

SHARSWOOD GEORGE SCH

2300 S 2nd St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

"Sharswood's family will encourage students to work together to become responsible and respectful citizens while achieving high expectations and acceptance of all!" *

STEERING COMMITTEE

Name	Position	Building/Group
Denise Flavin-Lefferts	Teacher Leader	Sharswood Elementary
Christopher Burba	Additional Leadership Team Member	Sharswood Elementary
Melanie Giancanterino	Literary Content Specialist	Sharswood Elementary
Holly Wagner	Science Content Specialist	Sharswood Elementary
Brittany Siegman	School Based Climate Representative	Sharswood Elementary
Krystal Fox	Parent	Sharswood Elementary
Kate Morrow	Business Partner	Goldenberg Group
Joshua Culbertson	PESO	School District of Philadelphia
Amy Holdsworth	Special Education Case Manager	School District of Philadelphia
Mariangeli Diodonet	Network Attendance Coach	School District of Philadelphia Sharswood Elementary
Patti Nelson	Grants Compliance Monitor	School District of Philadelphia
Zakiya Stewart	Central Office Talent Partner	School District of Philadelphia
Megan Conley	Network Early Literacy/Literacy Director	School District of Philadelphia
Dana Bazemore	Network Professional Learning Specialist	School District of Philadelphia
Cynthia Van-Otoo	Prevention and Intervention Liaison	School District of Philadelphia
Lauren Thomas	Network Culture and Climate Coach	School District of Philadelphia

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Common planning time and observation with timely feedback on our weekly calendar will become a priority for the school and its leaders. In order to ensure the principal has sufficient time to observe classrooms and provide feedback, a chain of command/deployment plan for student supports around behavior will be created. A policy on addressing disruptive behavior in the classroom, before it is escalated to school leadership, will be established.</p>	<p>English Language Arts Early Literacy Career Standards Benchmark</p>
<p>Teacher professional development and time slots for reflection and intentional planning around student real time data will become a regular part of our planning and process. This will incorporate a schedule of feedback from the principal with teachers, leadership team meetings focused on attendance, and a greater intentional focus on collaboration and coaching.</p>	<p>Mathematics Early Literacy Career Standards Benchmark</p>
<p>Weekly climate-based meetings will be scheduled into the master schedule to prioritize communication, roles and responsibilities, and incentive systems that will increase staff and student morale and motivation. We will utilize the PBIS model for this, but expand on it to create a clear duty designation on a matrix to which staff can refer.</p>	<p>Regular Attendance School climate and culture Career Standards Benchmark</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Schoolwide Behavior Incentives	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

Attendance 95%+ At least 54% of students will attend school 95% of days or more.

Zero OOS Suspensions At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage stakeholders in creating a coherent schoolwide climate vision in alignment with Schoolwide Behavior Incentives	2020-07-01 - 2020-08-15	Principal	Schoolwide vision, core values, data from 19-20 school year (minor infractions vs major), staff survey
Adopt schoolwide norms and expectations. Identify strategies for ensuring consistent application of schoolwide norms and expectations	2020-07-01 - 2020-08-15	Principal	Matrix of roles and responsibilities, staff handbook, student handbook, progressive discipline schoolwide and school code of conduct
Create Tier I team to oversee identified approach. Establish clear roles and responsibilities for oversight and implementation of Schoolwide Behavior Incentives during Summer Leadership Retreat.	2020-07-01 - 2020-07-30	Principal	Matrix finalized for delivery to staff
Train teachers and staff in identified approach	2020-08-22 - 2020-08-30	Principal	PD slides, staff handbook, major vs minor behavior flowsheet, PBIS handbook, matrix
Implement Schoolwide Behavior Incentive model	2020-09-01 - 2021-06-30	PBIS Lead	PBIS handbook, Core value training and refresher PD, Shark Bite and DOJO monthly incentives created, attendance incentives mapped out, minor infraction google document created and sent to staff

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Follow-up on Schoolwide Behavior Incentive model during PLCs on a quarterly basis, or as needed (determined by review of data). Schedule coaching or ongoing implementation support of identified approach	2020-10-01 - 2021-06-30	PBIS Lead and Principal	Refresh any materials provided in August during townhalls on as needed and scheduled basis.

Anticipated Outcome

Teachers demonstrate an increased understanding of positive-school culture in their interactions with students and peers. A decrease in minor infractions / office disciplinary referrals.

Monitoring/Evaluation

PBIS Lead will review MtSS data, as well as minor infraction forms, ClassDojo points, "Shark Bites" (a school compliment tracking system), and perfect attender records on a weekly and monthly level, tracking individual and classroom incentives. Data will be reviewed at PLCs on a quarterly basis, or more frequently if needed.

Evidence-based Strategy

Data-Driven Instruction

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
PSSA ELA Adv/Pro	At least 52% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
AIMSweb Tier 1	At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score.
PSSA Math Adv/Pro	At least 55% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Goal Nickname**Measurable Goal Statement (Smart Goal)**

AIMSweb Tier 1
Disproportionalities

All subgroups of students in grades K-3 will experience a 10% increase in the number of students at target by Spring AIMSweb Plus, as compared to the prior year.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Identify a schoolwide or content-specific approach to planning and/or delivering standards-aligned instruction (e.g., close reading, constructed response, TDAs)

2020-07-01 -
2020-07-15

Principal/SBTL/ELS/SPECM

Core curriculum, standards, curriculum materials, CPT templates

Set instructional norms or look fors associated with the identified approach

2020-08-22 -
2021-06-15

Principal

Copy of informal and walkthrough checklist and feedback forms

Train teachers in understanding and implementing these norms/look fors and support teachers in leveraging standards-aligned resources and identifying grade-level materials to

2020-08-22 -
2021-06-30

Principal/SBTL/ELS/SPECM

Core Curriculum, Curriculum resources, Standards

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
implement the identified approach			
Identify strategic scaffolds to support students' access and processing of grade-level texts, content, and skills	2020-08-22 - 2021-06-30	Principal/SBTL/ELS/SPECM	CPT templates, core curriculum, standards, IEPs with SDIs,
Set and follow plan for monitoring consistent implementation of instructional strategies	2020-08-22 - 2021-06-30	Principal/SBTL/ELS/SPECM	Walkthrough forms, Instructional feedback forms, Instructional observations done by principal, coaching sessions
Identify a plan to support students who need conceptual/skill-based reinforcement in preparation for upcoming state assessments (because they missed this past year's)	2020-09-15 - 2020-09-30	Principal/SBTL/ELS/SPECM	Testing materials (DRA, iready, STAR, Aimsweb protocols), data dashboard from 2019-20, and time scheduled to conduct the testing and reviewing
Identify students who will need a differentiated instructional plan for	2020-08-22 - 2021-03-01	SBTL, SPECM, PSSA coordinator	Data dashboard, IEPs

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
upcoming state assessments			

Anticipated Outcome

Leadership team will have a clear system for communicating, delivering and supporting teachers around standards-aligned instruction. Lead team will have a collaborative system to identify teachers in need of support of coaching. Teachers will have a better understanding of how to deliver content that includes instruction that is standards-aligned. Teachers will have reliable resources to find standard-aligned tasks that match daily instruction. Teachers will also be more comfortable in supporting students in order for them to be prepared for high stakes tests. Teachers will have a bank of scaffolds and will understand the difference between differentiating instruction and will practice it in their classrooms.

Monitoring/Evaluation

Principal/SBTL/ELS will review and monitor standards covered within Common Planning Time and Lesson Plans. Principal will monitor closer during observations. SBTL/ELS/SPECM will conduct weekly grade groups and coaching sessions for teachers to provide support to individual teachers in need.

Evidence-based Strategy

Staff Support and Self-Care Initiatives

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Attendance 95%+	At least 54% of students will attend school 95% of days or more.
Zero OOS Suspensions	At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Engage stakeholders in creating a coherent schoolwide climate vision in alignment with	2020-07-01 - 2020-07-30	Principal/Climate and Culture Coach/Self Care Teacher Lead	Meeting with central office climate team to create schoolwide climate vision, staff survey

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
identified approach			
Engage all staff in creating a plan for implementation of identified approach	2020-08-22 - 2020-08-30	Climate and Culture Coach/Self Care Teacher Lead/Counselor	Staff survey, climate and culture coach resources, calendar dates
Identify and address barriers to consistent implementation of identified approach	2020-08-22 - 2021-06-30	Culture and Climate Coach/Self Care Teacher Lead/Counselor	Results of staff survey, self care ideas tailored to school and monthly PD topics, activities and dates
Create and implement staff deployment plan aligned to identified approach (adjust through the year accordingly)	2020-08-22 - 2021-06-30	Culture and Climate Coach/Self Care Teacher Lead	Deployment plan and matrix
Schedule coaching or ongoing implementation support of identified approach	2020-08-22 - 2021-06-30	Culture and Climate Coach/Self Care Teacher Lead/Counselor	Coaching schedule for teachers
Consistently collect and review key data	2020-08-22 - 2021-06-30	Culture and Climate Coach/Self Care Teacher Lead/Counselor	Staff surveys, google tracker of self care events within school setting

Anticipated Outcome

Sharswood staff will have a better understanding of the importance of self care and its effect on their personal life and work life. Teacher attendance will increase as well as positive culture within the school community.

Monitoring/Evaluation

Ongoing staff surveys, teacher attendance monitoring

Evidence-based Strategy

Common Planning Time/PLC/Grade Group with Focus on Content, Pedagogy, Collaboration, and Reflection

Measurable Goals

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PSSA Math Adv/Pro	At least 55% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).
AIMSweb Tier 1 Disproportionalities	All subgroups of students in grades K-3 will experience a 10% increase in the number of students at target by Spring AIMSweb Plus, as compared to the prior year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine roles/expectations for instructional coaching	2020-07-01 - 2020-07-15	Principal/SBTL/ELS/SPECM	Smartboard, curriculum engine, teacher buckets, data dashboard, walkthrough protocols, informal observation forms, calendar dates, weekly instructional focus, CPT templates, standards
Establish coaching schedule and assignments.	2020-08-01 - 2020-08-30	Principal/SBTL/ELS/SPECM	Calendar, staff list, teacher buckets, data dashboard, CPT templates
Identify CPT groupings and prioritize time within the master schedule	2020-08-22 - 2020-08-30	SBTL (roster)	Master schedule

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine and align CPT protocols and practices to schoolwide expectations and goals (e.g., protocols for analyzing assessment data to inform instruction) in order to strategically create SGI and IWT within classrooms.	2020-08-22 - 2021-06-30	Principal/SBTL/ELS/SPECM	Curriculum engine, data dashboard, CPT protocol, schoolwide data, school plan and goals, standards, schedule created to support teachers in various grade bands.
Determine how data from adaptive interventions will help guide conversations during CPT. These data conversations will be used to develop instructional groupings as well as whole group instruction that includes but is not limited to the use of scaffolds and differentiation.	2020-08-22 - 2021-06-30	Principal/SBTL/SPECM/ELS	iready data, standards, IEPs, identification of differentiation techniques, identification of scaffolds for specific skills and when to use them.
Plan and determine roles/expectations for instructional	2020-08-22 - 2021-06-30	Principal/SBTL/ELS/SPECM	Coaching tracking form, schedule, CPT norms and expectations checklists

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
coaching. Create monitoring tool to track and support CPT norms and expectations.			

Anticipated Outcome

Teachers will be more comfortable unpacking standards and finding tasks that are standard aligned. Teachers will be able to create CPT protocols that provide students with appropriate scaffolds and differentiation in order to master the standard/task. Leadership team will have a greater understanding on which teachers need support around CPT and will support them where they are at in the process. Schedules will be created and norms, roles and responsibilities will be outlined at the outset of the school year.

Monitoring/Evaluation

Principal will monitor CPT schedule. Lead team members will monitor CPT sessions and review protocols using a checklist. Observation and feedback cycles will be conducted. Teachers will be bucketed and provided support from appropriate lead team members.

Evidence-based Strategy

iReady

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
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Goal Nickname**Measurable Goal Statement (Smart Goal)**

Plus, as compared to the prior year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Determine Chromebook access and technology resources available in the building when we come back to school	2020-07-01 - 2020-08-15	TTL	Personal property inventory
Revisit norms for the appropriate use of iReady utilizing the Blended Learning model (including frequency and duration)	2020-08-01 - 2020-08-15	SBTL/BLM lead from curriculum office	Chromebooks, iready username and passwords
Identify students in need of additional interventions.	2020-08-01 - 2020-09-30	SBTL/SPECM	Test scores, data dashboards
Set schedule for use of adaptive interventions in school	2020-08-01 - 2020-08-30	SBTL	master schedule
Train teachers in how to implement iReady effectively for their students.	2020-08-22 - 2020-08-30	SBTL/iReady support coach/TTL	iready steppers, PD deck, usernames and passwords, chromebooks
Set and follow plan for monitoring students' progress as they utilize iReady, including interventions for students in need of additional supports.	2020-09-01 - 2021-06-30	Principal/SBTL/SPECM	iready data, informal observations/walkthroughs, data dashboards

Anticipated Outcome

Teachers will have a greater understanding on how to implement iready within their classrooms effectively (blended learning). Teachers will be more comfortable pulling data and using it for creation of SGI if applicable.

Monitoring/Evaluation

Data dashboard will be updated quarterly, informal observations and walkthroughs to ensure blended learning models are taking place.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 54% of students will attend school 95% of days or more. (Attendance 95%+)	Schoolwide Behavior Incentives	Create Tier I team to oversee identified approach. Establish clear roles and responsibilities for oversight and implementation of Schoolwide Behavior Incentives during Summer Leadership Retreat.	07/01/2020 - 07/30/2020
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OOS Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 54% of students will attend school 95% of days or more. (Attendance 95%+)	Schoolwide Behavior Incentives	Train teachers and staff in identified approach	01/01/0001 - 08/30/2020
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OOS Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 54% of students will attend school 95% of days or more. (Attendance 95%+)	Schoolwide Behavior Incentives	Follow-up on Schoolwide Behavior Incentive model during PLCs on a quarterly basis, or as needed (determined by review of data). Schedule coaching or ongoing implementation support of identified approach	10/01/2020 - 06/30/2021
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OOS Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>At least 52% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA ELA Adv/Pro)</p>	<p>Data-Driven Instruction</p>	<p>Train teachers in understanding and implementing these norms/look fors and support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement the identified approach</p>	<p>08/22/2020 - 06/30/2021</p>
<p>At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 1)</p>			
<p>At least 55% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Adv/Pro)</p>			
<p>All subgroups of students in grades K-3 will experience a 10% increase in the number of students at target by Spring AIMSweb Plus, as compared to the prior year. (AIMSweb Tier 1 Disproportionalities)</p>			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 54% of students will attend school 95% of days or more. (Attendance 95%+)	Staff Support and Self-Care Initiatives	Identify and address barriers to consistent implementation of identified approach	08/22/2020 - 06/30/2021
At least 99% of students will have zero out-of-school suspensions (100% of K-2 will have zero-out-of-school suspensions). (Zero OOS Suspensions)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 52% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA ELA Adv/Pro)</p>	<p>Common Planning Time/PLC/Grade Group with Focus on Content, Pedagogy, Collaboration, and Reflection</p>	<p>Determine and align CPT protocols and practices to schoolwide expectations and goals (e.g., protocols for analyzing assessment data to inform instruction) in order to strategically create SGI and IWT within classrooms.</p>	<p>08/22/2020 - 06/30/2021</p>
<p>At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 1)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 1)</p>			
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>At least 52% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA ELA Adv/Pro)</p>	iReady	<p>Train teachers in how to implement iReady effectively for their students.</p>	<p>08/22/2020 - 08/30/2020</p>
<p>At least 55% of students in grades K-3 will score at Tier I by Spring AIMSweb Plus, as evidenced by the grade level composite score. (AIMSweb Tier 1)</p>			
<p>At least 55% of students in grades 4-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (PSSA Math Adv/Pro)</p>			
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