times per week), targeted for growth, permitting the core subject intervention specialist to service students during these periods.

SAS Alignment: Standards, Assessment, Instruction, Safe and Supportive Schools

Implementation Steps:

Revise yearly professional development plan to include overview of Common Core and applicable assessments.

Description:

The leadership team will convene to revise the professional development plan for teachers and administrators related to the Common Core and applicable assessments. The professional development will include an overview of the Common Core and aligned assessments.

Indicator of Implementation: A detailed professional development plan will be available to staff members.

Start Date: 7/7/2016   **End Date:** 7/15/2016

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Provide professional development on the Common Core, aligned assessments, and gauging student understanding.

Description:

Contract with experts from the Achievement Network and Frontier 21 Solutions to conduct professional development for teachers on the Common Core, assessments, and gauging student understanding.

Indicator of Implementation: Instructional resources from training professional development, sign in sheets, and teacher feedback about professional development.

Start Date: 8/25/2016   **End Date:** 6/16/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Schedule Instructional Rounds

Description:

The leadership team will provide opportunities for teachers to participate in Instructional Rounds each trimester. During Instructional Rounds, teachers have an opportunity to meet with a Master Teachers in a group setting to review lesson plans and related assessments prior to observing a lesson. During the observations, teachers review and take notes on the teacher's ability to assess check for understanding and using mini assessments throughout the lesson. Following the observation, teachers debrief with the Master Teacher about the lesson, checks for understandings, and assessments.

Indicator of Implementation: Teacher feedback forms, observation materials, sign in sheets, emails, and instructional round video.

Start Date: 9/15/2015   **End Date:** 6/5/2017

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Beyond the Data Wall

Description:

This session introduced teachers to the various methods of tracking and analyzing data, and implementing action steps that are designed to improve instruction.

Start Date: 8/21/2015   **End Date:** 8/21/2015

Program Area(s): Professional Education

Supported Strategies:

- Use Data and Adjust Instruction Accordingly

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: 2015 PSSA – Proficiency/ Advanced Rates English Language Arts, Mathematics, and Science

Specific Targets: •   30% of tested students will perform proficient or advanced on the 2016-2017 English Language Arts Exam

•   14% of tested students will perform proficient or advanced on the 2016-2017 Mathematics Exam

•   35% of tested students will perform proficient or advanced on the 2016-2017 Science Exam

Strategies:

Accessible Curriculum Maps and Lesson Plans

Description:

Ensure curriculum maps and lesson plans are accessible by all teachers by using online tools such as School Collective and Atlas Rubicon.

SAS Alignment: Standards, Instruction

Intervention Specialist Cpacity and Assessments

Description:

The SIG funding will provide PFPCS with significant intervention specilist capacity. With the implementation of the modified RTI system, PFPCS will also utilize small group instruction by creating homogenous groups of students who have similar needs in the areas of academics and/or behavior. Classroom teachers and the school's reading, math, writing and science intervention specialist will provide targeted instruction to increase students' academic growth and achieveent. Weekly RTI assessments will be used to track improvement for students. PFPCS' RTI system will have three tiers for assessment:

Tier I: All students- Universal assessments are used to identify at-risk students, with an emphasis on children in the earlier grades.

Tier II: At-Risk Students- Students identified as neding moderate interventions through the universal screening in Tier I receive thse interventions and will be assessed for progress more frequently than the universal 3 times per year (typically 1-2 times per month)

Tier III: Intensive Instruciton- Students identified as needing intesnive supports through the universal screening in Tier I or in the ongoing progress monitoring (as well as all special education students) are provided with interventions and are accessed for progress most frequently (typically 1-2 times per week), targeted for growth, permitting the core subject intervention specialist to service students during these periods.

SAS Alignment: Standards, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Provide Professional Development on Atlas Rubicon and Google Drive

Description:

Administration and teachers will receive Professional Development on Atlas Rubicon and Google Drive. During these professional development activities, teachers and administrators will have an opportunity to post and review each other's sample lesson plans and curriculum maps aligned to the PA standards.

Indicator of Implementation: Arlene Barochin will retain sign in sheets, instructional material handouts, and professional development schedules.

Start Date: 10/1/2015   **End Date:** 10/30/2015

Program Area(s): Professional Education

Supported Strategies:

• Accessible Curriculum Maps and Lesson Plans

Use Atlas Rubicon and Google Drive to upload lesson plans and curriculum maps that will be accessible to all teachers and administration.

Description:

Through the use of Atlas Rubicon curriculum mapping software along with The Google Drive (PFPCS' Lesson Planning tool), teachers intended curriculum will be monitored through a quarterly observation cycle. Teachers will follow PA and Common Core Standards units that have been mapped with pacing guidelines and assessment cycles. Each unit will provide teachers with a general outline and estimated time length with teacher latitude given in the instructional delivery of as evidenced through weekly lesson plans. Weekly lesson plans are monitored and given feedback live on lesson plans through the collaborative platform Google Drive.

Indicator of Implementation: Pri Seebadri and instructional coaches will review uploaded documents and provide feedback on plans via email.

Start Date: 8/18/2015   **End Date:** 6/30/2017

Program Area(s): Educational Technology

Supported Strategies:

• Accessible Curriculum Maps and Lesson Plans

Schedule and Facilitate Subject-Area Professional Learning Communities

Description:

Facilitate Professional Learning Communities by subject area (e.g. Mathematics and Language Arts) where teachers can provide one another feedback on lesson plans and instructional curriculum maps by logging into Google Drive and Atlas Rubicon.

Indicator of Implementation: Sign in sheets, e-mail confirmation, and feedback from teachers.

Start Date: 8/18/2015   **End Date:** 5/29/2017

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Overview of the PFPCS Instructional Rubric

Description:

Teachers were introduced to the PFPCS instructional rubric.

Start Date: 8/20/2015   **End Date:** 8/20/2015

Program Area(s): Professional Education

Supported Strategies:

- Accessible Curriculum Maps and Lesson Plans

Grades K-3, Early Literacy Agenda & Writing Across the School

Description:

PFPCS will engage a series of partners including Bard College, Springboard Collabroative and Children's Literacy Initiative (CLI) is a national best practice and provides a highly effective early literacy classroom model for Grades K-3.

With their trademark Message Time, CLI is our partner with their teacher coaches on-site every week assisting and coaching our teachers in our classrooms with their hands-on approach to professional development. This Modeling Exemplary Literacy Instruction is a proven program that raises student literacy achievement by investing in teachers; instructional skills, be developing grade-level teams of teachers into collaborative, professional learning communities. CLI ensures that our teachers have access to the tools, training, and support they need to effectively teach children- like ours- from low-income neighborhoods how to read and write. This intervention shows that exemplary teaching is observable, measurable, replicable, and scalable. It is a unique form of professional development that builds and sustains schools' internal capacity to maintain high-quality instruction with minimal continued costs.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

STEM Theme & Activating Entrepreneurship

Description:

Through a newly created Entrepreneurship Coordinator position, PFPCS will make a renewed effort to execute its school mission with fidelity. Students will work to increase their knowledge regarding money management and financial products and services thoguh the use of presentations on savings, budgets, credit and other financial management topics. Students will learn a supplement to current math, computer and social skills through experiences learned while working on classroom-based business and revenue generating initiatives, amongst other things.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies: None selected

Independent Reading

Description:

Our school recently acquired 7,000 books and partnered with the American Reading Company and their 100 Book Challenge initiative. PFPCS needs to

launch a sustained independent reading program designed to maximize the effectiveness of a school's reading curriculum. Its goal is to develop avid, lifelong readers, students whose proficiency in and love of reading enable them to flourish throughout their lives--in the classroom, on standardized tests, at the college of their choice, and in a life enriching career-- allowing all aspects of their experience to be enhanced by the information and perspectives gained from reading. The PFPCS Board of Directors have expressed a strong interest in playing a significant role in leading the initiative to build and devlop a school library.

Year I: Materials and Supplies: $10,000: Hire a library project consultant to help design and manage the YR 2 impementation of a resource rich student library for students (K-12) and families.

Year 2: Materials and Supplies: 1: $200,000: Implement a modern, literacy & resource rich digital-driven library for students (K-12) and families.

Year 3: Matierals and Supplies: 1: $25,000: Continue to develop library for students (K-12) and families.

Start Date: 8/1/2017　　**End Date:** 6/30/2020

Program Area(s): Student Services, Educational Technology

Supported Strategies: None selected

Goal #4: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Annual

Data Source: 2016-2017 PSSA – Proficiency/ Advanced Rates- English Language Arts, Mathematics, and Science

Specific Targets: •　　30% of tested students will perform proficient or advanced on the 2016-2017 English Language Arts Exam

- 14% of tested students will perform proficient or advanced on the 2016-2017 Mathematics Exam

- 35% of tested students will perform proficient or advanced on the 2016-2017 Science Exam

Strategies:

Ongoing communication and monitoring of school improvement efforts.

Description:

While Math, Language Arts, and Science teachers have understood the plan, elective teachers have historically not fully understood the plan. By galvanizing support from all teachers and related school personnel, it is our desire the plan will be fully understood and supported with a great level of clarity.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Refine and implement enhanced professional development program

Description:

PFPCS will refine our enhanced pd program to ensure all PDE guidelines and other best practices are incorporated including a mentorship component that will ensure new teachers to the field are appropriately supported.

SAS Alignment: Instruction

Implementation Steps:

Convene the School Improvement Committee to review the updated plan

Description:

The School Improvement Committee will meet to review the updated plan. During the meeting, the team will identify which components of the plan the entire school community has not understood in the past and determine action steps for information dissemination and collaboration with the entire school community.

Indicator of Implementation: Indicators of implementation include email meeting confirmations, sign in sheets, and meeting notes.

Start Date: 7/7/2016   **End Date:** 7/25/2016

Program Area(s):

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

Present the School Improvement Plan in entirety to the school community during Professional Development Week at PFPCS.

Description:

The School Improvement Committee will present the School Improvement Plan to the entire staff during the first week of Professional Development. As a school community, teachers and administrators will provide comments and questions about the plan to make any necessary adjustments to meet our goals.

Indicator of Implementation: Indicators of implementation include sign in sheets, meeting notes, and power points.

Start Date: 8/18/2016   **End Date:** 8/22/2016

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

The school community will convene regularly to review the School Improvement Plan during Professional Development Learning Communities on Wednesdays.

Description:

Administration will devote professional development time to review the SIP as a staff. This venue will allow everyone to provide feedback on the plan, and make any necessary adjustments.

Indicator of Implementation: Indicators of implementation include sign in sheets, meeting notes, and power points.

Start Date: 11/5/2016   **End Date:** 4/29/2017

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.

Research best practices for Enhanced Professional Development throughout Pennsylvania

Description:

Administration will research best practices related to ehanced PD Programs for new teachers.

Indicator of Implementation: Corey Dwyer, an instructional coach, will research best practices related to ehanced professional development programs and generate a report to submit to administration along with recommendations.

Start Date: 7/1/2015   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Refine and implement enhanced professional development program

Implement redesigned Enhanced Professional Development Program with fidelity beginning in August.

Description:

New teachers will begin the Enhanced Professional Development Program during the first week of Professional Development in August.

Indicator of Implementation: Corey Dwyer will begin the PD Program with teachers in August. Indicators of implementation include sign in sheets, power points, and induction material items.

Start Date: 8/1/2015   **End Date:** 5/25/2017

Program Area(s): Professional Education

Supported Strategies:

- Refine and implement enhanced professional development program

Administer a survey to all staff completing the enhanced professional development program.

Description:

Administration will administer a survey to all teachers completing the enhanced pd program to determine teacher satisfaction and the effectiveness of the program on a yearly basis.

Indicator of Implementation: Summarized survey results to present to the administrative team.

Start Date: 5/25/2016   **End Date:** 6/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Refine and implement enhanced professional development program

Review Enhanced Professional Development Program Effectiveness

Description:

As part of the Comprehensive Planning process, leadership will review the effectiveness of the enhanced pd program (looking at the survey results and rubrics from the Teacher Effectiveness program).

Indicator of Implementation: Report listing the strengths and areas in need of improvement for the enhanced pd program.

Start Date: 9/1/2015   **End Date:** 9/11/2015

Program Area(s): Professional Education

Supported Strategies:

- Refine and implement enhanced professional development program

Refine Enhanced Professional Development Program for inclusion in the Comprehensive Plan

Description:

Based on staff input from the pd survey and needs identified through the review of rubrics and comprehensive planning needs assessment, PFPCS administration will refine the enhanced pd program for inclusion in the comprehensive plan, due November 30, 2015.

Indicator of Implementation: Corey Dwyer will begin the pd Program with teachers in August. Indicators of implementation include sign in sheets, power points, and induction material items.

Start Date: 9/12/2015   **End Date:** 11/20/2015

Program Area(s): Professional Education

Supported Strategies:

- Refine and implement enhanced professional development program

Philly PLUS (Pathway to Leadership in Urban Schools) Summer Institute

Description:

Three PFPCS instructional leaders participated in an intensive, five-week summer institute through the New Teacher Project's Philly PLUS principal residency program. The institute consisted of dozens of sessions that focused

on best practices in CC instruction, instructional coaching, goal-setting and data-analysis, and building a strong school culture.

Start Date: 6/1/2015   **End Date:** 7/31/2015

Program Area(s): Professional Education

Supported Strategies:

- Ongoing communication and monitoring of school improvement efforts.
- Refine and implement enhanced professional development program

Goal #5: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: 2016-2017 PSSA Proficiency/ Advanced Rates – English Language Arts, Mathematics, and Science

Specific Targets: •   30% of tested students will perform proficient or advanced on the 2016-2017 English Language Arts Exam

•   14% of tested students will perform proficient or advanced on the 2016-2017 Mathematics Exam

•   35% of tested students will perform proficient or advanced on the 2016-2017 Science Exam

Strategies:

Develop a new emergency/disaster preparedness plan.

Description:

PFPCS will convene a committee and refine its all-hazards emergency and disaster preparedness plan, using the PA Emergency Management Agency toolkit for school safety planning as a guideline for best practices.

SAS Alignment: Safe and Supportive Schools

A Response to Intervention (RTI) School

Description:

RTI seeks to prevent academic failure through early intevrention, frequent progress mesaurement, and incresingly intensive research-based instructional interventions for children who continue to have difficulty. RTI is a framework for providing comprehsnive support to students and is not an instructional practice. At PFP, we progress monitor all our students on a weekly basis. RTI is a prevetion oriented approach to linking assessments and instruction that can inform our decisions about how to best teach our students. A Goal of RTI is to minimize the risk of long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities. In our RTI Implementation, we used a multi-level prevention system. A rigorous prevention system provies for the early identification for students whoare at risk for long-term learning challenges. Our multi-level prevention system includes three levels of intensity or prevention. The primary prevention level includes high-quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The teriary level includes individualized intervention(s) of increased inentisy for students who show minimal response to secondary prevention.

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Identify a safety committee to lead the development of an emergency/disaster preparedness plan.

Description:

PFPCS will identify a team to research and develop the emergency/disaster preparedness plan based on best practices from other school and guidelines from the PA Emergency Management Agency.

Indicator of Implementation: List of team members

Start Date: 7/7/2015   **End Date:** 7/11/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Research best practices and review state guidelines and recommendations for developing an emergency/disaster preparedness plan.

Description:

Team will research and develop the emergency/disaster preparedness plan based on best practices from other school and guidelines from the PA Emergency Management Agency.

Indicator of Implementation: Sample plans, PDE guidelines, PEMA guidelines

Start Date: 7/21/2015   **End Date:** 8/1/2015

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Develop emergency/disaster preparedness plan specific to PFPCS to present to board for approval.

Description:

Team will draft an emergency/disaster preparedness plan specific to the school to be reviewed by all administration and approved by the Board.

Indicator of Implementation: completed plan which will be present to the Board for approval

Start Date: 9/1/2015   **End Date:** 10/1/2015

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Present emergency/disaster preparedness plan to Board for approval.

Description:

Completed plan will be presented to the Board of Trustees at the November 2015 meeting for formal approval.

Indicator of Implementation: Board Agenda and Minutes

Start Date: 11/1/2015   **End Date:** 11/30/2015

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Distribute plan and provide training to all staff.

Description:

Completed plan will be distributed to all staff members and administration will provide a full-staff training to ensure understanding.

Indicator of Implementation: Agenda, sign-in sheets and hand-outs from training

Start Date: 12/1/2015   **End Date:** 1/30/2016

Program Area(s): Student Services

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Creating a Safe and Welcoming School Culture

Description:

Teachers have participated in the following sessions thus far in 2015-16:

- A Vision for School Culture
- Creating a Positive School Culture
- Discipline: Policies and Procedures
- Establishing a Strong Classroom Culture
- Mandated Reporting
- An Introduction to Class Dojo and the Referal System
- Systems and Routines
- The First Days of School
- Parents as Partners
- Monthly "Culture Calendar" planning

Start Date: 8/17/2015   **End Date:** 10/1/2015

Program Area(s): Professional Education

Supported Strategies:

- Develop a new emergency/disaster preparedness plan.

Climate and Culture

Description:

The "Culture of Learning" is one of the central domains in the TNTP Core Teaching Rubric. Adding a Climate Mnager and a climate support personnel- focused on time and attendance- will contribute signifcantly to advancing the SIG program focus of all student academic growth.

PSPCS recognizes that our current approach is not highly effective in deterring students from committing discplinary infractions, since there are often underlying issues to the behavioral misconduct that are not being addressed. And, we clearly understand the loss of valuable instructional time by students in out-of-school suspensions can have a negative impact on their academic growth. While our out-of-school suspension rate has decreased marginally, via end-of-year feedback, several teachers and parents expressed concerns with the school's discipline and student behaviors, reducing chronic absenteism and tardiness, building and maintaining a positive school culture with student incentives and rewards will boost student acaemic growth and achivement levels.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies: None selected

Parent Engagement: A Community School: More Than a "Charter" School- Servicing the Whole Family

Description:

Education takes place "in community and in context." Schools are venues of learning, but also importnant community resources. Extending and intensifying our research and engagement with the community--on all levels-- is an emerging priority. This will strengthen the school and the community. Our Parent Institute is the embodiment of a focus on engaging and supporting our parents in non-traditional ways. We know that in low-income communities, paents that are struglling affect the emotionl and academic health of their children. Through a Parent Resource Center and a variety of services, PFP- through its school- knows that to be successful, we must service the whole family.

Technology Hardware: 5: $1,000-$5,000: Computers and software for new Parental Information Resource Room

Community and Parent Outreach: 10: $750-$7,500: Supplies associated with new Parental Information Resource Center, parent engagement events, including training materials, communication matrials to be sent home to parents(eg newletters, flyers), incentives for involvement, meals during events, etc.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s): Special Education, Student Services, Educational Technology

Supported Strategies: None selected

Building Positive Behavior: A System of Merits and Demerits

Description:

The Middle School Adacemy has begun a system of merits and demerits to facilitate and encourage a positive system of behavioral expectations in lieu of a punitive system. The system allows students to earn merits from PFPCS staff based on demonstartion of the school's core values. Students earn merits that can be used in the PFPCS School Store, at merit auctions where students bid on popular items such as fist cards, college t-shirts and basketballs. Students also use merits to attend "PFP Exclusive Evnts" and help offset the cost of

trips. The merit system catches students doing good and rewards them for the behavior we want them to display well-beyond their years at PFPCS.

The demerit system is a progressive discipline policy that uses very objective categories for students' misbehavior. When a student does not follow school rules, he or she earns demerits. An accumulation of demerits lead to daily detention, conferences with disciplinarian, and parent confeences. Our school-wide system of enforcing negative consequences with students who do not meet behavioral expectations and rewarding those who behave with positive consequences support a safe, orderly and respectful learning environment, permitting us to focus on what is most important regarding the instruction and academic achievement of our students.

Start Date: 8/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Content Professional Development in Subject Departments

Start	End	Title	Description
8/19/2015	8/19/2015	Special Education in an Inclusive School	Professional Development session led by our Director of Support Services and Special Education Coordinator that focused on what it means to be an inclusive school and the importance of collaboration between general education and special education teachers.

Person Responsible	SH	S	EP	Provider	Type	App.
Vance Lewis	1	1	40	School Entity	School Entity	No

Knowledge	What it means to be an inclusive school and the importance of collaboration between general education and special education teachers.
Supportive Research	Content for this session was obtained from the PA Department of Education and from resources provided by our School Psychologist, Dr. Robbin Alston.

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Review of written reports
summarizing instructional activity
Portfolio

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Content Professional Development in Subject Departments

Start	End	Title	Description
8/17/2015	10/1/2015	Professional Learning Community: English Language Arts	English Language Arts teachers have participated in the following workshops thus far in 2015-16: • Vision Setting: Literacy in the Common Core • Writing Across the Curriculum • Reviewing Trends in Student Work • Analyzing the PSSA Item Sampler • Lesson planning in the Common Core

Person Responsible	SH	S	EP	Provider	Type	App.
Corey Dwyer, Max Tartar	1.5	5	15	School Administrators and Instructional Coaches	School Entity	No

Knowledge	Professional Development in ELA has focused around the effective implementation of Common Core standards and best practices. Connected to Comprehensive Plan Goal #1: "Ensure there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching.
Supportive Research	Resources for these sessions have been obtained from Achieve the Core and PDE.

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
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.

Training Format	Series of Workshops

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Content Professional Development in Subject Departments

Start	End	Title	Description
8/17/2015	10/1/2015	Professional Learning Community: Mathematics	Mathematics teachers have participated in the following workshops thus far in 2015-16:

- Scope-and-Sequencing Eureka Math Curriculum on Atlas Rubicon

- Lesson planning and CC

- Teacher math skills, fluency, and procedures

- Customizing Eureka math lessons

- Diving Deep: Eureka Math

- Analyzing the PSSA item sampler

- Weekly or bi-weekly grade-level common planning times

Person Responsible	SH	S	EP	Provider	Type	App.
Stephen Williams, Corey Dwyer	1.5	6	15	School Administrators and Instructional Coaches	School Entity	No

PD in Mathematics has focused around the effective implementation of CC standards and best practices.

Knowledge

Connected to CP goal #1: "Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching."

Supportive Research

Resources for these sessions have been obtained by Achieve the Core and PDE.

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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.

Training Format

Department Focused Presentation

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Lesson modeling with
mentoring
Joint planning period
activities
Journaling and reflecting

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching	Strategy #1: Content Professional Development in Subject Departments

Start	End	Title	Description
8/17/2015	8/21/2015	Common Core PD Series	Introduction to the CC and the key shifts in ELA and Math. • Introduction and the "Big Why" of CC • Living the Common Core Lesson: Math • Living the Common Core Lesson: ELA • Lesson Planning in the CC

Person Responsible	SH	S	EP	Provider	Type	App.
Corey Dwyer	1.5	4	40	PFPCS Administration and Instructional Coaches	School Entity	No

Knowledge

Participants were introduced to the CC and the key shifts in the ELA and math standards. They assumed the role as students in 2 "Living the Lesson" sessions, allowing them to experience the shifts firsthand. They received instruction and support around planning effective, rigorous CC-aligned lessons.

Connected to CP goal #1: "Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the PA Framework for Teaching."

Supportive Research

COntent for these sessions was obtained from Achieve The Core and The New Teacher Project (TNTP).

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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.

Training Format

Series of Workshops
School Whole Group Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Use Data and Adjust Instruction Accordingly

Start	End	Title	Description

8/25/2016	6/16/2017	Provide professional development on the Common Core, aligned assessments, and gauging student understanding.	Contract with experts from the Achievement Network and Frontier 21 Solutions to conduct professional development for teachers on the Common Core, assessments, and gauging student understanding. Indicator of Implementation: Instructional resources from training professional development, sign in sheets, and teacher feedback about professional development.

Person Responsible	SH	S	EP	Provider	Type	App.
Pri Seebadri and Corey Dwyer	1.5	4	40	PFPCS Administration and Instructional Coaches	School Entity	No

Knowledge	Participants were introduced to the CC and the key shifts in the ELA and Math standards. They assumed the role in two "Living the Lesson" sessions, allowing them to experience the shifts firsthand. They received instruction and support around planning effective. rigorous Common Core-aligned lessons. Connected CP Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all studnets across all classrooms and aligns with the PA Framework for Teaching.
Supportive Research	Content for these sessions was obtained from Achieve the Core and The New Teacher Project (TNTP).

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

Training Format	For school and district administrators, and other educators seeking leadership roles: Series of Workshops School Whole Group Presentation		Instructs the leader in managing resources for effective results.

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
	   Analysis of student work, with administrator and/or peers
	   Creating lessons to meet varied student learning styles
	   Peer-to-peer lesson discussion
	   Lesson modeling with mentoring
	   Joint planning period activities
	   Journaling and reflecting
		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
			   Student PSSA data
			   Standardized student assessment data other than the PSSA
			   Classroom student assessment data
			   Participant survey
			   Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students	Strategy #1: Use Data and Adjust Instruction Accordingly

Start	End	Title	Description
8/21/2015	8/21/2015	Beyond the Data Wall	This session introduced teachers to the various methods of tracking and analyzing data, and implementing action steps that are designed to improve instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Corey Dwyer	1.5	1	40	School Administrators	School Entity	No

Knowledge	Introduced to types of assessments (proficiency vs growth) and the ways in which our school would use these assessments and data to impact instruction and improve outcomes for students. Connected to CP Goal #2: "Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.
Supportive Research	Information from this session came from Achieve the Core, PDE, and The New Teacher Project.

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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.

Training Format School Whole Group Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Joint planning period
activities
Journaling and reflecting

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.	Strategy #1: Accessible Curriculum Maps and Lesson Plans

Start	End	Title	Description
8/20/2015	8/20/2015	Overview of the PFPCS Instructional Rubric	Teachers were introduced to the PFPCS instructional rubric.

Person Responsible	SH	S	EP	Provider	Type	App.
Corey Dwyer	1.5	1	40	School Administrators	School Entity	No

Knowledge

Connected to CP Goal #3: Ensure that these is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Supportive Research

Information for this session came from The New Teacher Project and the Danielson Framework for Teaching.

Designed to Accomplish

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 research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

School Whole Group Presentation

Participant Roles

Classroom teachers

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

activities
Journaling and reflecting

LEA Goals Addressed:	Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.	Strategy #1: Ongoing communication and monitoring of school improvement efforts. Strategy #2: Refine and implement enhanced professional development program

Start	End	Title	Description
6/1/2015	7/31/2015	Philly PLUS (Pathway to Leadership in Urban Schools) Summer Institute	Three PFPCS instructional leaders participated in an intensive, five-week summer institute through the New Teacher Project's Philly PLUS principal residency program. The institute consisted of dozens of sessions that focused on best practices in CC instruction, instructional coaching, goal-setting and data-analysis, and building a strong school culture.

Person Responsible	SH	S	EP	Provider	Type	App.
The New Teacher Project	3	50	3	The New Teacher Project	Non-profit Organization	No

Knowledge	Connected to CP Goal #4: Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructiuonal leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
Supportive	Information came from The New Teacher Project.

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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 leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

LEA Goals Addressed:	Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.	Strategy #1: Develop a new emergency/disaster preparedness plan.

Start	End	Title	Description
8/17/2015	10/1/2015	Creating a Safe and Welcoming School Culture	Teachers have participated in the following sessions thus far in 2015-16: • A Vision for School Culture • Creating a Positive School Culture • Discipline: Policies and Procedures • Establishing a Strong Classroom Culture • Mandated Reporting • An Introduction to Class Dojo and the Referral System • Systems and Routines

- The First Days of School

- Parents as Partners

- Monthly "Culture Calendar" planning

Person Responsible	SH	S	EP	Provider	Type	App.
Corey Dwyer	2	10	40	School Administrators	School Entity	No

Knowledge	Connected to CP Goal #5: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.
Supportive Research	Information for these sessions came from a variety of sources, including Teach Like a Champion, The Flamboyan Foundation, *The First Days of School*, and PDE.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for People for People CS has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education

- Meets **ESEA requirements for Title I schools**

- Reflects **sound educational practice**

- Has a **high probability of improving student achievement**

- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by People for People CS for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

PFPCS secured a three-year SIG grant. Many new initatives, structures, and procedures have been implemented and are continually in the works in order to make a positive impact on the school and culture.

PFPCS held a two-week professional development session for teachers at the beginning of the school year and have continues to hold effective professional development sessions throughout the school year, through in-house experts and contracted individuals. Professional education has provided educators with the ability to allign assessments, curriculum, instruction (including interventions for struggling students), staff professional education, and teacher materials to each other and to PA's academic standards.

PFPCS implemented a coaching structure this year. The coaching component is a key part of the school's process for evaluation and supervision of staff. Teachers are assessed via rubric across four performance areas:

- Te culture of learning (student engagement)

- Eddenstial content (content alignment)

- Academic Ownership

- Demonstration of Learning (Effcacy of Instruction)

High expectations are regularly and consistently communicated for, and the school community is involved in, the creation and sustenance of a culture that supports student growth and continuous school improvement. The vision of student growth and continuous improvement is understood and supported by the entire school community.

Describe the continuing areas of concern from the past year.

Over the past year areas of concerns have remained improvement of standardized test scores, particularly in math; building on our success in school culture to reduce the number of suspension and disciplinary incidents; and better aligning curriculum, instruction, and assessment. Due to these concerns, many initiatives have been revised this year to promote growth in the school.

Describe the initiatives that have been revised.

This year, PFPCS made a change in benchmark assessments. This change promoted a greater emphasis on constructed response questions.

Implementation of revised mathematics curriculum based on Eureka Math. This revised curriculum is closely aligned to the PSSA Mathematics eligible content. Math instruction is now

provided in a double block, which includes time for enrichment and intervention.

The Leadership team has taken an approach to increase the use of student data and understanding for teachers in the classroom and all other instructional staff. Emphasis was placed on the importance of disaggregating data to better understand results, and to assist in targeting remediation.

Two new positions were created: Time and Attendance Coordinator and School Climate and Culture Manager. These positions were established to establish more structures within the school to improve truancy and behavior incidences. Policies and procedures were established. All instructional staff are involved in regular meetings dedicated to school climate issues. In addition, PFPCS contracted with a outside company to provide a Restorative Action Center for students, so that students violating the code of conduct and receiving suspensions could remain in school in a safe place to receive their education and reflect on their behavior.

2015-2016 Improvement Evaluation

Describe the success from the past year.

PFPCS has had a multitude of successes this past school year in making progress aligned to the goals of the School Improvement Plan. Specific improvements include:

- Partnership with Philly Plus, a leadership program that develops instructional leaders with an intensive focus on data-driven instruction and assessment. Three PFPCS staff were residents last year and are continuing into their second year of the program.

- Continuation of the AIMSWeb benchmarks, which are administered three times a year (Fall, Winter, Spring).

- Continuation of the use of Class Dojo as a positive behavior reinforcement system in grades 4-8 and the CLEAR Bucks initiative in grades K-3.

- Enhanced Professional Development Program. Topics this year:

o Common Core PD Series

▪ Introduction and the "Big Why" of Common Core

▪ Living the Common Core Lesson: Mathematics

▪ Living the Common Core Lesson: English Language Arts

▪ Lesson Planning in the Common Core

o Math Teacher PD's

▪ Scope-and-Sequencing Eureka Math Curriculum and Atlas Rubicon

▪ Lesson Planning and Common Core

▪ Teacher Math Skills, Fluency, and Procedures

▪ Customizing Eureka Math Lessons

- Diving Deep: Eureka Math

- Analyzing the PSSA Item Sampler

o ELA Teacher PD's

- Vision Setting: Literacy in the Common Core

- Writing Across the Curriculum

- Reviewing Trends in Student Work

- Analyzing the PSSA Item Sampler

- Lesson Planning in the Common Core

o Special Education in an Inclusive School

o Beyond the Data Wall

o Overview of PFPCS Instructional Rubric

o Safe and Welcoming School Culture

- A Vision for School Culture

- Creating a Positive School Culture

- Discipline: Policies and Procedures

- Establishing a Strong Classroom Culture

- Mandated Reporting

- An Introduction to Class Dojo and the Referral System

- Systems and Routines

- The First Days of School

- Parents as Partners

- Safe and Welcoming School Culture

- Continuation of Special Education case completeness

- Continuation of computer-based instructional initiative for increased use of Study Island and Khan Academy

- Instructional coaching program that ensured every teacher was observed at least once every 2-3 weeks, with feedback coming in the form of in-person debriefs.

Describe the continuing areas of concern from the past year.

- Strengthening our focus on becoming a data-driven school, with more intentional analysis of school wide data points.

- Math PSSA scores were particularly low last year. Continued focus on professional development for Math teachers around Eureka Math/Common Core.

Describe the initiatives that have been revised.

PFPCS Induction program has become a multi-faceted enhanced professional development program.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

PFPCS has established an ambitious agenda toward improving outcomes in a number of significant areas. Advances in test scores for students with IEPs as well as improved student behavior demonstrate that PFPCS' process for addressing areas of challenge is succeeding. Through systemic and structural changes PFPCS has achieved progress in student behavior as well as the overall school climate. Much of the progress can be attributed to shifting the emphasis from a punitive-oriented system to one where students are rewarded and praised. In addition, meeting the simple but vital needs of the students has also led to marked improvements. Examples include ensuring students eat breakfast, work in small groups and have minimal teacher turnover. As a result of these efforts, PFPCS has reduced the number of suspension incidents both in and out of school drastically. Similarly, math and reading scores for students with IEPs is another area where PFPCS has realized noteworthy improvements. Compared to the previous four year average, scores for 2014 show real advances with an over 12% increase in Math and a 9.5% increase in Reading. The PVAAS growth data corroborates this result and confirms that PFPCS is utilizing best practices for improved test scores. Specific improvements include:

1. Focus on early literacy through a partnership with Springboard Collaborative, a data-driven summer program for students in grades K-4 that combines daily reading instruction, weekly workshops training parents to teach reading at home, and an incentive structure that awards educational resources to families in proportion to student reading gains. Springboard's classes are taught by PFPCS teachers, who receive intensive professional development prior to the summer, throughout the program's duration, and into the next school year.

2. Focus on equity of instructional time in Science to ensure that students receive sufficient Science instruction, in proportion to ELA and Math instruction.

3. Partnership with Philly PLUS, a leadership program that develops instructional leaders with an intensive focus on data-driven instruction and assessment. Three PFPCS staff members will serve as Philly PLUS residents at PFPCS next year.

4. Advance a universal screening model, in which all students K-8 are administered AIMSWeb benchmarks three times a year. Based on the tiers students fall into, teachers provide appropriate interventions in both small- and whole-group settings.

5. The use of Class Dojo as a positive behavior reinforcement system in grades 4-8 and the CLEAR Bucks initiative in grades K-3.

6. Emerging partnership with the Institute for Writing and Thinking at Bard College. Dr. Alice Lesnick, a professor of education, delivered a day-long PD for ELA teachers in January and has been in regular communication with us since then. We will be visiting a Bard College Early High School in early fall as part of what will hopefully become a formal partnership with the IWT as we move to a school-wide, cross-curricular focus on writing.

7. Increased Professional Development led by Dr. Schuh of Frontier 21 Education Solutions for all teachers (Race to the Top grant).

8. Special Education case completeness. SPED team meets every 2 weeks with each grade (K-8) to be proactive, progress monitor students, review interventions and revise intervention plans as needed

9. Computer-based instructional initiative for increased use of Study Island and Khan Academy.

10. Increased parent workshops

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

PFPCS plans to strengthen a partnership with Children's Literacy Initiative (CLI) to continue to focus on early literacy and job-embedded professional development. This will involve the purchasing of a bank of "coaching hours" from CLI. Every teacher in Kindergarten to 3rd Grade will be assigned a seasoned, Early Literacy expert coach. Each CLI coach will be on site weekly working within the classrooms of all the K-3 teachers. The entire school has daily, common planning and collaboration time when the coaches have access to the teachers to have "out of classroom" conferences. The majority of the CLI "coaching time" will occur within the classroom, with coaches assisting teachers with everything from setting up their classrooms and classroom design to lesson plan assistance and modeling instruction.

Another area of improvement continues to be the academic subject of writing. Although only 5th and 8th grade students have to take the Writing PSSA, PFPCS plans to make writing a priority. With writing incorporated in the PSSA Reading assessment for all tested grades, and the shift to the Common Core standards, PFPCS recognizes the need to place a significant focus on writing. We plan to:

• Develop a school wide interdisciplinary approach, school wide, to develop students' Writing skills.

• Strengthening PFPCS' implementation of the Children's Literacy Initiative's Message Time Plus curriculum in grades K-3 and extensively in the Supplemental Learning Support Classrooms up to grade 5. Message Time Plus is a modeled writing and shared reading program in which teachers create a message and then write it.

• PFPCS' future plans for writing instruction include introducing and expanding a Writers Workshop for grades K-3, with a focus on "thinking, writing, sharing"

• Acquiring a new writing curriculum fully aligned with Common Core Standards for grades 4-8.

• Purchasing an effective Writing Software that offers instant feedback, differentiated writing prompts to target student needs, and a variety of prompts to cater to student interests. .

• Remain proactive taking proactive through the purchase of new curriculum materials writing as well as providing teachers with professional development on new programs, classroom teachers will be more prepared to help meet their students' writing needs.

Describe the initiatives that have been revised.

1. Replaced Everyday Math with Eureka Math to fully align with the Common Core.