

**The School District of Philadelphia  
Chief Academic Office  
Reorganization/Transition Proposal  
for 2012-2013  
April 2012**

**Penny Nixon  
Chief Academic Officer**

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## MEMORANDUM TO PRINCIPALS

**To:** Principals  
**From:** Penny Nixon, Chief Academic Officer  
**Date:** April 20, 2012  
**Re:** Academic Priorities for SY 2012-2013

The School District of Philadelphia is currently undergoing a transformational process. At this juncture, the District recognizes it is falling short of its collective vision of “provid[ing] our students with a world-class education that prepares them for college and career.” The current process is designed to put the District on the right path toward achieving this vision. This is the beginning of a 5-year transition plan to increase the number of high performing schools in the city and to make the system more responsive to the needs of all students, schools, parents and the community.

Included in this memo are:

- The Chief Academic Office Strategic Objectives
- The Chief Academic Office Academic Priorities for SY 2012-2013
- The Implications for Schools and Principals
- Summary of Relevant Research

Attached to this memo are appendices which provide additional information in the following areas:

- Appendix 1 (pp. 7-8): Strong, College and Career-Ready Curriculum
- Appendix 2 (pp. 9-10): Effective Leaders and Teachers
- Appendix 3 (pp. 11-16) : Preliminary Menu of Support and Services Offered by the Academic Office
- Appendix 4(pp. 17-25): Proposed Principals Learning Teams (PLT)
- Appendix 5 (pp. 26-27): Potential Partnership and Services
- Appendix 6 (pp. 28-29): Definition and Implications of the Different Levels of Autonomy for Schools
- Appendix 7 (pp. 30-37): Reorganization Committee and Sub-Committee Membership
- Appendix 8 (p.38): References

**A revised organizational chart, timeline for transition and roll out of these academic priorities, and information regarding your school’s individual level of autonomy will be shared with you next week.**

**Should you have any questions, please e-mail them to Bi Vuong ([bvuong@philasd.org](mailto:bvuong@philasd.org)). A meeting will be held to answer your questions.**

### **Strategic Objectives**

In collaboration with cross-functional committees, the Chief Academic Officer has developed a revised approach to improving teaching and learning that is founded on the following theory: if we provide rich, culturally relevant standards-based curriculum to our students in a way that continually takes into account and responds to all of their academic and affective strengths and needs, their achievement will accelerate, they will achieve standards mastery and they will be prepared for their futures. A comprehensive review of literature on urban district and school reform identified key elements of successful district and school improvement efforts. These are:

- Strong, Aligned College- and Career-Ready Curriculum
- Effective Leaders and Teachers
- Strong System of Supports
- Shared Accountability
- Portfolio of Great Schools

### **Academic Priorities: SY 2012-2013**

Aligned with the District's vision of "provid[ing] students with a world-class education that prepares them for college and career" and to ensure that schools and principals have the resources and support to effectively and efficiently operate their schools and improve student learning, the Chief Academic Officer's priorities for the 2012-2013 School Year are:

1. Identify clear benchmarks for academic achievement and preparation for college and career along the PreK – 12 continuum. These benchmarks are utilized in program and policy decision-making and accountability systems
2. Transition the District curriculum and standards to the PA Common Core Standards
3. Improve principal and teacher performance through job-embedded, targeted professional development
4. Establish a strong system of support for schools through Principals Learning Teams and a reorganized Academic Office with two customer service-oriented divisions: Support Services and Accountability, Equity and Compliance
5. Use data to drive change and distribute accountability amongst the many stakeholders who contribute to setting the systems, conditions and opportunities for student success
6. Significantly increase the quality of educational programs across the system by providing schools greater autonomy in designing educational programs aligned with the needs of the students, families and communities they serve
7. Engage and seek the collective commitment of the community, higher education partners, stakeholders and families to work together to improve the opportunities for the city's children.

### **Implications for Schools and Principals**

#### **Strong, Aligned College- and Career-Ready Curriculum**

The Common Core Standards were developed in collaboration with teachers, school administrators and research experts, to provide a clear and consistent framework in order to prepare students for college and career. A vertically aligned PreK-12 system will be built to ensure students' mastery of these standards. The standards will provide the core of all instructional programming, professional development, formative and summative assessments, and family and community partnerships. *(See Appendix 1 for additional information.)*

**What does this mean?** Schools will have the autonomy to select their curriculum materials as well as determine "how" they will deliver the curriculum content. Principals will also have the flexibility to create a roster and offer accelerated programs to meet the needs of their students.

The Chief Academic Office will release a new planning and scheduling timeline (PST) to schools this summer in preparation for SY 2012-2013. In addition to the new PST, a revised curriculum document which identifies a menu of interventions for struggling students will also be available. Principals and teachers should select and implement intervention(s) that match the needs of the students they serve.

#### **Effective Leaders and Teachers**

The effectiveness of the leader and teachers in a school has been found to have a significant impact on student achievement. As such, Academic Office reform efforts will include a talent development system that focuses on: attracting, retaining and placing effective leaders and teachers according to school need; continuously developing educators' skills through job-embedded professional development and evaluation

systems aligned with clearly defined indicators of effectiveness; and retaining effective educators.

**What does this mean?** A leadership professional development plan has been developed to provide the principals with the content, knowledge and skills required to prepare for an exceptional school opening and to advance the academic growth of all students. Professional development for leaders will be defined by multiple courses of study that include both *practical or technical* and *general or adaptive* leadership development needs. Design of these courses will include blended learning opportunities, examination of case studies, review and development of promising practices. This initial plan is for principals. Professional Development for all school-based staff inclusive of leadership team members, teachers, and support staff is currently being crafted. (See Appendix 2 for additional details regarding the professional development plan)

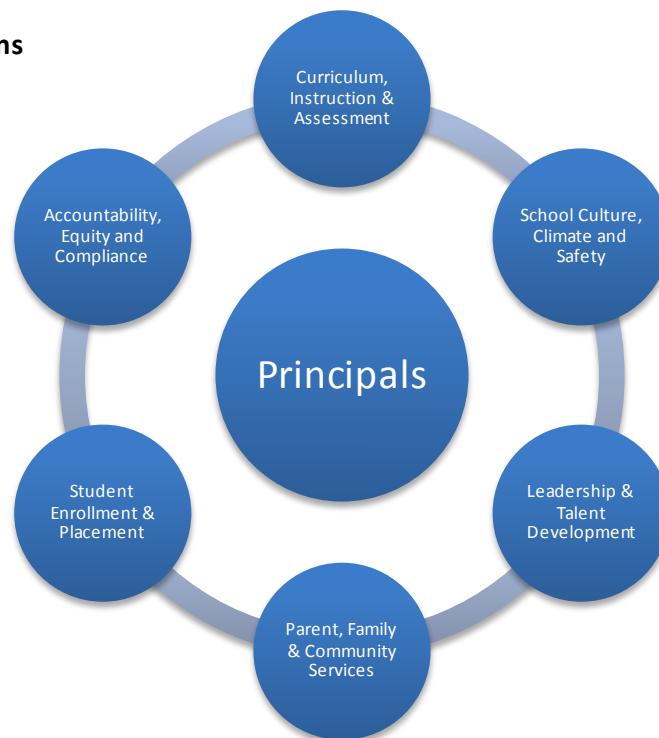
### Strong System of Supports: Part 1

In order for the Academic Office to focus its efforts and supports necessary for the desired improvements in educational quality and student outcomes, the supports and services for which the Academic Office is responsible must be reorganized. **The goal of this reorganization is to establish a strong infrastructure that guides and support schools in order to improve leadership, teaching and learning.**

**What does this mean?** Based on a review of functions served by each office within the Academic Office, the restructured Academic Office will consist of two main divisions: Support Services and Accountability, Equity and Compliance. The sole purpose of this reorganization is to make the Academic Office a “customer-service” oriented entity that responds to and addresses the needs of principals in a timely manner.

The Support Services division will offer a menu of supports and services and be responsible for providing timely assistance to principals, as instructional leaders, and schools to improve teaching and learning. Specifically, these services will focus on five domains deemed essential for successful school improvement. (See Appendix 3 for a Preliminary Menu of Services)

#### Academic Office Functions



- ❖ **Domain 1: Curriculum, Instruction and Assessment (CIA)**  
Supports teaching and learning through development of curriculum standards aligned to the Common Core Standards and college- and career-ready indicators. CIA will also provide technical assistance in utilization of formative and summative assessments to inform instruction. By collecting and sharing educational research and best practices, CIA provides vital tools for principals and staff. The individual departments within CIA collaborate across content areas to provide support to schools through professional development or connection to resources or services.
- ❖ **Domain 2: School Climate and Safe Schools (SC&SS)**  
School Climate and Safe Schools will support schools in creating positive climates, conducive to learning through establishment of prevention and intervention systems and strategies. Through support in implementation of bullying prevention and peer mediation programs and establishment of effective responses to student discipline issues, SC&SS will ensure safe learning environments across all schools.
- ❖ **Domain 3: Leadership and Talent Development**  
Leadership and Talent Development will ensure recruitment and development of high quality leaders and educators through strategic induction, professional development and support programs aligned with the characteristics of effective leaders and teachers.
- ❖ **Domain 4: Parent, Family and Community Services (PF&CS)**  
Parent and Family Services will be dedicated to creating and supporting partnerships between schools, families and the community. As a central resource for family engagement, PF&CS will strive to engage and inform parent leaders and families as essential partners in helping students achieve college and career readiness.
- ❖ **Domain 5: Student Enrollment and Placement (SE&P)**  
Student Enrollment and Placement will support the District's mission of transitioning to a system-wide open enrollment process. Additionally, SE&P will ensure equitable access and placement for all students across the PreK-12 continuum and ensure appropriate placement of students transitioning from out-of-system placements, such as dropouts, juvenile justice-involved youth, etc.

The Accountability, Equity, and Compliance division will maintain a targeted focus on ensuring equitable opportunities for high levels of achievement among all students, including those participating in Early Childhood programs, English Language Learner programs, Alternative Education, Career and Technical Education and Special Education programs. It will also support and monitor schools to ensure programmatic compliance with federal, state and local rules and regulations.

### **Strong System of Supports: Part 2**

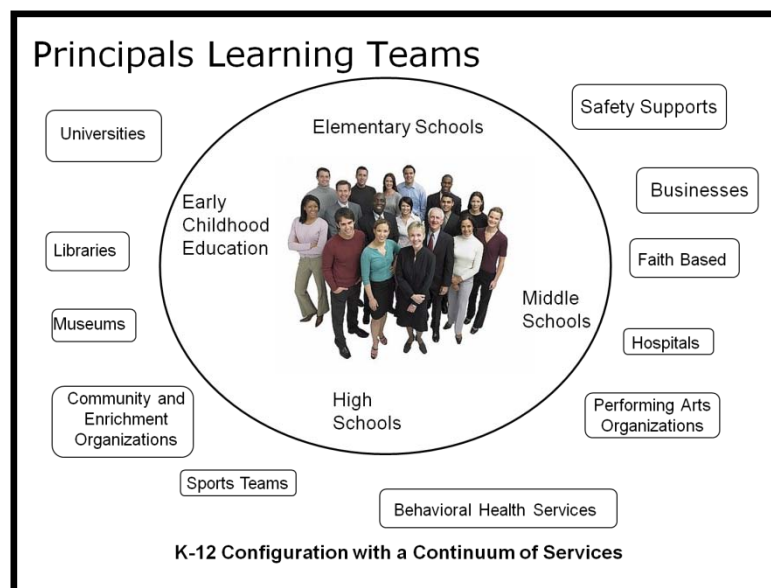
In addition to the services and supports the Academic Office provides, **Principals Learning Teams (PLTs)** will be established to provide principals with the opportunity to leverage collegial relationships and learn from each other. Recognizing that schools can be more effective if they are given the freedom to share resources; to provide developmental activities for their teachers, support staff, parents, students, and administrators; to learn collaboratively; and to connect with their communities, schools will be organized in learning teams based on geographic proximity where elementary, middle and high schools within the same

feeder patterns can work together, along with at least one city-wide or special admit school.<sup>1</sup> **Principals Learning Teams are designed to function like professional learning communities focused on building cohesive plans for school improvement; sharing of resources and best practices; professional development opportunities for all stakeholders; and connections with their partners and communities.** Schools in each PLT will select a principal to act as coordinator whose primary role will be to facilitate instructional improvement activities. The Principals Learning Team Coordinators will meet regularly with the Chief Academic Officer to share best practices and build capacity. *(See Appendix 4 for the proposed PLTs and Appendix 5 for information regarding potential partnerships)*

**What does this mean?** Beginning in the summer 2012, Academic Divisions will be eliminated. PLTs will build on the structure of collegial sharing and support that principals developed through their Academic Divisions, e.g., monthly meetings amongst peers. Principals Learning Teams are expected to build cohesive action and collaborate on providing safe and supportive learning environments; share resources; address core curriculum content standards; provide developmental activities for teachers, support staff, parents, students, and administrators; communicate with each other; learn collaboratively; and connect with their partners and communities.

PLTs will be encouraged to draw on partnerships with a broad array of community organizations, including universities, hospitals, social services, corporations, neighborhood associations, communities of faith, and government agencies. (Many schools already have partnerships, so recognizing these and building on them makes sense.)

A next step will be to form “Affinity Teams” that cross geographic boundaries -- for example, arts networks, Science/Technology/Engineering/Mathematics (STEM) networks, or Career and Technical Education (CTE) networks. Schools’ participation in these Affinity Teams will be voluntary.



### Shared Accountability

A portfolio management strategy requires a shift in the culture related to accountability systems. Under the current accountability system, measurement and reporting are ends unto themselves. Under a shared accountability system, performance data will be linked to action - providing support to struggling schools

<sup>1</sup> Charter, independent, and parochial schools will be invited to participate in the learning teams.

with expectations that those supports lead to high performance outcomes. More importantly, the responsibility for student achievement will be distributed amongst principals, teachers, school-based staff, and the Support and Services entity.

***What does this mean?*** For SY 2012-2013, principal evaluation will remain the same as it was for 2011-2012 school year. The Support and Services entity will be for providing adequate and timely supports to schools to help improve student achievement.

### **Portfolio of Great Schools**

A portfolio management strategy is a management process designed to help an organization acquire and view information about all of its schools in order to organize and prioritize support structures. Through portfolio management, the quality of educational options available to families and students will be increased through expansion of high performing seats, replication of high performing schools and closure or turnaround of low performing schools. Based on levels of student achievement and the needs identified by individual schools, some schools will be given extensive support, some will be given moderate support, and still others will be provided a great deal of flexibility in school-based decision-making. Levels of support will be continuously adjusted based on progress and what schools identify as their areas of need.

***What does this mean?*** Principals will be given increased autonomy over a range of decisions, ranging from hiring to curriculum materials to school scheduling, with the goal of providing educational programs directly aligned to student strengths and needs. Clear expectations for school outcomes will be documented and aligned with the principal performance appraisal process. To ensure that schools are well-prepared for increased autonomy, a three-tiered system of support will be established where schools are granted various levels of independent autonomy based on school performance and leadership tenure over the past two years. Specifically, the continuum of independence will range from Full Autonomy to Support to Intervention. *(See Appendix 6 for additional information on the levels of autonomy)*

### **Summary of Relevant Research**

The current proposal for increased school autonomy and decentralization are based on extensive research done in Chicago, New York City and Washington, D.C. public schools demonstrating the centrality of principal leadership in improving school performance (Bryk et al, 2010; Childress & Clayton, 2008, 2012; Dillon, 2011; Hill et al., 2009) and research on central office transformation as the driver for district-wide teaching and learning improvement (Honig et al., 2010; Schwartz, 2010). Principals Learning Teams are at the heart of school improvement efforts in Britain (Hargreaves, 2010; Simmons, 2006).

In reviewing research on highly effective urban schools, West Ed School Turnaround Center identified the following six characteristics:

- They have effective school leadership.
- They operate with a cadre of high-quality, committed teachers.
- They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.
- They incorporate targeted, ongoing professional development to ensure instructional quality.
- They have created a safe school environment and a supportive climate of mutual trust, both within the school and with parents and the community.
- They align all of their fiscal and human resources to support student achievement.

The nature of the supports provided by the Chief Academic Office will be shaped around the aforementioned six characteristics.



## APPENDIX 1: Strong, Aligned College- and Career-Ready Curriculum

To ensure that School District of Philadelphia’s curriculum is a true “college- and career-ready” curriculum that meets the needs of Philadelphia’s students, the Chief Academic Office developed grade-specific indicators which signal whether students are On Course for College and Career (see image). By aligning Philadelphia’s revised curriculum to both the PA Common Core Standards<sup>2</sup> and the college- and career-ready indicators, the Chief Academic Office is providing a clear and consistent framework to help prepare students for college and career.

It is incumbent that the Chief Academic Office ensures that all students, regardless of their learning environment, have access to and can succeed with the new curriculum. Therefore, the Chief Academic Office is integrating and aligning the different standards, curriculum and supports (i.e., Pre-Kindergarten, Career and Technical Education, English Speakers of Other Languages / Bilingual, Alternative Education and Special Education) with the PA Common Core Standards and the college- and career-ready indicators.

For the SY 2012-2013, the Chief Academic Office will be releasing a revised Planning and Scheduling Timelines (PST) and a supplemental resource document in literacy and math for grades K-12. In other content areas, teachers will utilize the existing PST.

During SY 2013-2014, the Chief Academic Office will embark on a curriculum writing process for all content areas.

### ***Timeline (DRAFT)***

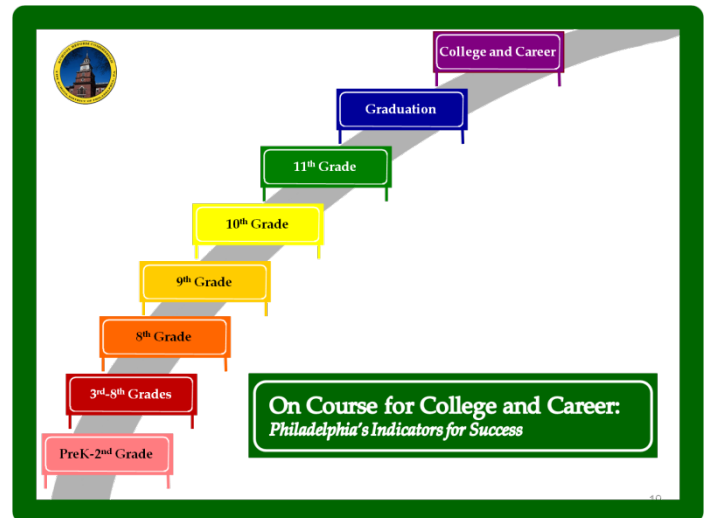
**May 2012:** Provide professional development to principals and assistant principals on the PA Common Core Standards and the process of implementation in the 2012-2013 SY.

**June 2012:** Finalized PST in literacy and math for grades K-12 and supplemental document released to schools for implementation during the 2012-2013 SY.

Revised ESOL PST (level 1-2 for grades 1-8 and level 1-4 for grades 9-12) released to schools for implementation during the 2012-2013 SY.

**June 2012:** On Course for College and Career: Philadelphia’s Indicators for Success publicly released

Launch of Career and Technical Education 5-Year Plan



<sup>2</sup> The State of Pennsylvania is aligning its standards with the Common Core Standards – a standard that is “research and evidence-based, aligned with college and work expectations, include rigorous content and skills and are internationally benchmarked” – which will result in the PA Common Core.

**July / Aug 2012:** Provide professional development to teachers and principals on the revised PST format and content to support curriculum implementation in the 2012-2013 SY.

Provide professional development to teachers and principals on instructional strategies specific to academic language development for English Language Learner (ELL) students as it relates to the revised PST.

**Sept. 2012 –  
June 2013** Development of Common Core curriculum and ESOL curriculum in literacy and math.  
Development of a Sequence of Skills document based on Kindergarten expectations

**June 2013:** Final Common Core curriculum and ESOL curriculum in literacy and math printed and delivered to schools.

Pre-Kindergarten will deliver a Sequence of Skills document to schools.

## APPENDIX 2: Effective Leaders and Teachers

Professional development *and* learning builds human capacity by enhancing professional skills and developing systems and strategies for improved effectiveness through all levels of the organization to ensure that all children are college and career ready. The goal of successful ongoing, job-embedded professional learning is based upon multiple sources of student outcome data which are aligned to the *On Course for College and Careers: Philadelphia Indicators for Success*. Investment in professional learning, aligned with strong performance evaluation systems, will be paramount to significant improvements in student readiness for college and career.

The premise of this *preliminary* leadership professional development plan is to provide the content, knowledge and skills required to prepare for successful school opening, ready to advance the academic growth of all students. This initial plan is for principals. Professional Development for all school-based staff inclusive of leadership team members, teachers, and support staff is currently being crafted. Professional development for leaders will be defined by multiple courses of study that include both *practical or technical* and *general or adaptive* leadership development needs. Design of these courses will include blended learning opportunities, examination of case studies, review and development of promising practices. Faculty for these courses will be drawn from university and community partners, the SDP and renowned experts in the field. The courses of study include:

- **Strategic Planning for Whole School Improvement**
  - Comprehensive Planning
  - Data Driven Decision Making
  - Effective Use of Resources (Higher Education, Community Partners, Parents, School-Based Staff)
  - Strategies for Responding to Behavioral, Emotional or Social Issues
  - Federal, State and Local Mandates
  
- **Instructional Leadership**
  - *On Course for College and Careers: Philadelphia Indicators for Success*
  - PA Common Core Standards and Curriculum Alignment
  - Assessment Models (including Keystone Examinations)
  - Response to Intervention (RtI)
  - Effective Mentoring and Coaching Strategies for Principals and Teachers
  - Technology Integration
  - Instructional Resources
  - Curriculum, Instruction and Promotion Policies
  - Career & Technical Education
  - Alternative Education
  - Meeting the Needs of the Individual Learner (English Language Learners, Special Education)
  - Professional Growth System
  
- **Organizational Leadership**
  - School Climate and Safety
  - Rostering/Scheduling
  - Financial Management; procurement
  - Cultural Competency
  - Family/Communication Leadership
  - Distributive and Responsive Leadership

- Grants Management
- School Operations and Systems
- School Advisory Councils

The professional development plan consists of two phases. The *Transition Phase* begins in May 2012 and concludes mid-August 2012. The Transition Phase is the foundation for *Phase I* which begins mid-August 2012 and concludes June 2013. The professional development will be differentiated to meet the needs of individual leaders, and will also be constructed to meet the needs of the different types of schools within the autonomy support levels. Due to various mandates, some professional learning will be required, while other professional learning will be based on self-selected growth needs, school type or as determined by the *Principals Learning Teams*.

***Transition Phase (DRAFT):***

**April -May 2012 Course: Organizational Leadership**

*Strand: Budgets and Comprehensive Planning*

**May 2012 Course: Instructional Leadership**

*Strand: PA Common Core Standards*

*Strand: Professional Growth System*

*Strand: RtI*

**June 2012 Course: Organizational Leadership**

*Strand: Creating Highly Effective School Leadership Teams*

*Strand: Professional Learning for Intervention Schools*

**July 2012 New Principal Orientation and Professional Development**

**Content Institutes:** ELL, Special Education, CTE, Early Childhood, Curriculum & Instruction

**Content Institutes:** Subject Specific (e.g. Algebra I; Writing)

**August 2012 Course: Organizational Leadership**

*Strand: Cultural Leadership*

*Strand: Principal Learning Teams; School-Based Leadership Teams Collaboration and Planning*

**Course: Distributed Leadership**

**Course: Strategic Planning for Whole School Improvement**

*Strand: Performance Management and Assessments*

**Convocation: Principals Learning Teams**

***Phase I: Commences August 2012 and Concludes June 2013***

***Ongoing, job embedded professional development framed by the Courses of Study***

Research on principal effectiveness states that principals are second only to teachers in their impact on student achievement (*Education Week, April 18, 2012*). Leadership is at the helm of being an effective principal. Leadership development is threaded through all areas of professional development that requires immediate implementation and results educational change. For these reasons we recognize the importance of continuing to offer high quality, job-embedded learning opportunities to prepare and extend the knowledge and skills of our school leaders in ways that will result in increased numbers of students achieving college and career readiness. Professional development will be delivered in a variety of modalities including, but not limited, to face-to-face, on-line learning, blended learning and case study approach that is job embedded and will result in academic gains.

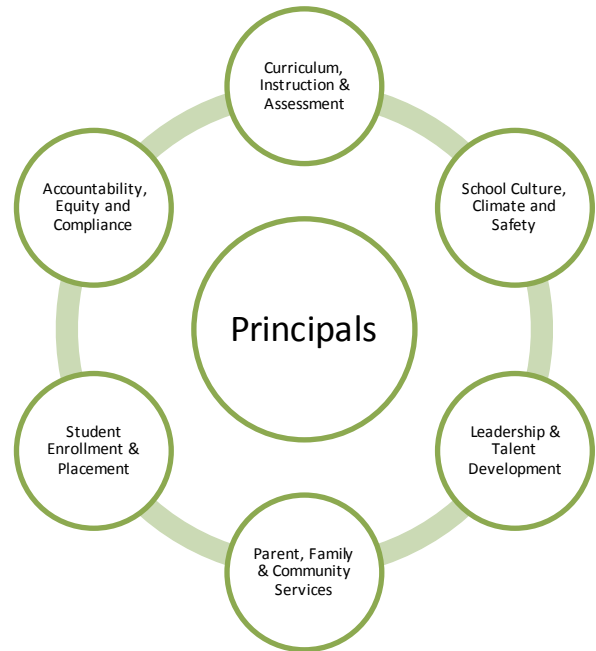
## APPENDIX 3: Preliminary Menu of Support and Services

Based on a review of functions served by each office within the Academic Office, the restructured Academic Office will consist of two main divisions: Support Services and Accountability, Equity and Compliance. The Support Services division will offer a menu of supports and services and be responsible for providing timely assistance to principals, as instructional leaders, and schools to improve teaching and learning. Specifically, the Support Services division will focus on the following five areas: (1) Curriculum, Instruction and Assessment; (2) School Culture, Climate and Safety; (3) Leadership & Talent Development; (4) Parent, Family & Community Services; and (5) Student Enrollment & Placement.

The Accountability, Equity, and Compliance division will maintain a targeted focus on ensuring equitable opportunities for high levels of achievement among all students, including those participating in Early Childhood programs, English Language Learner programs, Alternative Education, Career and Technical Education and Special Education programs. It will also support and monitor schools to ensure programmatic compliance with federal, state and local rules and regulations.

**The following support and services will be provided by a combination of: district staff, higher education partners, community partners and vendors.**

*Please note that this is a preliminary menu of supports. A brochure with a more detailed description of each of these supports will be forthcoming.*



## MENU OF SUPPORT AND SERVICES: Curriculum, Instruction and Assessment

*Supports and professional development will be available in the following areas:*

### • Curriculum and the PA Common Core

- Transitioning to the PA Common Core Standards
- Understanding the new PSTs and the connection to the PA Common Core Standards
- Identifying curriculum materials and resources
- Identifying promising practices re: instructional strategies
- Identifying and utilizing assessments
- Supporting early literacy skills
- Understanding and implementing the Standards Aligned Systems and Relationship to Common Core
- Integrating and Implementing the PA Common Core Across Different Program Areas:
  - Understanding, using and implementing the English Language Learner Curriculum and resource guides, including its relationship to the Common Core
  - Understanding and implementing the Career and Technical Education curriculum and resource guides, including its relationship to the Common Core
  - Understanding Early Childhood's "Sequence of Skills" and its relationship to the Common Core
- Understanding and implementing new state-level requirements and emphasis, e.g., Algebra I and writing

### • Assessments

- Understanding the new state assessments (e.g., Keystone exams and project-based assessments, classroom diagnostic tools)
- Identifying and using interim, formative and diagnostic assessments
- Analyzing and using assessment data, e.g., assessment item analysis, value-added and growth calculations
- Administering and scoring the ACCESS
- Administering and scoring the DIBELS
- Administering the PSSA
- Administering the Keystone Exams
- Administering NAEP
- Modifying and coordination of assessments for ELL students

### • Grant-Related Professional Development and Support

- Teaching American History
- Mathematics and Sciences Partnership
- School Improvement Grant

### • Response to Intervention

- Interventions
- Differentiating instruction
- Small-group instruction

### • Curriculum and Instruction Policies

- Understanding marking guidelines (i.e., report cards, guidelines for determining a grade, etc.)
- Understanding promotion guidelines
- Understanding marking guidelines and transition policies for ELL students
- Understanding marking guidelines and transition policies for students with IEP
- Understanding rostering policies

### • Instructional Strategies

- English Language Learner support and accommodations
- Inclusive practices
- Reducing the achievement gap
- Arts integration
- SAT prep
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Instructional best practices
- Music, Health and Arts curriculum support

### • Instructional Resources

- Accessing and utilizing the Instructional Management System, e.g., data resources, curricular resources
- Utilizing the Core Curriculum and Planning and Scheduling Timeline
- Support in the selection of materials that are aligned to the PA Common Core and applicable standards.

### • Technology Integration

- Technology application support
- Curriculum integration support
- New technology tools to improve instruction (e.g., iPad, interactive white board)
- Ensuring new technology tools, resources, etc., can be supported by the school's infrastructure / current operating systems
- Training on how to utilize new technology tools.
- Digital divide partnerships and outreach
- Support with on-line ESOL program

## MENU OF SUPPORT AND SERVICES: School Culture, Climate and Safety

*Supports and professional development will be available in the following areas:*

- **College and Career Readiness**
  - Using and developing individualized learning plans with students from elementary through to high school.
  - Developing a college-going culture
  - Understanding college- and career-readiness indicators
  - Providing opportunities for students to learn about and take advantage of higher education opportunities, the application and enrollment processes and the economics of funding higher education
  - Working with counselors and other school based staff to support students with college and career planning
- **Strategies for establishing and implementing a Positive Learning Climate**
  - Establishing and implementing a Positive Behavior Support model
  - Establishing and implementing school- and classroom-based practices for attendance
  - Implementing bullying prevention programs
  - Developing cultural competency
  - Understanding and supporting immigrant and refugee students
  - Implementing Restorative Practices
  - Strategies and processes for addressing student discipline issues (e.g., Student admit and dismiss systems/protocols; Student admit scans systems and protocols (high school only); lunchroom and cafeteria systems/protocols; school uniform (hoodie) systems/protocols, etc.)
- **Drop-out Prevention**
  - Understanding the early warning indicators system
  - Strategies for dropout prevention
- **Response to Intervention**
  - Interventions for student attendance
  - Interventions for student discipline
- **Strategies for Effectively Responding to Behavioral, Emotional and Social Issues**
  - Implementing Peer Mediation / Conflict Resolution Programs
  - Identifying school-based social services programs
  - Identifying behavioral health supports
  - Responding to bullying incidents
  - Strategies and processes for addressing truancy, chronic absenteeism and lateness
  - Understanding, supporting and providing services for homeless student
  - Strategies and processes for addressing disruptive and verbally abusive parents
  - Understanding, supporting and providing services for ELL students (e.g., cultural competency, understanding cultural diversity)
  - Understanding, supporting and providing services for homebound student
  - Working with counselors and other staff on understanding and using behavioral health supports
  - Crisis hotline (i.e., school emergencies)
  - Understanding, implementing and using the Student Assistance Process

## MENU OF SUPPORT AND SERVICES: Leadership and Talent Development

*Supports and professional development will be available in the following areas:*

- **Transitioning to Increased Autonomy**
  - Navigating the revised Academic Office structure
  - Operational Leadership
  - Instructional Leadership
  - Family and Community Engagement Leadership
  - Cultural Leadership
  - Rostering students
  - Inducting, leading and supporting building other building staff (i.e., counselors, nurses, psychologists, etc.)
- **Using Evidence to Improve School Performance**
  - School Improvement Planning
  - Working with researchers in your school
  - Using data to promote a college-going culture
- **Creating Shared Accountability**
  - Distributed leadership
  - Critical Conversations: Principal-teacher communication
  - Establishing and implementing Professional Learning Communities
  - Critical Conversations: Reviewing school performance data with parents and community
- **Supporting and Developing Effective and Highly Qualified Teachers**
  - Research-based / promising instructional practices
  - Strengthening teachers' content knowledge
  - Understanding second language acquisition and academic language development for ELLs
  - School-wide and shared responsibility for ELLs
  - Observation and analysis of teaching
  - Coaching
  - Providing effective feedback to staff
  - Development of professional growth plans for teachers
  - Inducting, supporting and developing first-year teachers
  - Support for 4<sup>th</sup>-level unsatisfactory teacher observations
- **Supporting New Principals**
- **Supporting and Developing an Effective and Highly Qualified Counselors**
  - Support for 4<sup>th</sup>-level unsatisfactory teacher observations

## MENU OF SUPPORT AND SERVICES: Parent, Family and Community Engagement

*Supports and professional development will be available in the following areas:*

- **Engaging Parents and Caretakers**
  - Establishing a School Advisory Council, Parent Advisory Councils, etc.
  - Working with Advisory Councils to ensure effectiveness
  - Establishing Parent Support Centers
  - Parental Engagement Strategies
  - Working with schools to train parents on FamilyNet
  - Working with schools to train parents on how to best leverage parent-teacher conferencing
  - Working with schools to train parents on how to review school and individual student performance data in order to support their children
  - Working with schools to train parents on the school selection process / understanding schooling options for their children
  - Establishing Parent University classes (e.g., ESOL classes)
  - Working with schools to train parents on how to best communicate their concerns/needs
- **Engaging and leveraging partnerships**
  - Improving parent-teacher conferencing
  - Selecting quality community partners
  - Working with faith-based groups
  - Establishing and maintaining relationships with immigrant, refugee and migrant-serving organizations
- **External communication (e.g., building a better website, media training)**
- **Multi-lingual support services**
  - Translation and interpretation services for students and parents
  - Supporting parents to better understand District processes
  - Literacy training for parents and guardians



## MENU OF SUPPORT AND SERVICES: Student Enrollment and Placement

*Supports and professional development will be available in the following areas:*

- **Registration**
  - Special registration, i.e., immigrant families, homeless youth, etc.
  - Kindergarten registration process
  - For schools with Pre-K programs: Pre-K registration and student placement
- **General student enrollment process** (e.g., student residency, delegations and affidavits)
  - Support for EH36E and Residency Affidavits
- **Re-Engagement and alternative education placement (Drop-out reengagement strategies)**
- **Transcript review, acceptance and credit attribution** (e.g., foreign transcripts, ELL students, etc.)
- **Student Transfers and Enrollment**
  - Voluntary transfers
  - Involuntary transfers (e.g., lateral transfers)
  - Court / DHS involved transfers
  - Out-of-System youth placement
    - From non-SDP schools (e.g., charters, parochial, private, etc.)
    - From other systems (e.g., foster-care, out-of-state, juvenile justice, etc.)
  - Home schooling
  - English Language Learner Enrollment process
  - Understanding LeGare process and requirements

## MENU OF SUPPORT AND SERVICES: Accountability, Equity and Compliance

*Supports and professional development will be available in the following areas:*

- **Federal, State and Local Regulations (Programmatic Compliance)<sup>3</sup>**
  - Understanding Titles I, II, III, IX
  - Understanding IDEA (IEP goals, implementation and compliance)
  - Understanding Act 48
  - Understanding Act 45 (PIL)
  - Understanding Head Start
  - Understanding American Recovery Reinvestment Act
  - Understanding Race to the Top
  - McKinney-Vento Act
  - Planning for and coordinating federally and state mandated assessments (e.g., PSSA, Keystone, NOCTI, NAEP, ACCESS, Work Sampling)
  - Support and monitoring of test administration
  - Understanding the School Improvement Grants (academic goals and objectives, implementation and compliance)
  - Child accounting and student attendance
  - English Language Learners
  - Understanding and support for PA Act 211 (Students experiencing problems with drugs, alcohol and dangerous substances)
  - Understanding GEAR UP
- **Accountability Systems**
  - Understanding the SPI
  - Understanding the Principal Performance Scorecard
  - Understanding the Central Office Performance Appraisal Process
- **Rating Officers**
  - Understanding principal evaluation / principal rating systems
  - Development of professional growth plans with principals
- **Compliance Stipulations**
  - LeGare compliance (provide space for students with IEP and ELL students across the District)
  - YS stipulation (ELL)
- **Adequate Yearly Progress**
  - Application for appeals
  - Understanding attribution of students from non-general education programs (e.g., alternative programs, homebound students, home schooled students)
  - Understanding the ways in which schools can make AYP (e.g., Safe Harbor, Confidence Intervals, Growth Model)
  - Understanding how schools move out of school improvement
  - Understanding how PVAAS and e-Metric align with AYP
- **CBA / Union collaboration**
  - Professional Growth System
    - Peer Assistance and Review
    - Teacher Rating Systems
    - Professional Development Plan
  - Supports for second-level disciplinary hearings
  - School Counselor Rating System

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<sup>3</sup> Fiscal compliance for cross-cutting federal regulations will be handled by the Office of Grants Development and Compliance, which is located outside the Chief Academic Office.

## APPENDIX 4: Proposed Principals Learning Teams

### What are Principals Learning Teams?

The purpose of Principals Learning Teams is to improve the academic performance of students. This will be achieved through collegial collaboration and collective development of shared goals and responsibilities. These goals should be aligned with school action plans.

***Teams will be responsible for all students in their member schools, and schools will be responsible to and for each other.*** As an organizational arrangement, the Principals Learning Teams are seen as a powerful professional development approach and a potent strategy for school change and improvement. Improvement in the quality of educational programs across member schools will be a priority focus of Principals Learning Teams. These structures will serve the primary function of leveraging collegial relationships, with the intent of increasing the number of high performing schools and turning around low-performing schools.

Schools have been organized into Principals Learning Teams based on geographical proximity. The following guidelines were utilized to determine Team assignment:

- There is at least one neighborhood high school in each Team.
- Elementary and middle schools were assigned to Teams based on high school feeder patterns.
- Each Team includes schools with a mix of performance records.
- To the best degree possible, special admission, city-wide, vocational/technical, Promise Academy, Renaissance Charter Schools and Empowerment high schools were equitably distributed among the Teams.
- Charter, independent, and parochial schools are invited to participate in the Teams.

The number of schools in any one Team varies, but it is encouraged that within a Team schools organize into smaller groups depending on the work at hand.

### Team Coordinators

The Principals Learning Team Coordinators (PLTC) will work closely with the Team principals. The PLTCs are responsible for working with all schools within the Team to collaborate and facilitate the sharing of successful best practices for the Team that align with Team goals. The role of the Principals Learning Team Coordinator will be to communicate, collaborate, coordinate, and serve as a change agent and build capacity within the Team and serve as a point of contact within the Team. The Principals Learning Team Coordinators will be peer-appointed and must meet established qualifications.

### Team Meetings

Principals Learning Teams will meet monthly. Meetings will be organized by the Team Coordinator. The Team Coordinator will set the agenda for all meetings with guidance from the CAO. Team meetings are intended to provide principals with a space to:

- ❖ Learn collaboratively;
- ❖ Jointly develop cohesive plans for school improvement;
- ❖ Share resources and best practices;
- ❖ Identify professional development opportunities; and
- ❖ Establish strategies for connecting with their partners and communities.

### **Team Plan of Action**

Teams are expected to build cohesive action and collaborate on providing safe and supportive learning environments; share resources; address core curriculum content standards; provide developmental activities for teachers, support staff, parents, students and administrators; communicate with each other; learn collaboratively; and connect with their partners and instructional improvement activities. The Team Coordinators will facilitate this process and access support through the Support Services Division and CAO to share best practices, set goals and priorities and ensure that the PLT is on-track to meeting its goals.

### **Access to Services and Supports**

There will be one Support Services Division Project Manager for each Academic Function in the Support Services Division (i.e., (1) Curriculum, Instruction and Assessment; (2) Leadership and Talent Development; (3) Parent, Family and Community Engagement; (4) School Culture, Climate and Safe Schools; and (5) Student Enrollment and Placement). These Project Managers will be assigned to support specific Principals Learning Teams. Teams will in turn have a list of 5 Support Services Division Project Managers (1 for each Function) to contact for support in the function areas. The role of the Project Manager will be to coordinate services within their PLT to support the principal who requested assistance.

### **Best Practices for Principals Learning Teams**

- Teams must set a vision, mission and values for their Principals Learning Teams.
- Long term goals for schools within the Teams must be set. For example, where do I want my school to be in 5 years from now? How can my Team support me in reaching my goals?
- Articulate the attitude, behaviors and commitment that are expected within each Team.
- All members of the Team must be involved in collective inquiry.
- Reflective practices must be utilized in decision making separate.
- Mutual trust, respect and support must be established.
- Team Coordinators must be prepared for meetings:
  - Set schedules and times must be determined for meetings
  - An agenda must be set and developed
  - A way to effectively communicate with all stakeholders must be established

### **How will we know the Principals Learning Teams are making progress?**

- In developing shared goals, principals in the Team will also determine success indicators.
- The Office of Accountability, Compliance and Equity will then create a dashboard to monitor collective progress towards meeting indicators.
- The CAO will review Team progress quarterly and meet with Team Coordinator to strategize areas of strength and improvement needed.
- There will be quarterly surveys submitted to the CAO regarding effectiveness of Teams. Results will be reviewed and programmatic changes implemented as necessary.

### **Draft Principals Learning Teams Timeline**

<b>Friday, April 20<sup>th</sup>, 2012</b>	CAO will hold meetings with all Principals to introduce finalize Principals Learning Team Structure. Structure, opportunities and access to services will be reviewed. Questions will be answered.
<b>Monday, April 23<sup>rd</sup>, 2012</b>	CAO will send out the finalized Principals Learning Teams as well as the meeting

dates for each Team in the month of May.

**May 1<sup>st</sup>-May 30<sup>th</sup> , 2012**

CAO will hold meetings with each of the 12 Principals Learning Teams. These meetings will provide the opportunity for principals to meet colleagues and also to select their Principals Learning Team Coordinator.

**June 15<sup>th</sup>-June 30<sup>th</sup> , 2012**

CAO will meet with Principals Learning Team Coordinators to review responsibilities and set priorities for the summer as well as the 2012-2012 school year.

**July 1<sup>st</sup>-August 15<sup>th</sup> , 2012**

Professional development will be held on the district level for Teams in regards to implementation. 2 week intensive PD for Team Coordinators will be held.

The Principals Learning Team Coordinator will facilitate the development of shared goals and responsibilities; this will include facilitation of Team meetings. The Student Support Services Division will be available for support as requested by Team Coordinators. Team goals will be submitted to the Chief Academic Office.

**August 15<sup>th</sup> – August 20<sup>th</sup> , 2012**

Chief Academic Office to review Team goals and provide feedback and suggestions

**August 20<sup>th</sup>-August 25<sup>th</sup> , 2012**

Principals Learning Team Coordinators will consider feedback received and revise Team goals as necessary. Submit finalized Team goals by August 25<sup>th</sup>, 2012 to CAO.

**August 25<sup>th</sup>-September 1<sup>st</sup> , 2012**

CAO will review Team goals and give final approval. If changes are necessary, they will work with Principals Learning Team Coordinators to revise and meet deadline.

**September 2012 –June 2013**

Principals Learning Team Coordinators meet monthly with PLTs. CAO will meet monthly with Principals Learning Team Coordinators and individual principals as needed. Agendas for Principals Learning Team meetings will be set by the Principals Learning Team Coordinator with guidance from Team principals and CAO as needed. Agendas will be submitted to the CAO. Specific goals and outcomes will be further outlined by the CAO.

**PRINCIPALS LEARNING TEAMS**

**PLT 1**

Penrose School
Mitchell, S. Weir School
Catharine, Joseph School
Arthur, Chester A. School
Motivation High School
Vare, Edwin H. Middle School
Girard, Stephen School
Patterson, John M. School
Communication and Technology High School
John Bartram High School
Tilden Middle School
Pepper, George Middle School
Longstreth, William C. School
Morton, Thomas G. School
Alcorn, James School
Smith, Walter G. School
Audenried, Charles High School

**PLT 2**

Masterman
Franklin Learning Center
Parkway Center City
Science Leadership Academy
Bache-Martin School
Waring, Laura School
Spring Garden School
Franklin Benjamin High School
Vaux High School
Bodine
Hartranft, John School
Kearny, Gen Philip School
Meade, Gen. George School
Constitution
Dunbar, Paul School
Ferguson, Joseph School
Reynolds, Gen. John School
Kelley, William School
Robert, Morris School

**PRINCIPALS LEARNING TEAMS**

**PLT 3**

Penn Alexander
Locke, Alain School
Harrington, Avery School
Wilson, Alexander School
Middle Years Alternative (MYA)
Powel, Samuel School
West Philadelphia High School
University City High School
Robeson High School
Lea, Henry
Anderson, Add School
Comegys, Benjamin School
McMichael, Morton
Rhoads School
Parkway West High School
Shaw, Anna H. Middle
Washington, Martha School

**PLT 4**

Hamilton, Andrew School
Huey, Samuel Process
Blankenburg, Rudolph School
Heston, Edward School
Gompers, Samuel School
Overbrook Elementary School
Lamberton, Robert School K-12
Hamilton School AIMS
Barry, Com John School
Bryant, Williams C. School
Cassidy, Lewis School
High School of the Future
Overbrook Educational Center
Sayre High School
Overbrook High School
Leidy School
Beeber, Dimner School

**PRINCIPALS LEARNING TEAMS**

**PLT 5**

Creative and Performing Arts High School
Academy at Palumbo
Childs, George W. School
McCall, Gen. George A. School
Meredith, William M. School
Kirkbride, Eliza B. School
Nebinger, George W. School
Vare, Abigail School
Key, Francis School
Jenks, Abram School
Bok
GAMP
Fell, D. Newlin
Bregy, D. Amedee School
Stanton, Edwin M. School
Greenfield, Albert M. School
Southwark School
McDaniel, Delaplaine School
Taggart, John H. School
Washington, George School
South Philadelphia High School
Furness, Horace High School
Jackson, Andrew School
Sharswood, George School

**PLT 6**

Blaine, James G. School
Dick, William School
Gideon, Edward School
Pratt, Anna B. School
Carver High School
Peirce, Thomas M. School
Wright, Richard R. School
Hill, Leslie P. School
Cleveland, Grover School
Stanton, M. Hall School
Dobbins High School
Randolph High School
Strawberry Mansion High School
Whittier, John G. School
Steel, Edward School
Clymer, George School
Kenderton School
Duckrey, Tanner School
PMA Elverson
Allen, Dr. Ethel School
Bethune, Mary McLeod School
Gratz, Simon High School
Rhodes, E.W.



**PRINCIPALS LEARNING TEAMS**

**PLT 7**

Amy James Martin
Barton, Clara School
Feltonville Intermediate
Sheppard, Isaac School
Cayuga School
Fairhill School
Olney Elementary School
Feltonville School of Arts/Sci
McClure, Alexander K. School
Edison, Thomas High School
Kensington Culinary High School
Kensington CAPA High School
De Burgos, Julia Bilingual
Potter-Thomas School
Munoz Marin, Hon. Luis School
Marshall, Thurgood
Cooke, Jay Elementary
Morrison, Andrew J. School
Taylor, Bayard
Olney West
Birney, Gen. David B. School
Clemente, Roberto Middle School

**PLT 8**

Webster, John H. School
Kensington Urban Education
Carroll High School
Jones, John Paul Middle School
Richmond School
Brown, Henry A. School
Hackett, Horatio B. School
Moffet, John School
Adaire, Alexander School
Hunter, William H. School
Ludlow, James R. School
McKinley, William School
Welsh, John School
Conwell
Sheridan West
Kensington Business and Finance
Douglas High School
Penn Treaty Middle School
Willard, Frances E. School
Sheridan, Philip H. School
Elkin, Lewis School
Cramp, William School
Stetson, John B. Middle School

**PRINCIPALS LEARNING TEAMS**

**PLT 9**

Cook-Wissahickon School
Dobson, James School
Henry, Charles W. School
Houston, Henry E. School
Jenks, John S. School
Fulton, Robert School
Kelly, John B. School
Fitler School
Lankanau High School
Parkway Northwest
Saul High School
Roxborough High School
Germantown High School
Shawmont School
Roosevelt, Theodore Middle School
Lingelbach, Anna L. School
Emlen, Eleanor C. School
Pennell, Joseph School
Mifflin, Thomas School
Logan School
Wister, John School

**PLT 10**

Central High School
Girls High School
Hill-Freedman
AMY Northwest
Widener Memorial High School
Leeds, Morris E. Middle School
Wagner, Gen. Louis Middle
Edmonds, Franklin S. School
McCloskey, John F. School
Ellwood School
Howe, Julia Ward School
Day, Anna B. School
Kinsey, John L. School
Pastorius, Francis P. School
Pennypacker, Samuel School
Prince Hall
Rowen, William School
King, Martin Luther
Philadelphia Military Academy @ Leeds

## PRINCIPALS LEARNING TEAMS

### PLT 11

Juniata Park Academy
Brown, Joseph H. School
Forrest, Edwin H. School
Lawton, Henry W. School
Marshall, John School
Bridesburg School
Pollock, Robert
Lincoln, Abraham High School
Fels, Samuel High School
Mastbaum
Edmunds, Henry R. School
Ziegler, William H. School
Sullivan, James J. School
Franklin, Benjamin School
Washington, Grover JR. Middle School
Frankford High School
Harding, Warren G. Middle School
Hopkinson, Francis School
Meehan, Austin Middle School
Allen, Ethan School
Disston, Hamilton School
Mayfair School
Holme, Thomas School
Stearne, Allen M. School
Carnell, Laura H. School
Creighton, Thomas School
Finletter, Thomas K. School
Lowell, James R. School

### PLT 12

Arts Academy at Benjamin Rush
Spruance, Gilbert School
Baldi, C. C. A Middle School
Greenberg, Joseph School
Crossan, Kennedy C. School
Solis-Cohen, Solomon School
Rhawnhurst School
Fox Chase School
Comly, Watson School
Hancock, John School
Northeast High School
Washington, George High School
Swenson High School
Wilson, Woodrow Middle School
Farrell, Louis H. School
La Brum Gen J Harry Middle School
Fitzpatrick, Aloysius L.
Decatur, Stephan School
Frank, Anne School
Loesche, William H. School
Moore, J. Hampton School

## APPENDIX 5: Potential Partnerships and Services

The following table provides examples of potential partners that could support each Principals Learning Team:

Continuum of Services	Examples
Colleges and Universities	<ul style="list-style-type: none"> <li>• Placement of Student Teachers</li> <li>• Professional Development</li> <li>• Develop educational pipelines to post-secondary education</li> <li>• Opportunity for SDP students to sit in on college classes</li> <li>• Meetings spaces for PD and student activities</li> <li>• Teacher/Professor collaboration</li> <li>• Student Recruitment</li> <li>• Scholarships</li> <li>• Curriculum consultation</li> <li>• Facility usage</li> <li>• College interns to assist at school level</li> <li>• Student volunteers</li> <li>• STEM initiatives</li> </ul>
College Preparation Programs	<ul style="list-style-type: none"> <li>• SAT prep</li> <li>• FAFSA nights</li> <li>• Research seminars</li> <li>• Senior projects support</li> <li>• Identify particular resources for certain content areas</li> </ul>
Libraries	<ul style="list-style-type: none"> <li>• Literacy programs</li> <li>• Parent programming</li> <li>• Story time for younger students</li> <li>• Cultural enrichment</li> </ul>
Museums	<ul style="list-style-type: none"> <li>• Outreach to K-12 schools</li> <li>• Free admission to museum</li> <li>• Use of venue</li> <li>• Bring in speakers</li> <li>• Sit on instructional team meetings</li> <li>• Integrate the museum content into what they are study</li> </ul>
Businesses	<ul style="list-style-type: none"> <li>• Develop industry pipelines</li> <li>• Provide internships, job shadowing experiences and mentorships in high priority occupations</li> <li>• Summer employment</li> </ul>
Community and Enrichment Organizations	<ul style="list-style-type: none"> <li>• Climate and Safety supports</li> <li>• Mentoring</li> <li>• Neighborhood revitalization</li> <li>• Health</li> <li>• Volunteerism</li> </ul>
Safety Supports	<ul style="list-style-type: none"> <li>• Facilitate safety meetings with the police department</li> <li>• Provide professional development on preventive safety measures</li> <li>• Assist with Safe Corridors</li> </ul>
Faith Based	<ul style="list-style-type: none"> <li>• Organizing support around initiatives</li> <li>• Before and after school programming</li> </ul>
Hospitals	<ul style="list-style-type: none"> <li>• Curricular support</li> <li>• Internships</li> <li>• Exposure to research experiences</li> <li>• Co-teaching</li> </ul>

Continuum of Services	Examples
	<ul style="list-style-type: none"> <li>• STEM initiatives</li> <li>• Industry pipeline programs</li> </ul>
Performing Arts Organizations	<ul style="list-style-type: none"> <li>• Introduce students to different forms of the arts</li> <li>• Teach the students to their interests</li> <li>• School performances</li> <li>• Instruments</li> <li>• Extracurricular programming</li> <li>• Free admission to performances</li> </ul>
Behavioral Health Services	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Access to counselors and services</li> <li>• Work with parents</li> <li>• Trainings staff and teachers</li> <li>• PD around the law of behavioral health services</li> </ul>
Sports	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Free admission</li> <li>• Sponsorship of events</li> <li>• Guest speakers</li> <li>• Facility upgrades</li> </ul>

## APPENDIX 6: Levels of Autonomy and Corresponding Implications

With the goal of providing educational programs directly aligned to student strengths and needs, principals will be given increased control over a range of decisions during SY 2012-2013. However, in some areas, for example compliance with special education regulations, autonomy is not appropriate or feasible. Clear expectations for school outcomes will be documented and aligned with the principal performance appraisal process.

**The State requires districts to provide supports to schools in any phase of school improvement (as indicated by AYP status).** To ensure that schools are well-prepared for increased autonomy, a three-tiered system of support will be established where schools are granted various levels of independent autonomy based on school performance and principal tenure over the past two years. Specifically, the continuum of independence will range from Full Autonomy to Support to Intervention. School placement in these levels of autonomy will be assessed each year based on school success in attaining the established goals for each school year. Levels of autonomy will be modified accordingly.

### SY 2012-2013: Areas of Autonomy

- Curriculum materials/instructional programs and formative assessments
- School climate
- Safety strategies
- Teacher observation schedules (as outlined in Collective Bargaining Agreement)
- Choice of professional development
- School budget (allocation of categorical monies;
- Purchase of full-time school based teacher leader)
- Schedule/roster

- **Full Autonomy** will be granted to schools that have had consistent leadership for the past two years and have either improved their School Performance Index (SPI) score (i.e., Overall 2011 SPI Score = 1-7) and met the Adequate Yearly Progress (AYP) standard. These schools will have full independence in development of their school's state-mandated action plan for SY 2012-2013.
- **Support** will be provided to those schools whose principal has been assigned to the principal position within the past two years, and/or where there has been no progress or stagnation in a low performing category as determined by their SPI and/or AYP performance (i.e., School Improvement or Corrective Action; SPI = 6-7). High schools in the Support level of autonomy must offer their students an opportunity to obtain at least seven credits every academic year to ensure on-time graduation. (*NOTE: Schools who were not previously designated as high needs schools [i.e., Empowerment or Promise Academy], but meet criteria for intervention will receive support through the newly designed Support level.*)

The schools in the Support level of autonomy will be provided targeted support, individualized to the needs of the leader and the school. The nature of supports provided to the school throughout the school year will be determined through a collaborative process. Specifically, principals will meet one-on-one with a member of the Chief Academic Office to review all data related to academic performance, climate and safety and stakeholder satisfaction. The drafted state-mandated action plan will be reviewed to ensure alignment between proposed priorities and supports and areas of need highlighted by the school's data. Modifications will be made to the current draft of the state-mandated action plan as needed. During the school year, Support level schools may receive the following supports:

- Support in organizing and orchestrating professional development to improve teaching
- Support in selecting evidence-based curricular programs targeting identified priority areas
- Support in organizing and implementing leadership development activities (e.g., peer mentoring or coaching, leadership academy at a local higher education institution).

In addition, quarterly consultation (i.e., 4-times a year) and support in the monitoring fidelity of implementation of the state-mandated action plan and collection of evidence of effectiveness will be provided through SY 2012-2013.

- ***Intervention*** will be mandatory for schools whose SPI and/or AYP performance has not improved over the last two years or has an SPI = 8-10 for two consecutive years. These schools will be provided with intensive supports by a cross-functional team. This structure will provide the best opportunity for schools to receive the myriad supports and services necessary to influence significant improvement in leadership, teaching and academic performance. High schools in the Intervention level of autonomy must offer their students an opportunity to obtain at least seven credits every academic year to ensure on-time graduation.

The schools in the Intervention level of autonomy will be provided targeted support, individualized to the needs of the leader and the school. The nature of supports provided to the school throughout the school year will be determined through a collaborative process. Specifically, principals will meet one-on-one with a member of the Chief Academic Office to review all data related to academic performance, climate and safety and stakeholder satisfaction. The drafted state-mandated action plan will be reviewed to ensure alignment between proposed priorities and supports and areas of need highlighted by the school's data. Modifications will be made to the current draft of the state-mandated action plan as needed. During the school year, Intervention level schools may receive the following supports:

- Support in organizing and orchestrating professional development to improve teaching
- Support in selecting evidence-based curricular programs targeting identified priority areas
- Support in organizing and implementing leadership development activities (e.g., peer mentoring or coaching, leadership academy at a local higher education institution).

In addition, monthly consultation and support in the monitoring fidelity of implementation of the state-mandated action plan and collection of evidence of effectiveness will be provided through SY 2012-2013.

If a school in the Intervention level of autonomy does not meet the targets jointly established with the Chief Academic Office by the end of the SY 2013-2014 school year, the Chief Academic Officer will recommend to the School Reform Commission that the school be eligible for turnaround through any of the following models: in-house model (Promise Academy), partner with a Full Autonomy school, oversight by education management organization (EMO), partnership with a community organization, external turnaround model (Renaissance charter), or charter school conversion.

### ***School Autonomy Supports Transition Timeline (DRAFT)***

<b>April 23-27, 2012</b>	Schools will be notified of their level of autonomy by their Assistant Superintendent.
<b>May 14-22, 2012</b>	Schools in the Intervention level will meet one-on-one with a cross-functional team to review the state-mandated action plan and prioritize supports for SY 2012-2013.
<b>May 29-June 8, 2012</b>	Schools in the Support level will meet one-on-one with a member of the Office of School Improvement to review the state-mandated action plan and prioritize supports for SY 2012-2013.
<b>May 14-June 8, 2012</b>	Schools in the Full Autonomy level will meet in groups with Assistant Superintendents and a member from the Office of School Improvement to review state-mandated action plans for SY 2012-2013.
<b>June 8-29, 2012</b>	The School District will generate an inventory of supports that will be required from partner organizations and begin leveraging necessary partnerships to ensure availability of necessary supports.

## APPENDIX 7: Reorganization Committee Membership

**Brian Armstead**, Director of Civic Engagement, Philadelphia Education Fund

**Diane Castelbuono**, Vice President of Community Impact, United Way of Southeastern Pennsylvania

**Cecilia Cannon**, Education Consultant for Curriculum

**Emmanuel Caulk**, Assistant Superintendent

**Nicky Charles**, Deputy Chief of Staff, School Reform Commission

**Karren Dunkley**, Deputy Chief of Office of Parent, Family, Community Engagement and Faith-Based Partnerships

**Francisco Duran**, Assistant Superintendent

**Danielle Floyd**, Deputy Chief of Staff

**Rosemary Hughes**, Director of School Innovation and Best Practices

**Lissa Johnson**, Assistant Superintendent

**Karen Kolsky**, Assistant Superintendent

**Christopher Lehmann**, Principal, Science Leadership Academy

**Fran Newberg**, Deputy Chief of Accountability and Education Technology, School District of Philadelphia

**Penny Nixon**, Chief Academic Officer, School District of Philadelphia

**Leroy Nunery**, Special Advisor to the School Reform Commission

**Surekha Ramanjulu**, Deputy Budget Director

**Bi Vuong**, Strategic Data Fellow, School District of Philadelphia

**Ed Williams**, Executive Advisor to the School District of Philadelphia



## Academic Support Subcommittee

### *Goals:*

- Establish Shared Services Organization (SSO) that clearly supports the academic mission of the School District of Philadelphia. The organization will be an innovative, scalable, flexible, self-sustaining educational entity driven by the needs of the diverse constituents of Philadelphia's System of Great Schools and an on-going commitment to service excellence.
- Activate the Intermediate Unit 26 (IU26) to be the primary SSO.
- Determine which services, programs or supports should be transferred to IU26, with the goals of providing and implementing a broad range of cost-effective, high quality and essential services.
- Create a convergence between the District's reorganization efforts, the Great Schools Compact, the Education Accountability Agreement Financial Working Group, etc., on the purpose and deliverables of an SSO.

### **Facilitator: Leroy D. Nunery**

1. Brian Armstead (Philadelphia Education Fund)
2. Dennis Creedon (The School District of Philadelphia)
3. Jonas Crenshaw (The School District of Philadelphia)
4. Karren Dunkley (The School District of Philadelphia)
5. Mindy Earl (Young Playwrights)
6. Cynthia Figueroa (Congreso)
7. Danielle Floyd (The School District of Philadelphia)
8. Judith Gran (ARC)
9. Christopher Lehmann (Principal)
10. Cathy Roccia-Meier
11. Martin Nock (Communities in Schools)
12. Leroy D. Nunery (The School District of Philadelphia)
13. Tamar Lelkes Oded (Drexel University)
14. Ami Patel (Mayor's Office of Education)
15. Alexandria Robinson-Rogers (The School District of Philadelphia)
16. Cecilia Thompson (Parent Advocate)
17. Ericka Washington (The School District of Philadelphia)
18. Debra Weiner (United Way)

## Accountability, Equity and Compliance Subcommittee

### **Goals:**

- Develop the organizational chart for the AEC Office.
- Discuss and determine the role of AEC Office in supporting schools/principals to serve as their own LEAs.
- Determine what regulatory functions (Local, State, Federal, District) will remain in 1) central office and 2) schools.
- Develop accountability systems to monitor schools/principals, including a clear focus on data management, accountability metrics/deliverables.

### **Facilitators: Lissa Johnson and Francisco Duran**

1. Adams, Tai Marie (PCCY)
2. Almiron, Erika (JUNTOS)
3. Arvizo, Adriana (JUNTOS)
4. Castelbuono, Diane (United Way of Southeastern Pennsylvania)
5. Chaplin Partlow, Michelle (Temple University)
6. Charles, Nicole (The School District of Philadelphia)
7. D'Alessandro, Joseph (The School District of Philadelphia)
8. Divine, Quibila (Community Member)
9. Duran, Francisco (The School District of Philadelphia)
10. Feiner, Tara (The School District of Philadelphia)
11. Feria, Lucy (The School District of Philadelphia)
12. Fox, Lauren (Blank Rome, LLP)
13. Gran, Judy (PARC)
14. Holzman, Rachel (The School District of Philadelphia)
15. Johnson, Lissa (The School District of Philadelphia)
16. Min, Sarah (Education Law Center)
17. Mulvihill, Allie (Philadelphia Education Fund)
18. Simms, Sylvia (Grandparent)
19. Soderman, Lutzgarde (The School District of Philadelphia)
20. Sonkowsky, Michael (The School District of Philadelphia)
21. Unterberger, Alyse (The School District of Philadelphia)
22. Wehberg, Koert (Education Law Center)
23. Williams, Linda (The School District of Philadelphia)
24. Wolford, Tonya (The School District of Philadelphia)

## Curriculum Design Subcommittee

### *Goals:*

- Develop and align a Pre-Kindergarten to 12 curriculum and expected outcomes for each grade level that is based on the PA Common Core Standards.
- Explicate the alignment between Pre-Kindergarten to 12 curriculum and college- and career-readiness goals.
- Align Pre-Kindergarten, Career and Technical Education (CTE), English Speakers of Other Languages (ESOL)/Bilingual, and Special Education (SPED) Standards with PA Common Core Standards and ensure integration in respective curriculum documents.

### **Facilitators: Ceil Cannon, Darien Driver, and Bi Vuong**

1. Nancy Bratton (The School District of Philadelphia)
2. Ceil Cannon (The School District of Philadelphia)
3. Michelle Linder Coates (The School District of Philadelphia)
4. Joy Diljohn (The School District of Philadelphia)
5. Paula Don (The School District of Philadelphia)
6. Darienne Driver (The School District of Philadelphia)
7. Michelle Gales (The School District of Philadelphia)
8. William Griffin (Principal)
9. Darlynn Gray (Principal)
10. Renee Queen Jackson (The School District of Philadelphia)
11. David Kipphut (The School District of Philadelphia)
12. Andrea Miller (The School District of Philadelphia)
13. Latanya Miller (The School District of Philadelphia)
14. Janicka Newbill (The School District of Philadelphia)
15. Gina Rivers (Parent)
16. Elliot Seif (Community Member)
17. Allison Still (The School District of Philadelphia)
18. Bi Vuong (The School District of Philadelphia)
19. Ed Williams (Executive Advisor, Pennsylvania Department of Education)
20. Terri White (Consultant to Chief Academic Officer)
21. Chad Womack (STEM Consultant)

## Performance Management Subcommittee

### *Goals:*

- Assess and revise the current appraisal documents for principals and assistant principals and align to District Mission and SRC expectations.
- Assess and revise the Individual Development Plan (ID) for non-represented employees as necessary and align to District Mission and SRC expectations.
- Develop a system of appraisal for central office represented employees aligned to District Mission and SRC expectations.
- Develop implementation timeline and benchmarks.

### **Facilitator: Joel Boyd**

1. Joel Boyd (The School District of Philadelphia)
2. Naomi Housman (The School District of Philadelphia)
3. Leslie Lindsey (The School District of Philadelphia)
4. Mike Masch (The School District of Philadelphia)
5. Rob McGrogan (CASA)
6. Fran Newberg (The School District of Philadelphia)
7. Daniel Piotrowski (The School District of Philadelphia)
8. Greg Shannon (The School District of Philadelphia)
9. Trinity Thorpe (The School District of Philadelphia)
10. Victoria Velasquez (The School District of Philadelphia)
11. Ben Wright (The School District of Philadelphia)

## Reorganization of Principals / Networks Subcommittee

### *Goals:*

- Determine how principals and schools will organize in ways that provide increased responsibility and accountability in a decentralized district.
- Develop the guidelines for reorganization.
- Determine measures and indicators that allow the School Reform Commission and the community to determine the efficacy of the reorganization. (NOTE: The SRC will make the determination of school effectiveness, but schools' performance on each measure and indicator will be shared with the community to inform school choice and partnership considerations.)

### **Facilitators: James Lytle and Anna Shurak**

1. Paul Adorno (Education First Fund)
2. Stephen Brandt (Principal)
3. Robert Frazier (Principal)
4. Carla Glover (Principal)
5. Chris Johnson (Principal)
6. Marlicia Johnson (The School District of Philadelphia)
7. Cassandra Jones (Next Step Associates)
8. Betty Klear (Principal)
9. Max Komins, Principal
10. James Lytle (University of Pennsylvania)
11. Rob McGrogan (CASA Representative)
12. Tim Mckenna, Principal
13. Gene McLaughlin (Principal)
14. Deborah Mindel (Parent)
15. Marjorie Neff (Principal)
16. Penny Nixon (The School District of Philadelphia)
17. Jala Lee Olds Pearson (Principal)
18. Ami Patel (Mayor's Office of Education)
19. Anna Shurak (The School District of Philadelphia)
20. Sylvia Simms (Grandparent)
21. Stephanie Stover (Principal)
22. Ed Williams (Executive Advisor, Pennsylvania Department of Education)
23. Chad Womack (STEM consultant)

## School Autonomy Subcommittee

### *Goals:*

- Decide what autonomies or dimensions of autonomy would go to schools
- Develop a plan to decide the levels of autonomies and how to access these levels
- Develop a system of accountability measures to support these autonomies
- Determine the levels on which autonomy will be granted; e.g. full, support or intervention
- Develop an implementation timeline/Phase I (April to August), Phase 2 (SY13), and Phase 3 (SY14)

### **Facilitators: Emmanuel Caulk and Rosemary Hughes**

1. Cynthia Acquarole (The School District of Philadelphia)
2. Kahlila Ames (Principal)
3. Ralph Burnley (Principal)
4. Emmanuel Caulk (The School District of Philadelphia)
5. Lauren Fox (Blank Rome, LLC)
6. Susan Gobreski (Education Voters)
7. Allen Grant (Drexel University)
8. Jack Hamilton (The School District of Philadelphia)
9. Sonya Harrison (Principal)
10. Alice Heller (Principal)
11. Liza Herzog (Philadelphia Education Fund)
12. Rosemary Hughes (The School District of Philadelphia)
13. Margaret Lineman (Teacher)
14. Christopher Lehmann (Principal)
15. James Lytle (University of Pennsylvania)
16. Cathy Meir (Philadelphia LTF)
17. Martin Nock (Communities in Schools)
18. Jenette Oddo (Principal)
19. Ami Patel (Mayor's Office of Education)
20. Carletta Robinson (Parent, School Advisory Council)
21. Cecilia Thompson (Philadelphia Right to Education Local Task Force)
22. Ed Williams (Executive Advisor, Pennsylvania Department of Education)
23. Shelly Yanoff (PCCY)

## Talent and Professional Development Subcommittee

### *Goals:*

- Develop a talent-seeking strategy to identify, develop and recruit new principals and teachers.
- Develop alternative leadership and overall talent pipeline.
- Establish a comprehensive professional development plan to support school leadership, central office leadership and overall staff.
- Focus: April to August-comprehensive PD for change management/readiness of school leaders and organization to be responsive to change.
- Focus: September to June-Phase One-Leading Change/Developing Principals as autonomous leaders.

### **Facilitators: Karen Kolsky and Cassandra Ruffin**

1. Averette, Claudia (The School District of Philadelphia)
2. Beaver, Joanne (Principal)
3. Bonner, Mary (Principal)
4. Campbell, Diana (Philadelphia Education Fund)
5. Cliatt Wayman, Linda (The School District of Philadelphia)
6. Crenshaw, Jonas (Principal)
7. Fox, Lauren (Blank Rome, LLC)
8. Graham, Wanda (The School District of Philadelphia)
9. Larrier, Travis (Mayor's Office of Education)
10. Lomden, Dawn (The School District of Philadelphia)
11. Magness, Victoria (Principal)
12. Mesj, Lisa (Principal)
13. Polidor, Jacalyn (The School District of Philadelphia)
14. Porter Webb, Elly (Action United)
15. Richardson, Tina (Drexel University)
16. Rogers, Ali Robinson (The School District of Philadelphia)
17. Rosen, Ena (Need in Deed)
18. Shorr, Lori (Mayor's Office of Education)
19. Sisto, Margie (The School District of Philadelphia)
20. Thompson, Cecelia (Parent Advocate)
21. Vaughn, Darlene (Principal)
22. Wei, Deborah (The School District of Philadelphia)
23. White, Terri (Consultant to Chief Academic Officer)

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