

## **FELTONVILLE SCH OF ARTS & SCIENCES**

210 E. Courtland St.

TSI Title 1 School Plan | 2020 - 2021

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### **VISION FOR LEARNING**

We envision the Feltonville School of Arts and Sciences as a learning community that provides a supportive environment where students feel physically and emotionally safe. We are committed to providing students with instruction that is authentic, rigorous and standards driven. The school community that we envision understands individual differences, appreciates diversity and emphasizes the importance of life-long learning.

## STEERING COMMITTEE

Name	Position	Building/Group
John Piniat	Principal	Feltonville Arts & Sciences
Rachel Koppel	Additional Leadership Team Representative	Feltonville Arts & Sciences
Carlyn Skipworth	Math Content Specialist/Teacher Leader	Feltonville Arts & Sciences
Tijuanda Riddick	Literacy Content Specialist/Teacher Leader	Feltonville Arts & Sciences
Manuel Figueroa	School-based Climate Representative	Feltonville Arts & Sciences
Hilda Colon	Parent	Parent
June Cohen	Community member	Community Member
Christian Holland	Business partner	ECS (Beacon)
Amy Davies	Special Education Case	Feltonville Arts & Sciences
Molly Ashburn	Network Attendance Coach	Philadelphia SD
Shannon Ellis	Network Culture and Climate Coach	Philadelphia SD
Darrin Kall	Grants Compliance Monitor	Philadelphia SD
Marina Byrne-Follin	Central Office Talent Partner	Philadelphia SD
Jenn Dianna	Network Early Literacy/Literacy Director	Philadelphia SD
Abbey Gunn	Network Professional Learning Specialist	Philadelphia SD
Danica Moore	Prevention and Intervention Liaison	Philadelphia SD
Nina Fonseca	Planning and Evidence-based Support (PESO) member	Philadelphia SD

## ESTABLISHED PRIORITIES

### Priority Statement

### Outcome Category

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically

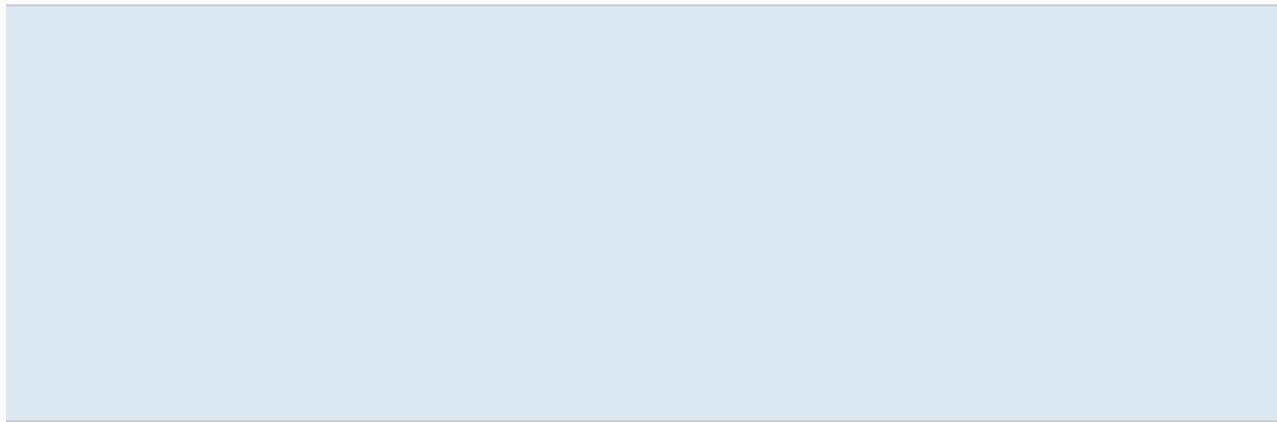
School climate and culture

Regular Attendance

Identify and address individual student learning needs

Mathematics

English  
Language  
Arts



## ACTION PLAN AND STEPS

### Evidence-based Strategy

School-wide Behavior Incentives

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Zero Suspensions

At least 96.5% of 6-8th grade students will have zero out-of-school suspensions.

#### Action Step

#### Anticipated Start/Completion

#### Lead Person/Position

#### Materials/Resources/Supports Needed

Create a Tier I team to oversee the identified approach

2020-09-01 - 2021-06-30

Principal

Meeting Team List, Meeting Time, Meeting Location, Data from SIS/Qlik

Establish clear roles and responsibilities for oversight and implementation of the identified approach

2020-09-01 - 2021-06-30

Principal/APC

Meeting Team List and Roles and Responsibilities

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Identify and address barriers to consistent implementation of the identified approach	2020-09-01 - 2021-06-30	Principal/Counselor/Deans	Meeting Team List, data from SIS/Qlik
Set meeting schedule for Tier I team	2020-09-01 - 2021-06-30	Principal	Meeting Team List, Meeting Time, Meeting Location, Data from SIS/Qlik

### Anticipated Outcome

To reduce the percentage of students with out of school suspensions as well as increase the percentage of students attending 95% of school, we will improve our implementation of our schoolwide PBIS program, create a team to identify barriers preventing students from reaching these goals and include supports to ensure all students are on track to reach the goal throughout the academic year.

### Monitoring/Evaluation

We will work with our PBIS team and our PESO team to monitor our approach to determine the effectiveness of this approach.

### Evidence-based Strategy

Tier 1 Schoolwide Climate Programming

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Zero Suspensions	At least 96.5% of 6-8th grade students will have zero out-of-school suspensions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Establish clear roles and responsibilities for oversight and implementation of the identified approach	2020-09-01 - 2021-06-30	Principal/Deans	Meeting Team List, Meeting Time, Meeting Location, Roles and Responsibilities
Create a Tier I team to oversee the identified approach	2020-09-01 - 2021-06-30	Principal	Meeting Team List, Meeting Time, Meeting Location
Set meeting schedule for Tier I team	2020-09-01 - 2021-06-30	Principal	Meeting Team List, Meeting Time, Meeting Location
Specify key data and process for monitoring implementation of the identified approach	2020-09-01 - 2021-06-30	Principal and Assistant Program Coordinator	Data from SIS/Qlik
Specify key data and process for monitoring the effectiveness of the identified approach	2020-09-01 - 2021-06-30	Principal and Assistant Program Coordinator	Data from SIS/Qlik, Goals and expectations, set benchmarks to reach throughout the year.

### **Anticipated Outcome**

To reduce the percentage of students with out-of-school suspensions as well as increase the percentage of students attending 95% of school, we will improve the implementation of our schoolwide PBIS program, create a team to identify barriers preventing students from reaching these goals and include supports to ensure all students are on track to reach the goal throughout the academic year.

### **Monitoring/Evaluation**

We will work with our PBIS team and our PESO team to monitor our approach to determine the effectiveness of this approach.

### **Evidence-based Strategy**

Continuous improvement cycle based on rich standards aligned tasks and student work analysis.

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficiency	At least 15% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Host weekly Math Content Meetings which includes Implementing a six-week cycle of rich math tasks	2020-09-01 - 2021-06-30	Principal/SBTL	Roster with allotted time to meet, Six-week cycle calendar, math tasks
During CPT, time will be reserved for teachers to plan, share instructional strategies, successes, and challenges to help students reach mastery prior to administering each task.	2020-09-01 - 2021-06-30	SBTL	Roster with allotted time to meet, meeting protocols, instructional tools
ILT will create a document that monitors recent feedback and progress for each teacher being coached throughout the year.	2020-09-01 - 2021-06-30	Principal/SBTL	Observation/Feedback cycle document
Analyze student work to ensure standard/objective/task alignment	2020-09-01 - 2021-06-30	SBTL	Student work analysis protocol
Provide ESL professional development & feedback with a focus on Productive Language - speaking and writing for ESL students	2020-09-01 - 2021-06-30	ESOL Lead Teacher	Time to provide professional development after school, professional development calendar, PD materials

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a strategic intervention schedule with embedded research-based intervention periods for all special education students without interruption of Tier 1 instruction.	2020-09-01 - 2021-06-30	SPECM	A roster that includes intervention time, research-based intervention materials

**Anticipated Outcome**

We will increase the percentage of students scoring proficient or advanced on the math PSSA.

**Monitoring/Evaluation**

We will work with our Instructional Leadership Team team and our PESO team to monitor our approach to determine the effectiveness of this approach.

**Evidence-based Strategy**

Data analysis

**Measurable Goals**

Goal Nickname	Measurable Goal Statement (Smart Goal)
Math Proficiency	At least 15% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Host weekly Math Content Meetings which includes Implementing a six-week cycle of rich math tasks	2020-09-01 - 2021-06-30	Principal/SBTL	Roster with allotted time to meet, Six-week cycle calendar, math tasks

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
ILT will create a document that monitors recent feedback and progress for each teacher being coached throughout the year.	2020-09-01 - 2021-06-30	Principal/SBTL	Observation/Feedback cycle document
Provide professional development for small group instruction with a focus on utilizing data to make informed instructional decisions	2020-09-01 - 2021-06-30	SBTL	Time to provide professional development after school, professional development calendar, PD materials
During CPT, teachers will identify students at or near proficiency/advanced and time will be provided to ensure teachers include instructional strategies to push this student group toward mastery.	2020-09-01 - 2021-06-30	SBTL	Roster with allotted time to meet, Student data, instructional strategies
Provide professional development for new math intervention (iready)	2020-09-01 - 2021-06-30	SBTL	Time to provide professional development, professional development calendar, PD materials
Analyze online adaptive program usage/data on a bi-weekly basis with a focus on ESL/Sped students	2020-09-01 - 2021-06-30	ESOL Lead and SPECM	Research-based intervention data

### **Anticipated Outcome**

We will increase the percentage of students scoring proficient or advanced on the math PSSA.

### **Monitoring/Evaluation**

We will work with our Instructional Leadership Team team and our PESO team to monitor our

approach to determine the effectiveness of this approach.

### Evidence-based Strategy

Continuous improvement cycle based on rich standards aligned tasks and student work analysis.

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
ELA Proficiency	At least 27% of students in grades 6-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Host weekly ELA Content Meetings which includes Implementing a six-week cycle of rich math tasks	2020-09-01 - 2021-06-30	SBTL	Roster with allotted time to meet, Six-week cycle calendar, math tasks
During CPT, time will be reserved for teachers to plan, share instructional strategies, successes, and challenges to help students reach mastery prior to administering each task.	2020-09-01 - 2021-06-30	SBTL	Roster with allotted time to meet, time to provide professional development after school, professional development calendar, PD materials
ILT will create a document that monitors recent feedback and progress for each teacher being coached throughout the year.	2020-09-01 - 2021-06-30	Principal and SBTL	Observation/Feedback cycle document
Analyze student work to ensure standard/objective/task	2020-09-01 - 2021-06-30	SBTL	Roster with allotted time to meet, student work protocol, student data

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
alignment			
Provide ESL professional development & feedback with a focus on Productive Language - speaking and writing for ESL students	2020-09-01 - 2021-06-30	ESOL Lead	Time to provide professional development after school, professional development calendar, PD materials
Create a strategic intervention schedule with embedded research-based intervention periods for all special education students without interruption to Tier 1 instruction.	2020-09-01 - 2021-06-30	SPECM	A roster that includes intervention time, research-based intervention materials

**Anticipated Outcome**

To increase the overall percentage of students scoring proficient and advanced on the PSSA, as well as improve student performance of our TSI identified subgroup, we will provide push-in and pull-out supports where our students can receive grade appropriate instruction as well as interventions during a daily block of time. We will provide monthly professional development sessions led by our ESOL lead and special education team to provide strategies and supports for all teachers throughout all grade levels. During our math and ELA content meetings, we will focus on data, including STAR assessment data as well as incorporating rich and complex math and ELA tasks to complete on a six week cycle to put together strategic student groups, instructional supports to meet the needs of these student groups, and ensure that students are making targeted growth on a regular basis.

**Monitoring/Evaluation**

We will work with our Instructional Leadership Team team and our PESO team to monitor our approach to determine the effectiveness of this approach.

**Evidence-based Strategy**

Schoolwide Attendance Incentives

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
95% Attendance	At least 65% of students will attend school 95% of days or more.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish clear roles and responsibilities for oversight and implementation of identified approach	-	Principal/Deans	
Create Tier I team to oversee identified approach	-	Principal	
Set meeting schedule for Tier I team	-	Principal	
Specify key data and process for monitoring implementation of identified approach	-	Principal/APC	
Specify key data and process for monitoring effectiveness of identified approach	-	Principal/APC	

## Anticipated Outcome

To reduce the percentage of students with out of school suspensions as well as increase the percentage of students attending 95% of school, we will improve our implementation of our schoolwide PBIS program, create a team to identify barriers preventing students from reaching these goals and include supports to ensure all students are on track to reach the goal throughout the academic year.

## Monitoring/Evaluation

We will work with our PBIS team and our PESO team to monitor our approach to determine the effectiveness of this approach.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math Proficiency)	Continuous improvement cycle based on rich standards aligned tasks and student work analysis.	Provide ESL professional development & feedback with a focus on Productive Language - speaking and writing for ESL students	09/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

<b>Measurable Goals</b>	<b>Action Plan Name</b>	<b>Professional Development Step</b>	<b>Anticipated Timeline</b>
At least 15% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math Proficiency)	Data analysis	Provide professional development for small group instruction with a focus on utilizing data to make informed instructional decisions	09/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 15% of students in grades 6-8 will score at Proficient or Advanced on the Math PSSA (includes PASA). (use STAR to monitor). (Math Proficiency)	Data analysis	Provide professional development for new math intervention (iready)	09/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
At least 27% of students in grades 6-8 will score at Proficient or Advanced on the ELA PSSA (includes PASA). (use STAR to monitor). (ELA Proficiency)	Continuous improvement cycle based on rich standards aligned tasks and student work analysis.	Provide ESL professional development & feedback with a focus on Productive Language - speaking and writing for ESL students	09/01/2020 - 06/30/2021