

Bartram John - Main  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Bartram John - Main*

2401 S 67th St  
Philadelphia, PA 19142  
(215)492-6450

Federal Accountability Designation: Priority  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Damond Warren  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Stephen Waldron	Academic Recovery Liaison : School Improvement Plan
Damond Warren	Building Principal : School Improvement Plan
Cheryl Burkett	Community Representative
Peter Cenamo	Ed Specialist - Other
Rajita Maley	High School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Tanya Brown	Parent

# Federal Programs

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## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
  - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

## Coordination of Programs

### Technical Assistance

*The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU26/Office of Federal Programs Design and Implementation	10/24/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	11/4/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/8/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	12/8/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/5/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/9/2017 12:00:00 AM	ARL Meeting
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis

Implementation		
IU26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU26/Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	3/13-3/17: Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal

### Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The staff as a school-wide initiative relied on previous in class examination grades, mandatory state exam scores, student performance indexes compared to other schools and related subject matter areas to determine a needs assessment to improve student performance. Deterring these needs required the team have meeting surrounding assessments, meetings to dedicate funding for staff, materials and facilities. In addition to credit recovery, teacher initiated after school tutoring, SAT prep, Keystone test prep and Neighborhood based educational programs. Administrators will monitor how teachers adhere to their 7-step lesson plan: and use walkthrough , Informal, and Formal Observation Data. Copies of every Common Assessment will be maintained Data Binders for each teacher.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
<b>Summer School Program</b>	Yes

Reading	Yes
Math	Yes
Science	Yes
<b>In-class Instructional Support</b>	No
<b>Pull Out Instructional Support</b>	Yes

### Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

*o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.*

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

#### Academic Indicators:

Attendance Rate      75.42%

Decreased OSS from 48% in 2015-2016 to 22% in 2016-2017

The goal is for all teachers to achieve an average observation rating of 2.5. Thus far we are .25 short of the goal. The overall progress will be updated once the Formal Observations are completed.

Literacy Across all content areas - 30.85 % as compared to 28% scoring proficient on the benchmarks in SY 2015-16 - YTD

The goal was based on 90% of incoming freshman matriculating to grade 10. There are also repeating 9th graders that impact this data. There are only 65% of them on track to get caught up. This brings the total number to 86%

The goal is for all teachers to have achieve an average observation rating of 2.5. Thus far we are .25 short of the goal. The overall progress will be updated once the Formal Observations are completed.

## School Concerns

### Concern #1:

**SPP score of for Focus:** 30.1

#### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	3.70
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	13.08
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	2.36

Industry Standards-Based Competency Assessments- Percent Competent or Advanced	42.86
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	0.00

**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	6.86

**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	4.14

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	57.00

Other Academic Indicators:

Cohort Graduation Rate	66.13
Promotion Rate	N/A
Advanced Placement, International Baccalaureate, or College Credit	0.00
PSAT/Plan Participation	45.76
KPI Attendance:	81.8 %

Out-of-School Suspensions: 14.6%

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Aligned Concerns:

**SPP score of for Focus:** 30.1

### Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone  
3.70

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone  
13.08

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone  
2.36

Industry Standards-Based Competency Assessments- Percent Competent or Advanced  
42.86

Grade 3 ELA- Percent Proficient or Advanced N/A

SAT/ACT College Ready Benchmark 0.00

### Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 0.00

ELA/Literature – Percent of Required Gap Closure Met 0.00

Science/Biology – Percent of Required Gap Closure Met 6.86

### Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met 0.00

ELA/Literature – Percent of Required Gap Closure Met 0.00

Science/Biology – Percent of Required Gap Closure Met 4.14

### Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00	
Science/Biology - Meeting Annual Academic Growth Expectations	57.00	
Other Academic Indicators:		
Cohort Graduation Rate		66.13
Promotion Rate		N/A
Advanced Placement, International Baccalaureate, or College Credit		0.00
PSAT/Plan Participation		45.76
KPI Attendance:	81.8 %	
Out-of-School Suspensions:	14.6%	

**Systemic Challenge #2** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

**SPP score of for Focus:** 30.1

**Indicators of Academic Achievement:**

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	
3.70	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	
13.08	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	
2.36	
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	
42.86	
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	0.00

**Indicators of Closing the Achievement Gap- All Students:**

Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	6.86

**Indicators of closing the Achievement Gap Historically underperforming Schools:**

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	4.14

**Indicators of Academic Growth PVAAS:**

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	57.00

Other Academic Indicators:

Cohort Graduation Rate		66.13
Promotion Rate		N/A
Advanced Placement, International Baccalaureate, or College Credit		0.00
PSAT/Plan Participation		45.76
KPI Attendance:	81.8 %	
Out-of-School Suspensions:	14.6%	

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

### Indicators of Effectiveness:

Type: Interim

Data Source: Common Formative Assessments; Quarterly beginning  
2017-2018

Specific Targets: 10% reduction of number of students scoring below basic on PA Core aligned formative assessments

Type: Interim

Data Source: RTII Dashboard  
Monthly beginning 2017-2018

Specific Targets: Decrease in the number of students prescribed Tier II and Tier III interventions.

Type: Interim

Data Source: Keystone Exams  
2017 - 2018

Specific Targets: 5% increase in the number of students scoring proficient or advanced in Keystone Algebra I, Keystone Literature, Keystone Biology

Type: Interim

Data Source: School Performance Profile  
2015 – 2016

Specific Targets: Increase in Graduation Cohort Rate by 5%.

Type: Interim

Data Source: School Performance Profile  
2015 – 2016

Specific Targets: Increase in the School Performance Profile Building Level Score from 36.4 to 40.

Type: Interim

Data Source: Early Warning Indicators  
2015-2016

Specific Targets: Reduce the number of students listed for course failures, chronically truant and chronically tardy and suspensions

Type: Interim  
Data Source: Semester Grades  
2015 – 2016

Specific Targets: Decrease in the number of academic course failures.

Type: Interim  
Data Source: eMetric  
2015 – 2016

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects and all student groups.

Type: Interim  
Data Source: PVAAS  
2015 - 2016

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

Type: Interim  
Data Source: Quarterly Progress Reports  
2017-2018

Specific Targets: 95% of incoming 9th grade students will attain a minimum of 5 quality credits during the 2017 - 2018 school year as evidenced by Report Card data, interim report card & assessments.

Type: Interim  
Data Source: Edgenuity Progress Reports  
Specific Targets: 95% of incoming 9th grade students will attain a minimum of 5 quality credits during the 2017 - 2018 school year as evidenced by Report Card data, interim report card & assessments.

Type: Interim  
Data Source: Achieve 3000 usage and progress reports

Specific Targets: 95% of incoming 9th grade students will attain a minimum of 5 quality credits during the 2017 - 2018 school year as evidenced by Report Card data, interim report card & assessments.

## ***Strategies:***

### *Professional Development*

#### **Description:**

Professional Development on research based strategies and best practices will be offered to ensure consistent implementation of effective instruction practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

**SAS Alignment:** Instruction

### *7 Step Lesson Planning*

#### **Description:**

The school will implement 7-Step Lesson Planning to ensure there is a detail description of the individual lessons that teachers plan to teach on a given day.

In order to create effective lessons, teachers will plan and prepare for lessons using their extensive knowledge of the content area, their knowledge of the students' prior knowledge, and their knowledge of any special needs.

**SAS Alignment:** Instruction

### *Informal/Formal Observation*

#### **Description:**

The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching. Effective monitoring and feedback we will ensure that teachers are planning based on data, and that both lessons and assessments are aligned with the SDP Curriculum.

**SAS Alignment:** None selected

### *Formative Assessments*



**Description:**

Formative Assessments will be utilized to provide information to teachers during the teaching and learning process and provide information for differentiating instruction. Effective teachers will work collegially to design formative assessments to monitor learning, which will provide the information needed to differentiate instruction (Danielson, 2013).

**SAS Alignment:** None selected

*Guided Group Instruction***Description:**

Guided Group, an approach to providing small group instruction to a selected group with identified needs based on data, will be the ultimate goal of the Gradual Release approach—to lead the class to independent work so that a more intimate setting can be provided for a set of students with similar weaknesses.

**SAS Alignment:** None selected

*Enrichment Course Offering***Description:**

Warren, C., Fazekas, A., Rennie-Hill, L., Fancsali, C., & Jaffe-Walters, R. (2011). Final report on the study of promising ninth grade transition strategies: A study of six high schools. Contract No. ED-04-CO-0021). Washington, DC: US Department of Education. Retrieved from <https://www2.ed.gov/programs/slcp/ninthgradecounts/ninthgradestudy2011.pdf>.

**SAS Alignment:** Instruction

*Block Roster Scheduling***Description:**

Williams, C (2011). "THE IMPACT OF BLOCK SCHEDULING ON STUDENT ACHIEVEMENT, ATTENDANCE, AND DISCIPLINE AT THE HIGH SCHOOL LEVEL" <http://files.eric.ed.gov/fulltext/ED528899.pdf>

**SAS Alignment:** Instruction

*Blended Learning Rotation Station/Small Group*

**Description:**

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

**SAS Alignment:** Instruction

*Edgenuity***Description:**

Edgenuity's online and blended learning solutions continue to have a positive impact on student achievement. To measure this impact, we've partnered with schools and districts throughout the country to study the effects of our programs across grade levels and student populations. Our solutions are driving student achievement (<https://www.edgenuity.com/efficacy/#studies>)

**SAS Alignment:** Instruction

*Achieve 3000***Description:**

Achieve3000® provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level (<http://www.achieve3000.com/>)

**SAS Alignment:** Instruction

*MathiaX***Description:**

Driven by each student's unique learning process, MATHia mirrors a human tutor with more complexity and precision than any other math software. Now available for Middle School and High School, including Algebra I, Geometry, Algebra II and Integrated Math I-III (<http://www.carnegielearning.com/products/software-platform/mathia-learning-software/>).

**SAS Alignment:** None selected

***Implementation Steps:***

### *Professional Development – Analyze Data*

**Description:**

Administrators will review and analyze results from informal/formal observations and locally relevant data.

EDS

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

### *Professional Development – Professional Development Calendar*

**Description:**

A PD Calendar will be created that addresses areas highlighted by a review of observation and student data.

Year-long PD Calendar

Title I Binder

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

### *Professional Development – Identify Facilitator(s)*

**Description:**

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD Calendar

Title I Binder

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

### *Professional Development- Monitoring*

**Description:**

Leadership will use an observation framework to ensure that PD education increases all educators' teaching skills based on effective practice.

PD Evaluation Form

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

### *Professional Development – Instructional Coaching*

**Description:**

Leadership will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices.

Eduactor Improvement Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Professional Development

*Lesson Plan-Professional Development***Description:**

Professional Development session for new and returning teachers will acquaint teachers with the process of Gradual Release through the 7-step lesson plan.

Teacher Lesson Plans

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

*Professional Development on the Co-Teaching Model***Description:**

Training will be provided to regular education teachers and LS Teachers on the Co-Teaching model within an inclusion classroom. This will include instruction on how to include LS Teacher input in lesson plans.

PD Sign-In Sheets and Agendas

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

*Lesson Planning – Implement 7-Step*

**Description:**

Teachers will submit lesson plans on weekly basis detailing their strategies to achieve gradual release and their 7-steps.

Teacher Lesson Plans

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

*Lesson Planning - Timely Lesson Plan Feedback***Description:**

Written feedback on lesson plans will be returned to teachers within two school days of submission.

Copies of Lesson Plan Feedback will be maintained online via Google Drive

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

*Lesson Planning – Detailed Lesson Plan Feedback***Description:**

Written feedback will indicate areas of needed improvement (where applicable), using the Danielson Framework, with specific strategies for improvement detailed.

Copies of Lesson Plan Feedback will be maintained online via Google Drive.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

### *Lesson Planning – Monitor through Observation*

**Description:**

Administrators will monitor how teachers adhere to their 7-Step Lesson Plan, and if they provide sufficient time for Guided Practice, Independent Practice, and a conclusion (Exit Ticket) in all classes.

Walkthrough, Informal, and Formal Observation Data

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- 7 Step Lesson Planning

### *Informal/Formal Observation - Develop Calendar*

**Description:**

A year-long walkthrough calendar will be developed to ensure the frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough Schedules

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Informal and formal Observation - Observation Protocol*

**Description:**

Leadership will utilize work to conduct informal and formal observations for all classrooms and for all grades and subjects to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough Protocol

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Informal and formal Observation - Walkthrough Protocol Communication*

**Description:**

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations.

Agenda

Sign-In Sheet

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Informal and formal Observation - Conduct Walk Throughs*

**Description:**



The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walkthrough Protocol

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Informal and formal Observation - Feedback*

**Description:**

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Feedback Protocol

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Informal/Formal Observation – Instructional Coaching*

**Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity.

Schedule of Instructional Coaches

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Informal/Formal Observation

### *Formative Assessments – Professional Development*

**Description:**

Professional Development on creating common assessments for units and objective assessments between units.

Agendas and Sign In Sheets

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Formative Assessments

### *Formative Assessments – Designing Common Assessments*

**Description:**

Prior to each unit of content to be taught, teachers who teach the same course will design together common assessments, addressing the standards in the SDP Curriculum, to be used at the conclusion of the unit.

Copies of every Common Assessment will be maintained in Data Binders for each teacher.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Formative Assessments

### *Formative Assessments – Administer Common Assessment*

**Description:**

Teacher will administer the common assessments at the end of each unit.

Dates when Common Assessments are administered will be maintained in Data Binders for each teacher.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Formative Assessments

### *Formative Assessments – Remediation and Reassessment for Mastery of Objectives*

**Description:**

Following administering of common assessments, teachers will reflect on the common assessment data as a department in order to identify common areas of weakness, and individual strengths amongst teachers. A plan to remediate and reassess all students who have not obtained mastery of objectives will be written and implemented.

Remediation and Reassessment plans will be maintained in Data Binders for each teacher.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Formative Assessments

### *Formative Assessments – Evaluate Effectiveness*

**Description:**

Departments will review Data Binders and Remediation and Reassessment plans together to share best practices from those whose data reflected successful reassessments.

Remediation and Reassessment plans will be maintained in Data Binders for each teacher.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Formative Assessments

### *Guided Group Instruction – Professional Development*

**Description:**

Professional Development on Guided Group Instruction will be offered to all teachers and staff to ensure the use of data to inform differentiated instruction, interventions and best practices related to guided instruction.

Agendas and Sign-In Sheets

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Guided Group Instruction – Lesson Planning*

**Description:**

Teachers will develop lesson plans that clearly identify strategies related to groups, as well as list the members of each group.

Lesson Plans

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Guided Group Instruction- Lesson Planning Feedback*

**Description:**

Leadership will offer reflective feedback on guided group lesson plans.

Copies of Lesson Plan Feedback will be maintained online via Google Drive.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Guided Group Instruction – Coaching for Lesson Plans*

**Description:**

Coaching will be offered to teachers who consistently fail to develop guided lesson plans.

Educator Improvement Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Guided Group Instruction – Guided Groups Implemented*

**Description:**

Guided Groups will be formed during the independent practice portion of class time to remediate students in needed areas, based on formative data collected.

Walkthrough, Informal, and Formal Observation data will reflect implementation.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Guided Group Instruction – Coaching for Implementation*

**Description:**

Leadership will provide coaching for teachers who struggle with implementing Guided Groups.

Educator Improvement Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Guided Group Instruction

### *Enrichment Course Offering-Progress Monitoring*

**Description:**

Students will be progress monitored at least quarterly for attendance and credit attainment.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Enrichment Course Offering

### *Block Roster Scheduling-Progress Monitoring*

**Description:**

In conjunction with the Roster Chairperson, the 9th Grade AP will ensure that all 9th grade students are rostered in the appropriate core and enrichment classes through block scheduling and student progress will monitored through interim reports and report card data.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Block Roster Scheduling

### *Blended Learning Rotation Station/Small Group*

**Description:**

All students will participate in Blended Learning to personalize students needs.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Blended Learning Rotation Station/Small Group

### *Blended Learning Rotation Station/Small Group*

**Description:**

Weekly results will be used to assess the mastery of the standards for each unit.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Blended Learning Rotation Station/Small Group

*Blended Learning Rotation Station/Small Group***Description:**

**Benchmark and English 2 report card grades will be used to tier students, in order to adjust the appropriate level of support necessary to achieve the stated goal.**

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Blended Learning Rotation Station/Small Group

*Edgenuity***Description:**

**Math teacher will receive PD on the Achieve 3000, Edgenuity tools, and Blended Learning Station Rotation and Lab Models of instruction.**

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Edgenuity



### *Edgenuity*

**Description:**

Weekly results will be used to assess the mastery of the standards for each unit.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Edgenuity

### *Achieve 3000*

**Description:**

Math teacher will receive PD on the Achieve 3000, Edgenuity tools, and Blended Learning Station Rotation and Lab Models of instruction. Weekly results from both systems will be used to assess the mastery of the standards for each unit.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Achieve 3000

### *MathiaX*

**Description:**

The Algebra 1 teachers will facilitate the identification of students in 9th grade, placing them in Mathia X in order to receive the appropriate intervention level of instruction.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- MathiaX

*MathiaX***Description:**

Math teacher will receive PD on the Mathia x, Edgenuity tools, and Blended Learning Station Rotation and Lab Models of instruction.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- MathiaX

*MathiaX***Description:**

Weekly results from both systems will be used to assess the mastery of the standards for each unit.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- MathiaX

*MathiaX***Description:**

Benchmark and Algebra 1 report card grades will be used to tier students, in order to adjust the appropriate level of support necessary to achieve the stated goal.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- MathiaX

**Goal #2:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Early Warning Indicators / Monthly

Schoolnet /

2017-2018

Specific Targets: Reduce by 10% the number of unexcused absences and 3s in behavior

Type: Interim

Data Source: Keystone 2017-2018

Specific Targets: 10% decrease in the number of students scoring below basic in reading and math.

Type: Interim

Data Source: SchoolNet

2017-2018

Specific Targets: Reduce the number Chronically Truant by 10%.

Type: Interim

Data Source: SchoolNet

2017-2018

Specific Targets: Reduce the number Chronically Tardy by 10%

Type: Interim

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase in Graduation Cohort Rate by 5%.

Type: Interim

Data Source: Early Warning Indicators

2017 - 2018

Specific Targets: Reduce the number of students listed for course failures, chronically truant and chronically tardy and suspensions

Type: Interim

Data Source: A Data Tracker will be utilized in order to compile the frequency of students assigned to the CC.

Specific Targets: Overall 5% Decrease in OSS in 2017-2018 over the 2016-2017 year end data as evidenced by the KPI dashboard.

Type: Interim

Data Source: A Data Tracker will be utilized in order to compile the frequency of students assigned Mandatory Parent Conferences.

Specific Targets: Overall 5% Decrease in OSS in 2017-2018 over the 2016-2017 year end data as evidenced by the KPI dashboard.

Type: Interim

Data Source: Data tracking system, to measure the frequency of student participation in mentoring program.

Specific Targets: Overall 5% Decrease in OSS in 2017-2018 over the 2016-2017 year end data as evidenced by the KPI dashboard.

Type: Interim

Data Source: Data tracking system, to measure the frequency of student incentives received through Restorative Practices.

Specific Targets: Overall 5% Decrease in OSS in 2017-2018 over the 2016-2017 year end data as evidenced by the KPI dashboard.

## ***Strategies:***

### ***Safety Plan***

#### **Description:**

A school safety plan will be implemented to prevent and respond to threats of danger, natural disasters, violent or criminal acts that places students and faculty at risk. This will allow the school to have a plan that could be activated within minutes to ensure the least amount of disruption to the educational process.

**SAS Alignment:** Safe and Supportive Schools

### ***Positive Behavior Support Program***

**Description:**

Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

**SAS Alignment:** Safe and Supportive Schools

*Credit Recovery***Description:**

Credit Recovery will be implemented to allow students who have failed a class the opportunity to redo coursework or retake a course through alternate means—and thereby avoid failure and earn academic credit.

**SAS Alignment:** Safe and Supportive Schools

*RtII***Description:**

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RtII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students.

**SAS Alignment:** Instruction

*Truancy Elimination Plan***Description:**

Truancy Elimination Plan will be implemented as a comprehensive system of services and support for students based on a continuum of services to address truancy.

**SAS Alignment:** None selected

### *Competency Center*

**Description:**

**Based on the usage of the Competency Center in 2016-2017 there was a decrease in OSS by 68%. This will be the best practice utilized in 2017-2018.**

**SAS Alignment:** Safe and Supportive Schools

### *Mandatory Parent Conferences*

**Description:**

**Based on the usage of the Mandatory Parent Conferences in 2016-2017 there was a decrease in OSS by 68%. This was a supplement to the Competency Center. This will be the best practice utilized in 2017-2018.**

**SAS Alignment:** Safe and Supportive Schools

### *Restorative Practices*

**Description:**

**Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships (<http://www.iirp.edu/what-we-do/what-is-restorative-practices>).**

**SAS Alignment:** Safe and Supportive Schools

### *Mentoring Program*

**Description:**

**We know through MENTOR's The Mentoring Effect report and America's Promise Alliance's Don't Call Them Dropouts report that mentoring is proven to help keep students connected to school. Absences — excused and unexcused — add up, resulting in too much time lost in the classroom (<http://www.mentoring.org/>).**

**SAS Alignment:** Safe and Supportive Schools

## ***Implementation Steps:***

### ***Safety Plan – Create Plan***

**Description:**

Leadership will solicit support from staff and teachers to create a safety plan that aligns with School District of Philadelphia and PDE regulations

John Bartram HS Safety Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### ***Safety Plan – Communication with Tilden Middle School in Safety Plan***

**Description:**

Establish a protocol for communicating with neighboring Tilden Middle School to handle situations as they arise. Write this protocol into the Safety Plan.

Written Safety Plan available in hard copy and posted online (where appropriate).

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### ***Safety Plan – Professional Development***

**Description:**

Leadership will offer professional development to members to familiarize the staff with the components of the Safety Plan.



Agenda and Sign-In Sheets

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### *Safety Plan – Safety Team Meetings*

**Description:**

Leadership will establish a Safety Team and schedule regular meetings.

Safety Team member list and Calendar of Meeting dates

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### *Safety Plan – Implemented*

**Description:**

The Safety Plan will be implemented school wide to ensure a quick response to threats or disasters.

Data recorded in Safety Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### *Safety Plan – Determine Effectiveness*

**Description:**

During each scheduled Safety Team meeting the Safety Team will use data collected as plan is implemented to determine the effectiveness of the safety plan and then modify wherever needed.

Modification written into Safety Plan as needed

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Safety Plan

### *Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team*

**Description:**

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations*

**Description:**

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program – PBIS Team*

**Description:**

Positive Behavior Interventions and Support (PBIS) Team will be established

List of PBIS Team members

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program – PBIS Timeline*

**Description:**

PBIS team will create a PBIS timeline for implementation.

PBIS Action Plan

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations*

**Description:**

The PBIS team will share the PBIS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes

Agenda

PBIS Documents

Title I Binder

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Implement and Reinforce PBS*

**Description:**

Teachers and staff will implement and reinforce PBIS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Monitor Progress of PBIS*

**Description:**

The PBIS Team will monitor progress of PBIS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

**Start Date:** 9/1/2015    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

*Positive Behavior Support Program - Evaluate the Effectiveness of the PBIS Program*

**Description:**

The PBIS Team will evaluate the effectiveness of PBIS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Positive Behavior Support Program

### *Credit Recovery – Identify students in need of credits*

**Description:**

Roster Chair will identify students who need credit recovery based on previous failures and accrued credits.

List of credit recovery candidates

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery – Proactive Support*

**Description:**

Extra help and tutoring services will be provided to struggling students in the Fall to limit to reduce failures.

Sign in sheets of students attending Extra Help

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

*Credit Recovery – Professional Development***Description:**

Provide professional development for Credit Recovery teachers on best practices for reteaching curriculum.

Agenda and Sign-In Sheet

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

*Credit Recovery – Promotion***Description:**

Contact all parents/guardians of students in need of credit recovery, and assemble the students themselves to emphasize the importance of the program.

School Messenger logs, Counselor Phone logs, and Assembly Agenda

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

*Credit Recovery - Implementation***Description:**

Begin 45 days of credit recovery program after school

Course Gradebook

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery – Monitor Effectiveness*

**Description:**

Students will be monitored for persistent attendance and participation in Credit Recovery. Absences and/lack of participation will be communicated to families immediately.

Phone Logs

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Credit Recovery

### *RtII – Screeners*

**Description:**

Academic screening of all JBHS students will be used, in conjunction with a process in the SPED department for evaluating and rewriting IEPs, in order to create the roster for our classes and the schedule for our regular education teachers and our LS teachers.

Data from Mathematics and Reading Screeners, and 2015 – 2016 SY Roster

**Start Date:** 9/1/2017    **End Date:** 6/30/2018



**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RtII – RtII Champion*

**Description:**

An assigned RtII Champion will attend training and carry out responsibilities throughout the school year.

Intervention Updates via SchoolNet

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RTII – Professional Development*

**Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure fundamental understanding of framework to identify that will identify at-risk students early.

Agenda and Sign-In Sheets

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RTII – Implementation*

**Description:**

Response to Intervention will be implemented school-wide by all teachers to ensure students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Walkthrough Protocol

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RtII – Tier I Behavioral Intervention*

**Description:**

Character Development through a Guidance period will be scheduled into the roster for all students as a Tier I behavioral intervention.

Rosters

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RtII – Intervention for Keystone Failures*

**Description:**

Coursework for remediation for failed Keystone assessments will be scheduled into the roster.

Rosters

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RtII – Interventions Reveiwed Bi-Weekly*

**Description:**

Teachers will organize into grade groups bi-weekly to enter new interventions and update previously entered interventions into SchoolNet.

Intervention Monitoring on SchoolNet Dashboard

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtII

### *RtII – Determine the Effectivness of Interventions*

**Description:**

Grade groups will review intervention data to guage the effectiveness. Grade groups will determine appropriate Tier II interventions for ineffective Tier I interventions, and appropriate Tier III interventions for ineffective Tier II interventions.

Intervention Monitoring on SchoolNet Dashboard

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- RtlI

*Truancy Elimination Plan – Steps from PDE***Description:**

A Truancy Process will be written in terms of steps, in accordance with the regulations of the PA Department of Education.

Truancy Elimination Plan will be available in hard copy and online (where appropriate).

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*Truancy Elimination Plan – Share Policy***Description:**

Leadership will share and review school policy on attendance and student responsibilities with students and families

School Messenger logs, Counselor Phone logs, and Assembly Agendas

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*Truancy Elimination Plan – Truancy Team*

**Description:**

The Truancy Elimination Plan will be monitored by a team and reviewed biweekly.

Intervention Monitoring on SchoolNet Dashboard

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*Truancy Elimination Plan – Parental Notification***Description:**

Teachers/Advisors will contact the student's parent/guardian upon their absence

School Messenger Logs, Teacher/Advisor call logs

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*Truancy Elimination Plan – Meeting with students***Description:**

Counselors will meet with individual student to discuss reason(s) for absence

Meeting sign-in sheet with meeting notes and outcome.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*Truancy Elimination Plan – Make referrals***Description:**

Team will make referrals for next steps

Intervention Monitoring on SchoolNet Dashboard

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Truancy Elimination Plan

*PBIS***Description:**

Students who attend all mentoring sessions will qualify for Incentives 2 in order to properly support the student through PBIS.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Positive Behavior Support Program

*Competency Center***Description:**

The purchase of a Climate Support Specialist will be used to run the daily operation of the Competency Center.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Competency Center

### *Competency Center*

**Description:**

In conjunction with the Climate Managers, Deans, and Counselors they will assign students for infractions committed that qualify them for placement in the CC (level I school disruptions, class cuts, and cutting detentions).

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Competency Center

### *Mandatory Parent Conferences*

**Description:**

Partnering with the students teachers and parents (through Mandatory Parent Conferences) will ensure academic achievement during the students assignment to the CC.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mandatory Parent Conferences

### *Mentoring Program*

**Description:**

The Assistant Program Coordinator will use KPI ADA, to identify the number of students attending less than 85% or more instructional days.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mentoring Program

### *Mentoring Program*

**Description:**

Students will be identified by various data sources (Student Climate History through ScholarChip (OSS (Competency Center)/ISS, Cuts, Tardies) and Achievement Data through Core Class Failure Rates).

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mentoring Program

### *Mentoring Program*

**Description:**

Students who are in the top 50% will be placed in our Mentoring Program

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**



- Mentoring Program

### *Mentoring Program*

**Description:**

Upon being placed in the program, they will receive contracts, which detail their families commitment to the program.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mentoring Program

### *Mentoring Program*

**Description:**

Through bi-weekly peer to peer and mentor to mentee relationships, a data tracking system will be developed to measure the frequency of student participation.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mentoring Program

### *Restorative Practices*

**Description:**

Students that have not met the expectations of the goal shall receive Restorative Practices as needed, in order to keep the student on track.

**Start Date:** 9/1/2017    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Mentoring Program

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Bartram John - Main.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Bartram John - Main in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Bartram John - Main in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

Decreased OSS from 48% in 2015-2016 to 22% in 2016-2017 - 90 students thus far. Literacy Across all content areas - 30.85 % as compared to 28% scoring proficient on the benchmarks in SY 2015-16 - YTD The goal was based on 90% of incoming freshman matriculating to grade 10. There are also repeating 9th graders that impact this data. There are only 65% of them on track to get caught up. This brings the total number to 86% The goal was based on 90% of incoming freshman matriculating to grade 10. There are also repeating 9th graders that impact this data. There are only 65% of them on track to get caught up. This brings the total number to 86% The goal is for all teachers to have achieve an average observation rating of 2.5. Thus far we are .25 short of the goal. The overall progress will be updated once the Formal Observations are completed.

### **Describe the continuing areas of concern from the past year.**

95% of incoming 9th grade students will attain a minimum of 5 quality credits during the 2017 - 2018 school year as evidenced by Report Card data, interim report card & assessments. Overall 5%-point increase in the 2017-2018 proficient or advanced Keystone Exam results over the 2016-2017 Data, as a result of Implantation of the Station Rotation & Lab Blended Learning Models for Grade 10, with incremental assessments through Achieve 3000. Overall 5%-point increase in the 2017-2018 proficient or advanced Keystone Exam results over the 2016-2017 Data, with incremental assessments through MatheaX and Edgenuity. Overall 5% Decrease in OSS in 2017-2018 over the 2016-2017 year-end data as evidenced by the KPI dashboard. Increase the percentage of students attending more than 85% of days by 10% points as measured by the KPI Dashboard data.

### **Describe the initiatives that have been revised.**

Revisions have been made to guiding question 4 to include Enrichment Courses, Block Roster Schedule, Blended Learning Station Rotation, Small Group Instruction, Edgenuity, Achieve 3000, and MathiaX. Additionally, revisions have been made to guiding question 6 to include a Competency Center, Mandatory Parent Conferences, Restorative Practices, and a Mentoring Program.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

The graduation rate increased to above 63/% over the previous year. The title one budget allowed us to establish a family recourse center. The title 1 budget allowed for the hiring of a climate manager in the building. There has been an increase in the number of community based organizations. There has been an increase in the number of interventions to improve the school climate and school safety. The addition of the climate manager has been essential to and monitoring

### **Describe the continuing areas of concern from the past year.**

The low percentile of the graduation rates is a concern. There are concerns around climate and safety. There are concerns surrounding parent involvement which we would seek to increase with strategies such as parent assemblies and the establishment of the parent with technology and parent activities supported by the Title-1 funding and additional grants. There are concerns involving student attendance, our plan is to increase the attendance rate by providing additional interventions to address student needs. Parent notification, mentoring programs, counseling both in and out of the building .

**Describe the initiatives that have been revised.**

One initiative that has been revised is the professional development plan by implementing common planning time. Another initiative has been the hiring of a climate manager and the implementation of the RT11.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

Minimal success with the implementation of Restorative Practices.

**Describe the continuing areas of concern from the first year plan.**

Strategies and Action Steps did not address the deficiencies directly or comprehensively.

**Describe the initiatives that have been revised.**

Rewritten Strategies and Action Steps to directly address deficiencies.