

ACADEMY AT PALUMBO

1100 Catharine St

Schoolwide Title 1 School Plan | 2020 - 2021

VISION FOR LEARNING

"We are committed to make the Academy @ Palumbo an academic, cultural, social, and athletic "jewel" that will be an ongoing source of pride to students, parents, the community, and the School District of Philadelphia. It is our responsibility to realize this dream. As an academic magnet school, the primary mission of The Academy is to provide our students with a comprehensive academic preparation for the rigors of higher learning. The Academy's mission includes raising the aspirations of each student, developing universally applicable problem solving techniques, acquiring technological skills, and instilling a life-long passion for learning that includes a rich cultural arts experience."

STEERING COMMITTEE

Name	Position	Building/Group
Kiana Thompson	Principal	Academy at Palumbo
Charmelia Bond	Assistant Principal	Academy at Palumbo
Stuart Krzywonos	Math Content Specialist	Academy at Palumbo
Jennifer Thomas	Literacy Content Specialist	Academy at Palumbo
Chris Aichele	Science Content Specialist	Academy at Palumbo
Rashida Stamps	Climate Representative	Academy at Palumbo
Suzanne Reichwein	Parent	Academy at Palumbo
Akeem Williams	Student	Academy at Palumbo
Cari Cantor	PESO member	School District of Philadelphia
Deanna Smith	Special Education Case Manager	Academy at Palumbo
Stephanie Overton	Network Culture & Climate Coach	School District of Philadelphia
Andretta Starks	Central Office Talent Partner	School District of Philadelphia
Nureen Ignacio	Professional Learning Specialist	School District of Philadelphia
Jami Williams	Prevention & Intervention Liaison	School District of Philadelphia
Bob Hornsby	Community Memeber	

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>We will prioritize identifying and addressing individual learning needs by developing a plan, locate experts to provide training, systematically roster students to be able to provide the maximum support, work with OSS to identify untapped resources/training, and survey teachers to assess their needs, provide materials as needed.</p>	<p>Graduation rate Graduation rate Career Standards Benchmark</p>
<p>We will prioritize refining our systematic and collaborative planning processes this school year. As a result of an instructional round, we decided to improve the way teachers use common planning time. We used "SBTLs" to plan and train all teachers on the use of a protocol for reviewing lesson plans. Teachers then paired up to be thought partners for each other, and identified skills they wanted to work on to improve their instruction. Teachers have been working to provide each other with effective strategies across content and grade levels. Teachers have been receptive to having an additional layer of support, and we have seen an increase in student voice across most classrooms. We will continue to improve this process in the 2020-21 school year. With the ability to have school-wide common planning time each week, we will have more time for collaboration and professional development.</p>	<p>STEM Mathematics Career Standards Benchmark</p>

ACTION PLAN AND STEPS

Evidence-based Strategy	
Small Group Instruction	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
9th Grade On Track	At least 67% of 9th grade students will be firmly on-track, enrolled in four core plus one and earning As and Bs in all core courses.
12th Grade On Track	At least 63% of 12th grade students will be firmly on track for graduation, earning As and Bs in all core courses.

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

Biology Keystone

At least 58% of students will score at Proficient or Advanced on the Biology Keystone exam by the end of their 10th grade year. (use Benchmarks to monitor).

Algebra I Keystone

At least 66% of students will score at Proficient or Advanced on the Algebra I Keystone exam by the end of their 9th grade year. (use STAR to monitor).

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

Assign 4 hour SSA to classes in order to allow teachers to provide differentiation and small group instruction.

2020-08-01 -
2020-08-31

Principal

4 hour SSA, Keystone
Catchup Workbooks

Identify students who will be able to be supported by the SSAs and who will need more direct and individualized instruction from the teacher

2020-09-01 -
2021-05-28

Teachers

Student performance data
(GMT, student work,
teacher observations)

Teachers will review student performance data and student work weekly to determine if the small group assignments and instruction are having a positive impact on student outcomes.

2020-09-01 -
2021-06-15

Teachers

Student performance data
(GMT, student work,
teacher observations)

Administration will monitor the implementation of small group instruction through lesson plan review, classroom observations, and student performance data to determine if the

2020-09-01 -
2021-06-15

Principal

Student performance data
(GMT, student work,
teacher observations)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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approach is being implemented with fidelity on a monthly basis

Administration will monitor the small group instruction approach through lesson plan review, classroom observations, and student performance review on a monthly basis to ensure the approach is being implemented with fidelity.	2020-09-01 - 2021-06-15		
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Train 4 hour SSAs on how to provide support to small group instruction	2020-09-01 - 2020-09-30	Content Leads	Keystone Catchup Workbooks, Student course work materials
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Anticipated Outcome

There will be an increase in students earning firmly on track status and an increase of students scoring At or Above Benchmark on STAR assessments and Benchmark assessments.

Monitoring/Evaluation

Teachers will review student performance data and student work weekly to determine if the small group assignments and instruction are having a positive impact on student outcomes. Administration will monitor the implementation of small group instruction through lesson plan review, classroom observations, and student performance data to determine if the approach is being implemented with fidelity on a monthly basis

Evidence-based Strategy

Common Planning Time

Measurable Goals

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Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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Set instructional norms or look fors associated with the Common Planning Time

2020-08-01 - 2020-08-31

Kiana Thompson / Principal
Catilin Kay/
SBTL Theresa Lord / SBTL

SDP Common Planning Time Protocols

Train teachers in understanding and implementing Common Planning Time norms/look fors and how to translate into practice in their classrooms

2020-08-24 - 2021-06-15

SBTL and Principal

SDP Common Planning Time Protocols, Instructional Resources (books, software)

Support teachers in leveraging standards-aligned resources and identifying grade-level materials to implement practices developed in Common Planning Time

2020-08-24 - 2021-06-15

SBTL and Principal

Instructional Resources (books, software), Common Planning Time Agendas

Set and follow a plan for monitoring consistent

2020-09-01 - 2021-06-15

SBTL and Principal

Common Planning Time Agendas, Staff Schedules

Action Step

**Anticipated
Start/Completion**

**Lead
Person/Position**

**Materials/Resources/Supports
Needed**

implementation of instructional strategies. Teachers will participate in voluntary instructional rounds. Administration will monitor during informal and formal evaluations.

Anticipated Outcome

Teachers will feel more equipped to create standards aligned lessons with on grade level tasks aligned to the standards. Students will be more engaged, as they will be taught through a variety of practices and at their instructional level. There will be an increase in students earning firmly on track status and scoring at or above benchmark on the STAR and SDP benchmark assessments.

Monitoring/Evaluation

Teachers will participate in voluntary instructional rounds. Administration will monitor during informal and formal evaluations.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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