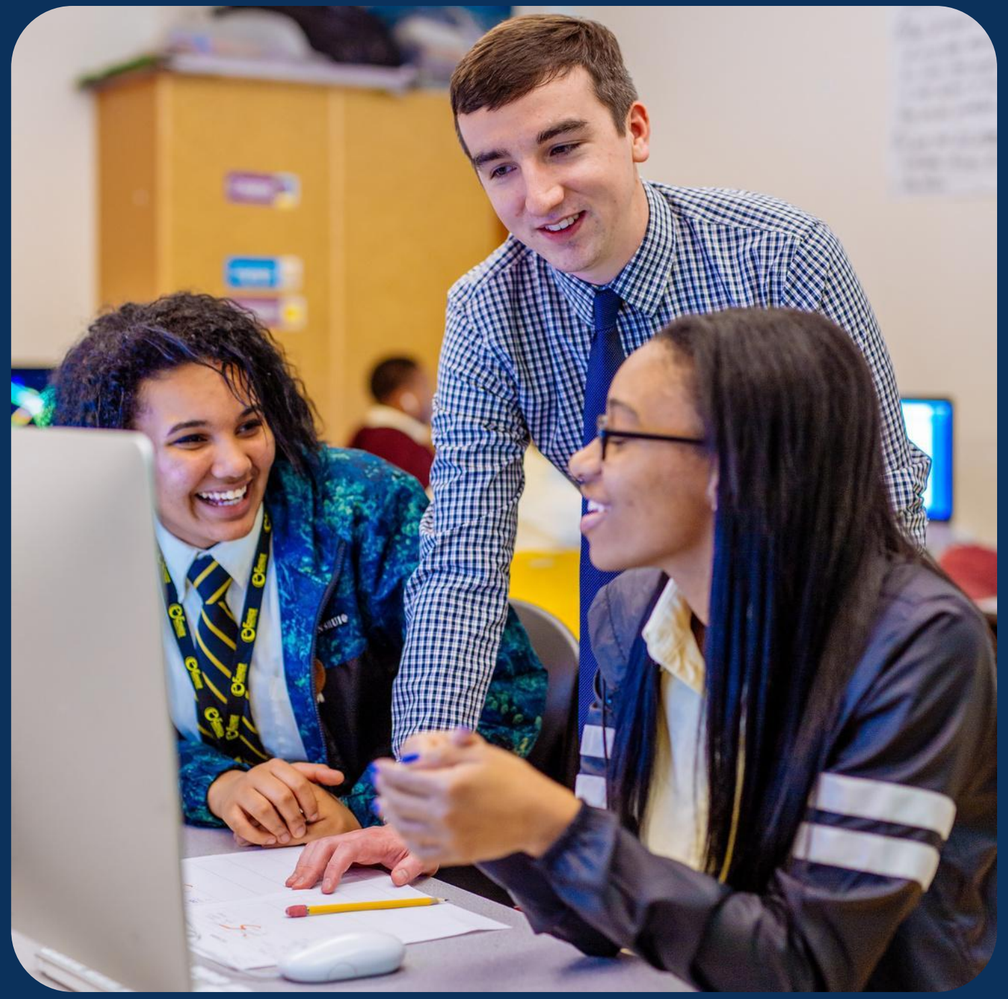
THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF ACADEMIC SUPPORTS

Office of Academic Supports

Collaborative Sessions with School and District Leaders

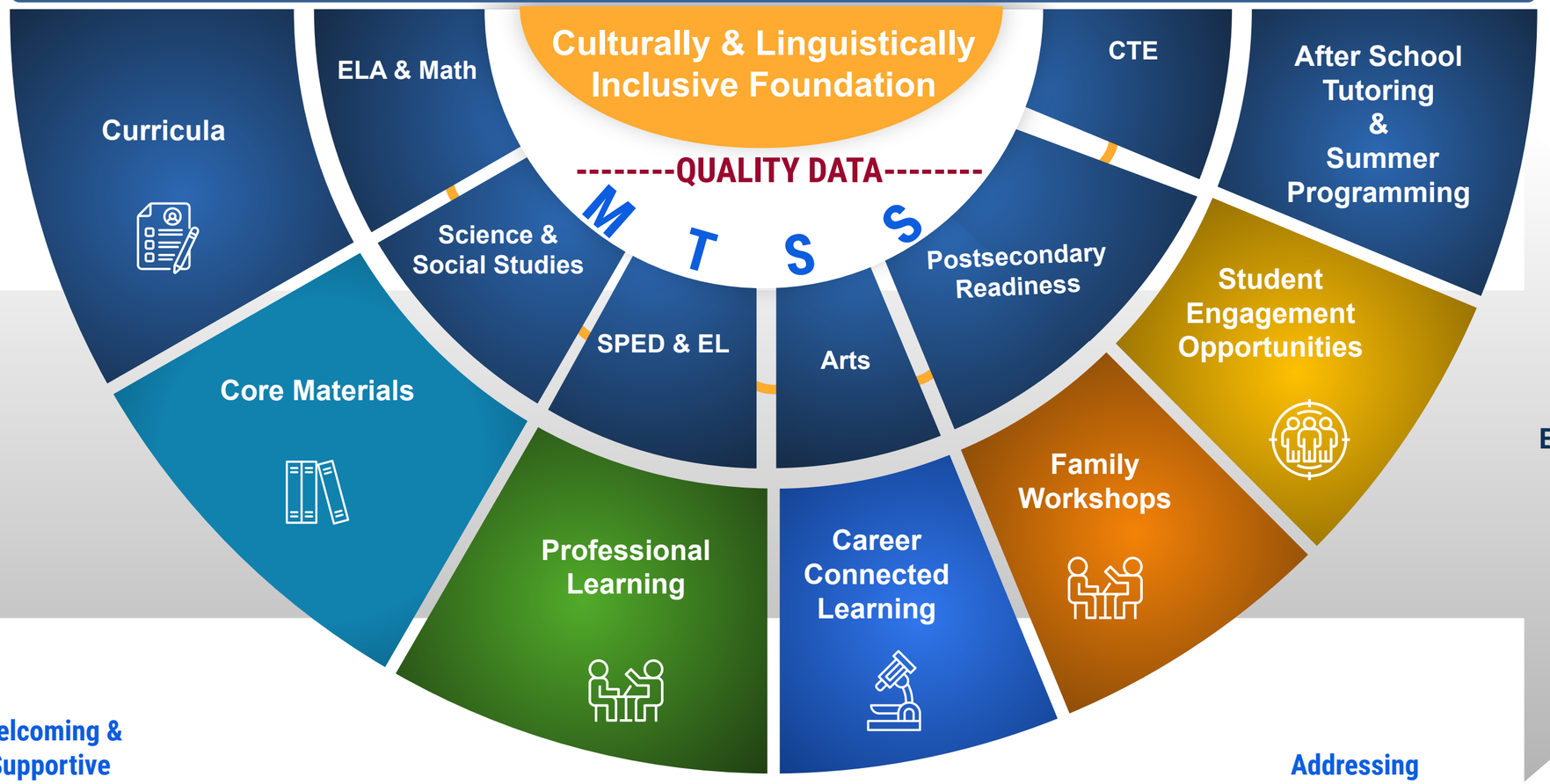
July 14, 2021



The Plan for Implementation

Provide excellent curriculum, content-based training, and instructional coaching to ensure that teaching is consistently rigorous, engaging, and inclusive

Provide students with robust academic, social, and emotional supports



Every student reads on or above grade level.

Every student performs on or above grade level in math.

Every student graduates ready for college and careers.

Welcoming & Supportive Schools

Enriching and Well-rounded School Experiences

Partnering with Parents/Family Members

Addressing Racist Practices

All students are engaged in learning environments designed to strengthen their knowledge, skills, and intellect to ensure success in college, work, and life.

Board Goals

GOAL 1 The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.

GOAL 2 The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

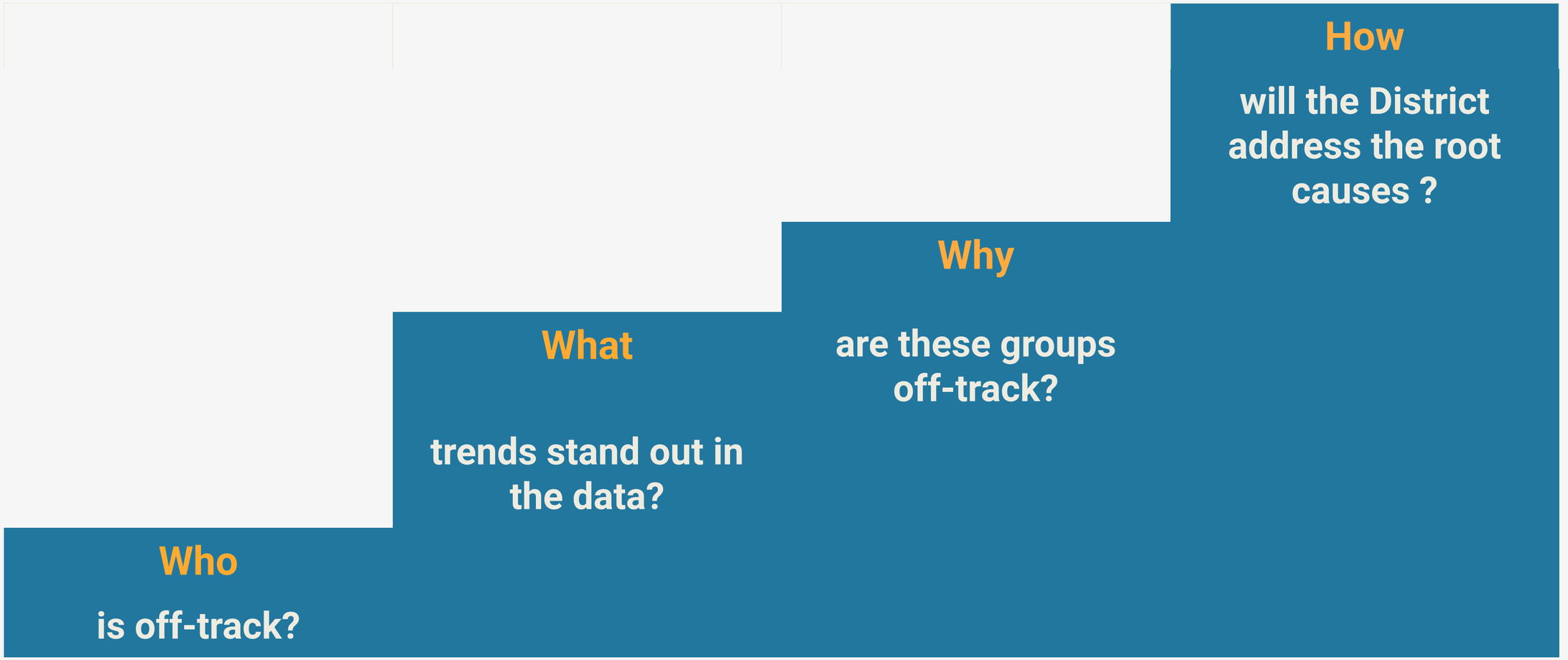
GOAL 3 The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.

GOAL 4 The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.

GOAL 5 The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Who-What-Why-How District Process

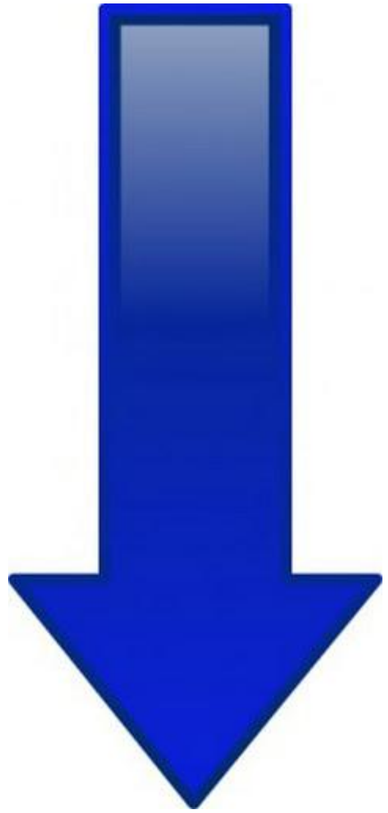
Process used to promote thoughtful reflection of the real world impacts on students that are within the school system's ability to influence. Through what-why-how meetings, District staff members were able to determine root causes and contemplate current approaches to determine whether the District needs to adjust.



School Planning Throughline

Who, What, Why, How Process

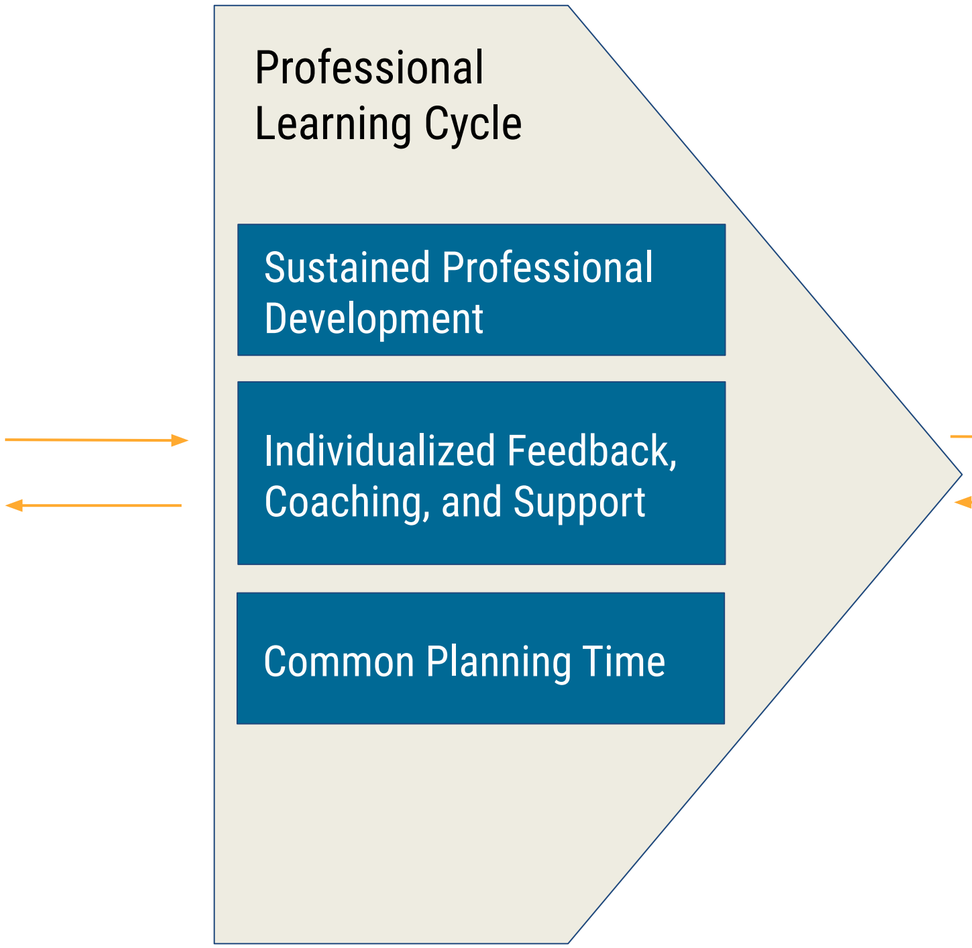
<u>WHO</u> is off-track?
<u>WHAT</u> trends stand out in the data?
<u>WHY</u> is this group off-track?
<u>HOW</u> will your school address this root cause?



1. Ensure all schools and teachers have access to evidence-based Universal Screeners; the Academic Framework; grade-level (Tier 1) curriculum and related instructional guides; and school-wide climate programs (Tier 1).

- Universal Screeners and Progress Monitoring Systems
- Grade-level (Tier 1) instructional expectations and curricula as described in the OAS Framework and Curriculum
- Evidence-based school-wide (Tier 1) climate programs
- Academic instructional guidance for Tier 2 and 3 students
- Evidence-based climate, behavioral, and wellness Tier 2 & 3 interventions

2. Build the capacity of teachers and leaders to implement grade-level standards-based (Tier) 1 instruction through six to eight week District-wide professional learning cycles and weekly school-level Common Planning Time.



3. Use monthly school-based MTSS meetings to review progress on implementing Tier 1 strategies, analyze student data, and adjust approaches accordingly.

- Assess implementation of Tier 1 instruction and identify gaps
- Match student academic, social-emotional, behavioral, attendance, and wellness needs with interventions
- Assess implementation of interventions and student response to intervention

18 Essential Practices

- The 18 Essential Practices are a list of evidence-based practices that create the conditions for school improvement

- Practices are grouped into 5 buckets
  - Instruction
  - Leadership
  - Climate
  - Family and Community Engagement
  - Professional Development

Instructional Essential Practices

- **Essential Practice 1: Align curricular materials and lesson plans to the PA Standards (SDP has adopted Common Core Standards)**
- **Essential Practice 2: Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based**
- **Essential Practice 3: Use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices**
- **Essential Practice 4: Identify and address individual student learning needs**
- **Essential Practice 5: Provide frequent, timely, and systematic feedback and support on instructional practices**

Focus On SDP's Universal Hows

Through the district-wide progress monitoring process, some universal 'Hows' have been identified.

While these 'Hows' need to be implemented in all schools, schools only focused on 1-2 of these in school plan based on the school's needs. Below is how these 'Hows' connect to each Essential Practice.

- Literacy and Math Instructional Guidance (EP#1)
- Common Planning Time (EP#2)
- MTSS (EP#3 and EP#4)

Year 1, Tier 1

Year 1 Focus

In Year 1, the District will focus on Tier 1 MTSS which includes the implementation of grade-level instruction and evidence-based school-wide climate programming.

Year 1 Goal

All students, including those who have been historically marginalized and negatively impacted by existing systems, engage in culturally appropriate grade-level instruction in a safe and welcoming environment.

Year 1 Approach

1. Ensure all schools and teachers have access to evidence-based Universal Screeners, grade-level curriculum, academic frameworks, and school-wide climate programs (Tier 1).

2. Build the capacity of teachers and leaders to implement Tier 1 instruction through six to eight week District-wide professional learning cycles and weekly school-level Common Planning Time.

3. Use monthly school-based MTSS meetings to review their progress on implementing Tier 1 strategies, analyze student data, and adjust our approach accordingly.

District-level Strategy vs School-level Autonomy

Tier 1 Instruction is the foundation of the District's strategy to meet the expectations of the BoE's Goals & Guardrails.

All instructional programming must align to the District's Academic Framework to ensure consistent implementation and progress monitoring.

Once Tier 1 requirements are met for all student groups, at a level that demonstrates absolute achievement, school leaders' consultation with the Schools Office is required for additional instructional requests.

ELA & Math

ELA & Math

Quality Tier I Instruction:

- K-12 Instructional Guides with targeted quarterly instructional “Look Fors”

ELA

Culturally & Linguistically Inclusive Units and Quarters-at-a-Glance

- ELA Curriculum Units (grades K-3)
- ELA Quarters at a glance (grades 4-12)

Math

- Math Curriculum Units (4-12)
- Math Quarters-at-a-glance (K-3)

ELA & Math: MTSS Tiered Instruction

Tier 1: High-quality core instruction, strategies/interventions and supports apply to all students in the classroom or school. *Online Supplemental Programs can be used for students who have the ability to learn above or on grade level.

Tier 2: Strategies & Online Supplemental Programs occur with 4-6 students and directly target a specific skill deficit/area of concern, but do not replace the core instruction.

Tier 3: Strategies & Online Supplemental Programs occur more frequently with 1-3 students and are targeted for a specific skill deficit/area of concern, but do not replace the core instruction. Overall, there is an increase in duration and frequency, and a lower student–teacher ratio.

ELA MTSS

Tier 1 Example - Reading Informational Text Grade 3

CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Comprehension Strategy: Self-Question Guide	Prior to reading a selected Informational Text, all students independently write down **5 questions** they expect to be answered based on a specific text, article, or an outline of a lesson.	Since Tier I Instruction is for all students, the teacher will provide the **whole group** of students with an outline of the lesson or the list of topics/subheadings in the text or article. The teacher will encourage students to answer their questions while reading allowing for students to actively read versus passively reading to finish the text. After reading, students determine if they were able to answer all of their questions. **Note:** If after reading, students are unable to answer all of their questions, is this because the text, article or outline did not have the answer, or did they not understand portions of what they read?

ELA MTSS

Tier 2 Example - Reading Informational Text Grade 3

CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Comprehension Strategy: Self-Question Guide	Prior to reading a selected Informational Text, **4-6 students** independently write down **3 to 5 questions** they expect to be answered based on a specific text, article, or an outline of a lesson.	For Tier 2 Instruction, the **teacher will lead** a small group of **4-6 students**, and provide the students with an outline of the lesson or the list of topics/subheadings in the text or article. The teacher will encourage students to answer their questions while reading allowing for students to actively read versus passively reading to finish the text. After reading, students determine if they were able to answer all of their questions. Note: If after reading, students are unable to answer all of their questions, is this because the text, article or outline did not have the answer, or did they not understand portions of what they read?

ELA MTSS

Tier 3 Example - Reading Informational Text Grade 3

CCSS.ELA-LITERACY.RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Comprehension Strategy: Self-Question Guide	Prior to reading a selected Informational Text,**1-3 students** independently write down **1 to 3 questions** they expect to be answered based on a specific text, article, or an outline of a lesson.	For Tier 3 Instruction, the **teacher will lead** a small group of **1-3 students,** and provide the students with an outline of the lesson or the list of topics/subheadings in the text or article. The teacher will encourage students to answer their questions while reading allowing for students to actively read versus passively reading to finish the text. After reading, students determine if they were able to answer all of their questions. Note: If after reading, students are unable to answer all of their questions, is this because the text, article or outline did not have the answer, or did they not understand portions of what they read?

ELD Instructional Guide - ELA Alignment

ELD Instructional Guide, K-12

ELD 3-Moment Lesson Architecture	Objectives of Moment	ELA-Reading (Aloud/Shared/Small Group)	ELA- Writing (Modeled/Shared/Small Group)
Preparing the Learners	• Activate (or build) relevant background knowledge • Focus attention on concepts to be developed • Introduce essential vocabulary in context	• Before Reading	• Before Writing
Interacting with Concept	• Deconstruct text/concept • Establish connections between ideas/concepts	• During Reading	• Explicit Writing Instruction
Extending Understanding	• Connect concepts learned to other ideas • Apply newly gained knowledge to novel situations or problem-solving • Analyze, synthesize, and evaluate learning	• After Reading	• Independent Writing • Extension of skills and content knowledge developed

What does this look like in ELA instruction? THIS resource provides essential practices to support all students, particularly English Learners, to engage meaningfully with the content and with their peers in order to develop academic language and content skills.

Special Education Instructional Guide-Example of the Application of a High Leverage Practice in ELA

High Leverage Practice: Instruction	Description of High Leverage Practice	How to Use HLP 16 Effectively
Use Explicit Instruction: (HLP-16)	"Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts... **when learning new material**…"	**Instructional Task**-students must know the meaning of specific Tier II Academic Vocabulary words within a text. **HLP-16 Applied: Pre-Teach some vocabulary words** ● **Introduce the Word (students repeat the word).** ● **Provide a student friendly definition.** ● **Illustrate the word (orally) in sentences with many examples.** ● **Check for Understanding through questioning for deep processing.** ● **Click Here for Routine**

Math MTSS

Tier 1 Example - Algebra I Grade 9

CCSS.MATH.CONTENT.HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Algebraic Concepts Strategy: Matching Representations	All students independently **match 10 different linear equations and inequalities** to the corresponding graph. Students justify each of their matches with a partner and determine if their answers are correct.	Since Tier I Instruction is for all students, the teacher will provide the **whole group of students with 10 linear equations and inequalities and 10 graphs r**epresented on sheets of paper identifying the slope and y-intercept. The teacher will encourage students to justify their thinking and solutions with their math partners. After completing the task, students will determine if they were able to match all of the linear equations and inequalities with the appropriate graph. Note: If after completing the tasks, students are unable to properly match the equations and inequalities, is this due to miscalculation, misunderstanding of coefficient representation, or they do not understand slope and y-intercept.

Math MTSS

Tier 2 Example - Algebra I Grade 9

CCSS.MATH.CONTENT.HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Algebraic Concepts **Strategy: Matching Representations**	**4-6 students will independently match 6 different linear equations and inequalities** to the corresponding graph. Students justify each of their matches with the teacher and determine if their answers are correct.	For Tier 2 Instruction, the **teacher will lead** a small group of **4-6 students, and provide the students with 6 linear equations and inequalities and 6 graphs** represented on sheets of paper identifying the slope and y-intercept. The teacher will encourage students to justify their thinking and solutions with the teacher. After completing the task, students will determine if they were able to match all of the linear equations and inequalities with the appropriate graph. Note: If after completing the tasks, students are unable to properly match the equations and inequalities, is this due to miscalculation, misunderstanding of coefficient representation, or they do not understand slope and y-intercept.

Math MTSS

Tier 3 Example - Algebra I Grade 9

CCSS.MATH.CONTENT.HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Area of Concern: Algebraic Concepts Strategy: Matching Representations	**1-3 students will independently match 3 to 4 different linear equations and inequalities** to the corresponding graph. Students justify each of their matches with the teacher and determine if their answers are correct.	For Tier 3 Instruction, **the teacher will lead** a small group of **1-3 students, and provide the students with 3 to 4 linear equations and inequalities and 3 to 4 graphs** represented on sheets of paper identifying the slope and y-intercept. The teacher will encourage students to justify their thinking and solutions with the teacher. After completing the task, students will determine if they were able to match all of the linear equations and inequalities with the appropriate graph. Note: If after completing the tasks, students are unable to properly match the equations and inequalities, is this due to miscalculation, misunderstanding of coefficient representation, or they do not understand slope and y-intercept.

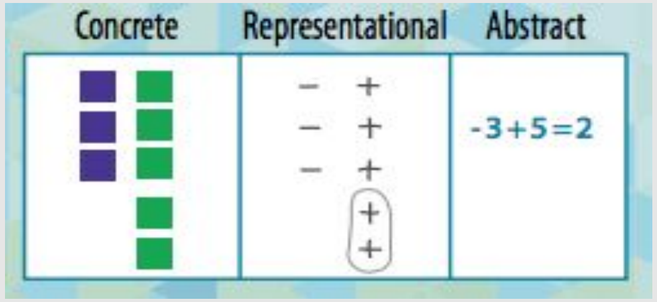
ELD Instructional Guide - Math Alignment

ELD Instructional Guide, K-12

ELD 3-Moment Lesson Architecture	Objectives of Moment	Math
Preparing the Learners	• Activate (or build) relevant background knowledge • Focus attention on concepts to be developed • Introduce essential vocabulary in context	• Opening Routine • Formative Task
Interacting with Concept	• Deconstruct text/concept • Establish connections between ideas/concepts	• Formative Task • Guided Instruction • Inclusive Student Activities
Extending Understanding	• Connect concepts learned to other ideas • Apply newly gained knowledge to novel situations or problem-solving • Analyze, synthesize, and evaluate learning	• Reflective Closure

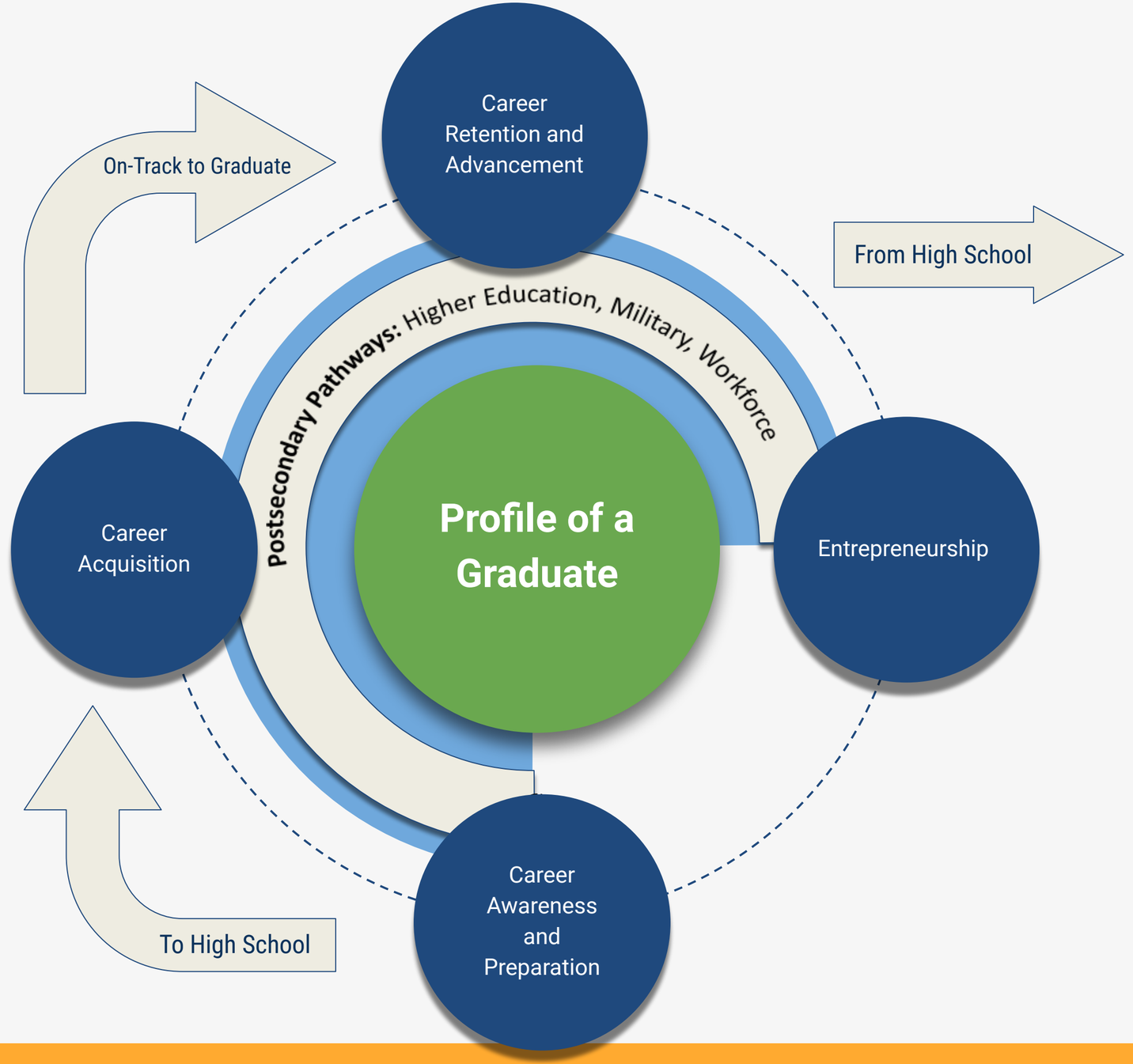
What does this look like in Math instruction? THIS resource provides essential practices to support all students, particularly English Learners, to engage meaningfully with the content and with their peers in order to develop academic language and content skills.

Special Education Instructional Guide-Example of the Application of a High Leverage Practice in Math

High Leverage Practice: Instruction	Description of High Leverage Practice	How to Use HLP 15 Effectively
Provide Scaffolded Supports: HLP-15	Scaffolded supports provide **temporary assistance** to students so that they can successfully complete tasks that they could not complete without the scaffold. An example of this in math is the **Concrete-Representational-Abstract (CRA)** instructional sequence.	**Instructional Task**-students must know how to add integers **HLP-15 Applied:**  • **Students complete the following steps to add the integers -3 + 5=:** a. **provide manipulatives (e.g. algebra tiles) to conceptualize the task;** b. **students then illustrate the task;** c. **finally students complete the task in the abstract (-3+5=2).**

Career and Education Work Standards

- Currently embedded into Math Curriculum Units (*Naviance implementation will still happen in multiple content areas)
- Integrated and aligned to Naviance task completion; assessed in grades 3,5,8,11
- Designed to support the expansion of work-based learning opportunities
- Outlook: To be found in instructional guide and curriculum units as released



Professional Learning (PL) Cycles

PL cycles are ongoing, iterative cycles of professional development, practice, feedback, and reflection that are designed to yield continuous improvement in instruction district-wide.

PL cycles focus on content that is aligned to District “how” strategies and the implementation plans which operationalize these strategies.

PL cycles are the driving factor behind the allocation of PD days on the district-wide calendar and school common planning time schedules

This looks like a process of nested professional learning

- Each PL Cycle begins with standardized professional development for the District's instructional leaders: central office instructional leaders, Assistant Superintendents, and Network PLSs.
- PD is provided to Principals, Assistant Principals, and teacher leaders.
- PD is provided to teachers District-wide.
- Teachers are provided with additional support at the school level that is responsive/tailored to specific teacher needs. This support goes beyond school-level PD workshops and includes resource sharing, CPT, coaching, feedback, etc.
- Formative implementation evidence is gathered ongoing so that instructional leaders (at the school and central office levels) can use it to drive updates to the next PL Cycle.

Resources to Support

All assistant superintendents, principals, and assistant principals received an email from Dr. Savoy- Brooks on June 24th with the following information:

- Link to the August calendar of sessions
- A reminder that a PD catalog will be distributed by August 9th to all school-based staff
- The full day PD days for the 21-22 school year

More information about the school leader’s role in professional learning cycles will be shared in our August professional learning sessions facilitated by the Office of Academic Supports.

Online Supplemental Programs

For the 2021-2022 school year, all online supplemental adaptive programs will be purchased by the Academic Office.

Online Supplemental Programs will support the individual and small group progress of students toward grade-level expectations and/or exceeding grade-level expectations for Tiers 1, 2, & 3.

OAS will monitor usage and progress data for dialogue, corrective action, and plans for school supports in collaboration with Assistant Superintendents and school leaders.

School, Network, and District level data will be collected, analyzed, and communicated to monitor implementation and progress, which is an essential component of tiered instruction in the MTSS process.

Leaders and teachers will follow protocols and usage set by OAS as it relates to the instructional expectations and blocks of time.

Selection of Online Supplemental Programs

Based on the school's data regarding 5 Literacy Areas of Concerns & the 6 Math Areas of Concern.

- **Types of Data:** Universal Screener, Progress Monitoring Data

- **5 Literacy Areas of Concerns:** Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary

- **6 Math Areas of Concerns:** Computational Fluency, Fact Fluency, Math Application, Algebraic Concepts, Word Problem Solving, Vocabulary Development

Collaborative Process for Selecting Online Supplemental Programs

School teams review data and identify the areas of concern

School teams review the menu of approved online supplemental programs

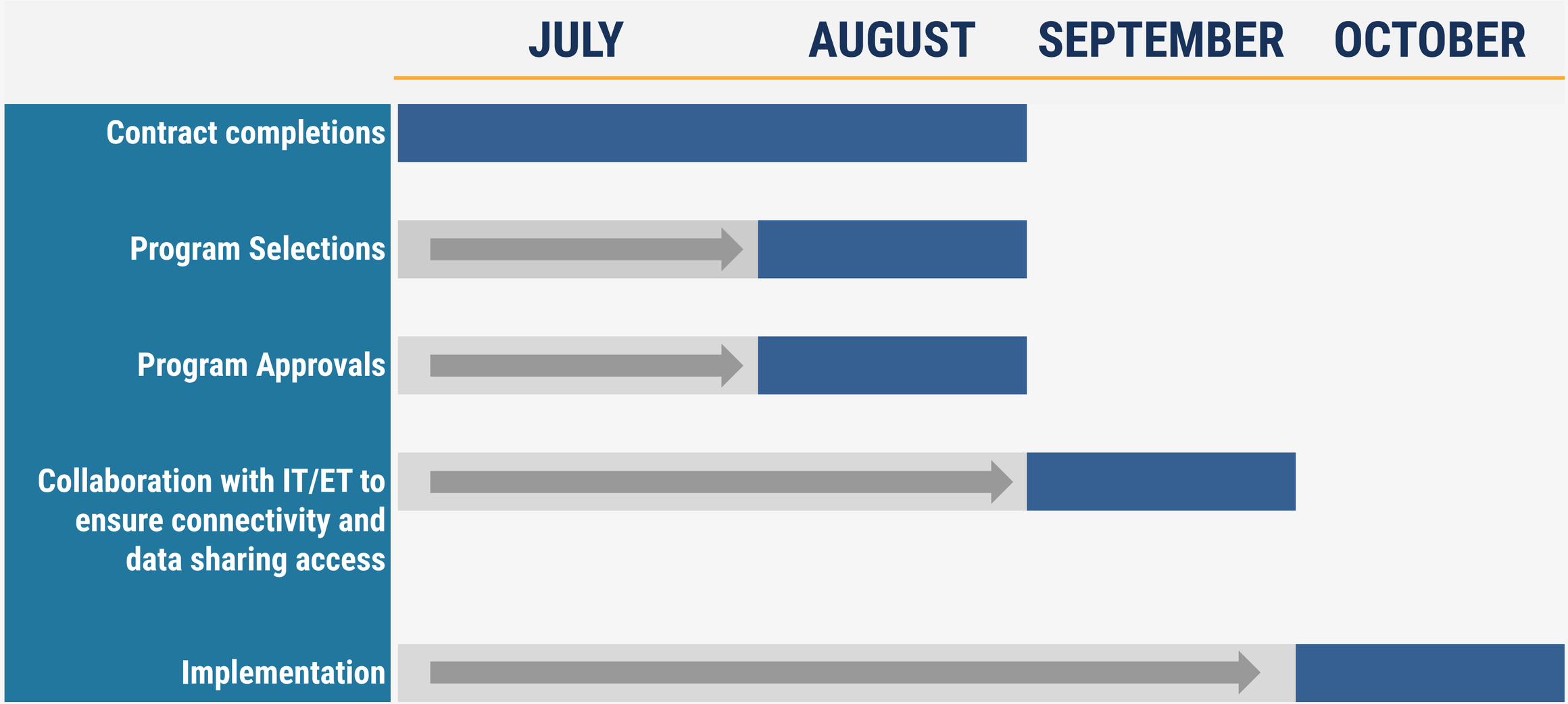
Principal/designee completes the Google Supplemental Program Form

Principal/designee is notified of online supplemental program approvals

SUPPORT

Drop-in Sessions will occur in August to support schools with reviewing data, identifying areas of concern & completing the Google supplemental program form

Online Supplemental Programs' Timeline



Thank you!

Questions?

Join us on July 21 to learn about the postsecondary plan for middle and high school students.