

Bregy F Amedee Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Bregy F Amedee Sch

1700 Bigler St
Philadelphia, PA 19145
(215)952-6218

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Shakeera Warthen

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Shakeera Warthen	Building Principal : School Improvement Plan
Karisa Barlow	Community Representative
Karen Chamberlain	Ed Specialist - Other
Deanna Scavetti	Elementary School Teacher - Special Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Ashley Dorsey	Parent
Sharief Wells	Student

Federal Programs

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:

- District's annual report
- 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.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

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	10/7/2016 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	12/5/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/8/2017 12:00:00 AM	PVAAS Professional Development
IU26/Office of Federal Programs Design and Implementation	1/9/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/31/2017 12:00:00 AM	Progress Monitoring Visit for PDE
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
IU26/Office of Federal Programs Design and Implementation	2/27/2017 12:00:00 AM	School Level Planning Tool support
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	3/20/2017 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
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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 teachers at Bregy participate in weekly grade level professional learning community meetings. The meetings are lead and guided by the needs of our students and teachers. The teachers decide and work together at these meetings on what they will teach and how they will assess the students' learning. The teachers work together to create assessments based on the standards and needs of their students. The teachers use the various district and teacher created assessments to determine what students are in need of additional help/interventions. The Principal and School Based Teacher Leader assist the teachers and provide them with support as needed.

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
Extended School Day/Tutoring Programs	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	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 administrated 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.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 77.00

Other Academic Indicators:

Promotion Rate 99.58

Attendance Rate 89.41

65.2% of Kindergarten are reading on Target as indicated by Quarter 2 DRAs.

41.5% 5th grade students scored proficiently as measured by quarter 2 ELA Benchmark.

53.9% 5th grade students scored proficiently as measured by quarter 2 Math Benchmark.

89.6% of all students have has zero out of school suspensions, as compared to 74.9% from the school year 2015 - 2016.

School Concerns

Concern #1:

SPP score of for Focus: 45.5

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 8.56

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 16.73

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 25.88

Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
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Grade 3 ELA- Percent Proficient or Advanced	25.00
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SAT/ACT College Ready Benchmark	N/A
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Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	21.92
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ELA/Literature – Percent of Required Gap Closure Met	0.00
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Science/Biology – Percent of Required Gap Closure Met	49.26
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Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	26.17
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ELA/Literature – Percent of Required Gap Closure Met	0.00
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Science/Biology – Percent of Required Gap Closure Met	27.11
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Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations	64.00
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Science/Biology - Meeting Annual Academic Growth Expectations	63.50
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KPI Attendance:	91.3 %
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Out-of-School Suspensions:	10.8%
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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:	45.5
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Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
8.56

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone
16.73

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone
25.88

Industry Standards-Based Competency Assessments- Percent Competent or
Advanced N/A

Grade 3 ELA- Percent Proficient or Advanced 25.00

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met
21.92

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
49.26

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met
26.17

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
27.11

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations
64.00

Science/Biology - Meeting Annual Academic Growth Expectations
63.50

KPI Attendance: 91.3 %

Out-of-School Suspensions: 10.8%

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

SPP score of for Focus: 45.5

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
8.56

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone
16.73

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone
25.88

Industry Standards-Based Competency Assessments- Percent Competent or
Advanced N/A

Grade 3 ELA- Percent Proficient or Advanced 25.00

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met
21.92

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
49.26

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met
26.17

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
27.11

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations
64.00

Science/Biology - Meeting Annual Academic Growth Expectations
63.50

KPI Attendance: 91.3 %

Out-of-School Suspensions: 10.8%

Systemic Challenge #3 (*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: 45.5

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
8.56

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone
16.73

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone
25.88

Industry Standards-Based Competency Assessments- Percent Competent or
Advanced N/A

Grade 3 ELA- Percent Proficient or Advanced 25.00

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met
21.92

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
49.26

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met
26.17

ELA/Literature – Percent of Required Gap Closure Met
0.00

Science/Biology – Percent of Required Gap Closure Met
27.11

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations
64.00

Science/Biology - Meeting Annual Academic Growth Expectations
63.50

KPI Attendance: 91.3 %

Out-of-School Suspensions: 10.8%

School Level Plan

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: Annual

Data Source: Emetric

2017-2018

Specific Targets: Increase up to 20% or more students scoring proficient or advanced in all tested subjects for all student groups.

Type: Annual

Data Source: PSSA

2017-2018

Specific Targets: Increase 20% in for the Overall Student and each relevant student group.

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: 66% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase the School Performance Profile Building Level Score

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase the number of students scoring proficient or advanced in grade 3 reading.

Type: Interim

Data Source: AimsWeb

Specific Targets: At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment.

Type: Interim

Data Source: Benchmark

Specific Targets: Describe Goal: By May 2018, 70% of students in grades 6-8 will increase their Mathematics Concepts and Applications score, as measured by the AIMSweb Mathematics Concepts and Application Assessment by 7 points.

Type: Interim

Data Source: Guided Reading Notes

Specific Targets: Describe Goal: At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4

Type: Interim

Data Source: Think Through Math Data

Specific Targets: Describe Goal: By May 2018, 70% of students in grades 6-8 will increase their Mathematics Concepts and Applications score, as measured by the AIMSweb Mathematics Concepts and Application Assessment by 7 points.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms

SAS Alignment: Instruction

Informal and Formal Observations

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.

SAS Alignment: Instruction

*Professional Development***Description:**

Professional Development on research based strategies and best practices in reading and math will be offered 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.

SAS Alignment: Instruction

*Lexia***Description:**

This strategy was used K-8 with all of our students. Our students in Tier II and III received additional time or Lexia each week. In addition to using the online component of Lexia our Tier II and III students received individual and small group instruction on skills that they struggled with during the week. As a result of students using Lexia as a literacy intervention 35% of our K-2 students met their AIMSWeb Target.

SAS Alignment: Instruction

*Saxon Phonics***Description:**

This strategy is used with all K-2 students daily for 20- 30 minutes. They receive direct instruction using Saxon Materials. As a result of students being receiving direct instruction using Saxon Phonics daily, 35% of our K-2 students met their AIMSWeb Target.

SAS Alignment: Instruction

Small Group Instruction

Description:

In addition to using the online component of Lexia our Tier II and III students received individual and small group instruction on skills that they struggled with during the week. Teachers and Supportive Service Assistances will use lesson resources from Lexia, Saxon Phonics, Ready Gen, and Words Their Way to provide instruction. As a result of receiving small group instruction 35% of our K-2 students met their AIMSWeb Target.

SAS Alignment: Instruction

*Think Through Math***Description:**

Since 2005, Think Through Math has helped students learn to analyze and solve word problems by applying a pedagogy derived from: contemporary cognitive science, including principles of active problem solving (Anderson, 1994), explicit instruction (National Mathematics Advisory Panel, 2008; Adams & Engelmann, 1996; Hall, 2002; Gersten, 2003; National Council of Teachers of Mathematics, 2007), gradual release (Pearson & Gallagher, 1983; Rose, 2004; Routman, 2003), elaboration theory (Riegeluth, 1987, 1992), categorization by prototype (Rosch, 1988a, 1988b), mastery learning (Bloom, 1984), zone of proximal development (Vygotsky, 1978), assessment and differentiation (National Mathematics Advisory Panel, 2008; Askew, 2002) and worked examples (Ward & Sweller, 1990).

SAS Alignment: Instruction

*Guided Reading***Description:**

This strategy is used in all K-2 classrooms. Students reading at the intensive and strategic level are seen 3-4 times per week. As a result of guided reading 48% of our K-2 students are reading at their target level as measured by the DRA 2.

SAS Alignment: Instruction

*Blended Learning***Description:**

This strategy is used with our third grade students. This allows students to be productively engaged using online literacy programs, which resulted in 40% of our students being proficient on the ELA Benchmark Assessment.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be offered to all teachers to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrator will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs. Feedback will be provided to encourage professional growth.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Administrator will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Develop Calendar

Description:

A year-long walkthrough calendar will be developed to ensure 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 and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership will use the observation protocol based on the Danielson Framework 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.

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -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 and Formal Observations

*Informal and formal observations -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 and Formal Observations

*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 and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity. Instructional modeling and turn around implementation of effective teaching strategies are encouraged.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrator will conduct a professional development needs assessment pertaining to reading (emphasizing non-fiction), mathematics, science and social studies.

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, 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 -Trainings

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 the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

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 - Professional Development Trainings

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 the Effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

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 - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Instructional Coaching

Description:

An Instructional Coach has been identified by leadership team to help students with deficits so challenging learning expectations are provided for all students across all classrooms.

List of Instructional coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Instructional Coaching

Description:

Leadership will identify teachers and or staff in need of instructional coaching through data analysis and feedback from grade group meetings and observations consistent implementation of effective instructional practices across all classrooms.

Data protocol

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Instructional Coaching

Description:

Leadership will schedule coaching opportunities for targeted teachers and staff to consistent implementation of effective instructional practices across all classrooms.

Coaching schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Instructional Coaching***Description:**

Leadership will monitor through the walkthrough process changes in student and teacher practice as a result of instructional coaching across all classrooms and offer additional intervention if required.

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Lexia - Intervention***Description:**

The students will complete lessons on Lexia at least 3 times a week totaling 60 minutes.

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

Program Area(s):

Supported Strategies:

- Lexia

*Lexia - Needs Assessment***Description:**

Students in need of intensive interventions will work on Lexia daily for 20 minutes and receive direct instruction from their teacher or assistant on skills they are struggling on.

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

Program Area(s):

Supported Strategies:

- Lexia

Lexia - Data

Description:

The Early Literacy Teacher will support the K-2 teachers in analyzing their student data (Lexia and AIMSWeb) to plan for and provide small group instruction on the skills the students need to advance.

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

Program Area(s):

Supported Strategies:

- Lexia

Saxon Phonics- Professional Development

Description:

The Early Literacy Teacher will work with the K-2 teachers through professional development, coaching, and modeling to ensure that the teachers are planning and exciting Saxon Phonics and Guided Reading Lessons Correctly.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Saxon Phonics - Teache Support

Description:

The Early Literacy Teacher will assist and support the teachers in utilizing Saxon Phonics Program for Direct Instruction.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Saxon Phonics- Continuous Support

Description:

The Early Literacy Teacher will work with teachers to provide additional supports to our K-2 students who are not performing at tier Target Reading Level.

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

Program Area(s):

Supported Strategies:

- Saxon Phonics

Small Group Instruction - Student Identification

Description:

The Early Literacy Teacher will support the K-2 teachers in analyzing their student data (Lexia and AIMSWeb) to plan for and provide small group

instruction on the skills the students need to advance. A period for small group instruction is built into our math schedule daily.

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

Program Area(s):

Supported Strategies:

- Small Group Instruction

Think Through Math - Teacher Support

Description:

The SBTL will monitor and support the students and teachers using the Think Through Math Program and its data.

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

Program Area(s):

Supported Strategies:

- Think Through Math

Think Through Math - Implementation

Description:

All students will complete at least one hour on Think Through Math each week

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

Program Area(s):

Supported Strategies: None selected

Think Through Math - Continuous Support

Description:

Students will receive direct instruction on skills they continue to struggle with according to Think Through Math, Benchmark, and AIMSWeb data.

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

Program Area(s):

Supported Strategies: None selected

Guided Reading - Professional Development

Description:

The Early Literacy Teacher will work with the K-2 teachers through professional development, coaching, and modeling to ensure that the teachers are planning and Guided Reading Lessons Correctly.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading - Data Analysis

Description:

The Early Literacy Teacher will support teachers in analyzing their Lexia, AIMSWeb, and DRA 2 Data to plan for instruction and interventions.

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

Program Area(s):

Supported Strategies:

- Guided Reading

Blended Learning - Data Analyst

Description:

The ELT and the SBTL will support the teachers in analyzing their ELA Data to plan for lessons and provide interventions and enrichment for the students as needed.

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning - Implementation

Description:

During literacy blended learning will take place. The students will work on literacy based interventions and programs while the teacher works with small groups and conducts guided reading.

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

Program Area(s):

Supported Strategies:

- Blended Learning

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA

2017-2018

Specific Targets: Increase 20% in reading and mathematics for the Overall and all identified student groups.

Type: Interim

Data Source: Odyssey On-line Intervention

2017-2018

Specific Targets: Increasing instructional reading levels for identified at-risk students, emphasizing non-fiction/informative literature.

Type: Interim

Data Source: Math Achievement Predictor Test

Specific Targets: Math Achievement Predictor Test

80% of all at-risk students will achieve instructional target math levels. Pre-test, mid year, and post tests will be correlated to report cards quarterly and benchmark assessments.

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: Analyze and set a goal of 20% of students will exceed the standard for academic growth.

Type: Interim

Data Source: View students' progress reports and track students' progress over time.

Specific Targets: View students' progress reports and track students' progress over time.

Type: Interim

Data Source: Early Warning Indicators

2017-2018

Specific Targets: Decrease in the number of students with multiple course failures.

Type: Interim

Data Source: RTII Data 2017-2018

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

Strategies:

Response to Intervention and Instruction

Description:

RTII – 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

Data Analysis Procedures

Description:

-Data analysis procedures will be implemented during grade group meetings by all teachers, staff and leadership to ensure an opportunity exists for school staff members to monitor interventions for at-risk students through the RTII data portal and adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective. Allow teachers to modify and to adapt identified instructional practices within their classrooms in order to increase student mastery.

SAS Alignment: Instruction

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

Implementation Steps:

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, address achievement for students with academic, attendance, and/or behavior concerns, analyze various forms of student data, identify strengths, weaknesses, interventions, and monitor progress to support achievement for all at-risk learners.

Agenda

Sign-in Sheet

Title I binder

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction

RTII Implementation

Description:

Response to Intervention will be implemented school-wide by all teachers to ensure the identification of 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. This process will help ensure an intervention infrastructure exists in the school, which identifies appropriate materials and resources that are linked to student needs at all three RTII tiers.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction

RTII Prescribe Interventions

Description:

A schedule for students will be collaborated upon and they will receive additional supports and interventions through push-in, pull-out, and lunchtime tutoring to support achievement and decrease student placement in Tier III. This process will help ensure an intervention infrastructure exists in the school, which identifies

appropriate materials and resources that are linked to student needs at all three RTII tiers.

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

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction

RTII Data Analysis

Description:

Teachers will meet bi-weekly to analyze student data and referrals to identify students needing additional supports with academics, attendance, and/or behavior concerns including extended learning opportunities.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction

RTII Intervention Adjustments

Description:

Teachers will continue to analyze student data to determine effectiveness of interventions. The adjustment of interventions and instruction will ensure all at-risk students are supported appropriately by the process that provides

interventions based upon at-risk students' needs. Teachers will implement RTII Framework with emphasis on the different tiers and research based interventions.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction

RTII Leadership Monitoring

Description:

To ensure all at-risk students are supported appropriately by the RTII process, the leadership team will monitor the implementation process school-wide and make adjustments to ensure all at-risk students are identified appropriately, timely, and provided interventions. This process will help to ensure that school staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been proven effective.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction

RTII Intervention: Monitoring On-Line Interventions Progress

Description:

Computer Based Reading and Math Programs will be utilized as prescribed Tier II and Tier III interventions and when prescribed interventions have not been effective. Teachers will continue to analyze students' instructional reading levels determined by the reading intervention, Achieve 3000. This will ensure all at-risk students are supported appropriately by the process, that provides interventions based upon at-risk students' needs.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s): Student Services

Supported Strategies:

- Response to Intervention and Instruction

Data Analysis Procedures -Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

List of Data Team

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

Program Area(s): Professional Education

Supported Strategies:

- Response to Intervention and Instruction

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Data Protocol

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Analysis of Data Data Analysis Procedures

Description:

Data analysis meeting times will be scheduled to ensure time to meet and discuss data, identify struggling students early, assign appropriate interventions and to adjust interventions when it is determined that prescribed interventions have not been effective.

Grade Group agendas

Sign-in Sheets

Benchmark Analysis Protocol Sheets

Lesson Plans

Monitoring tools

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures -Analyze Data

Description:

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

Student Data, Sign-In sheets, Agendas

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Using Data Analysis Results

Description:

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

Grade Group agendas, sign-in sheets, Benchmark Analysis Protocol Sheets, Lesson Plans, monitoring tools.

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Progress Monitoring

Description:

All teachers will use progress monitoring of interventions to ensure that students' assessment results or other measures of performance indicate prescribed interventions have been effective and to adjust interventions when necessary.

Grade Group agendas, sign-in sheets, Benchmark Analysis Protocol Sheets, Lesson Plans, monitoring tools.

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

Calendar

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters

Description:

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

Administration will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

Start Date: 9/1/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

*Common Planning Time- Evaluate***Description:**

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Goal #3: 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: Suspension Data (KPI)

Specific Targets: Describe Goal: By May 2018, 90% of students will have zero out of school suspensions, as measured by the KPI, compared to 89.6% in SY 2016 -2017.

Type: Interim

Data Source: Attendance Data (KPI)

Specific Targets: Describe Goal: By May 2018, 60% of students will have attended school 95% of the time or more, as compared to 39.70% for the SY 2016 - 2017.

Type: Interim

Data Source: Parent Meeting Notes & Logs

Specific Targets: Describe Goal: By May 2018, 90% of students will have zero out of school suspensions, as measured by the KPI, compared to 89.6% in SY 2016 -2017.

Type: Interim

Data Source: Incentive Data

Specific Targets: Describe Goal: By May 2018, 90% of students will have zero out of school suspensions, as measured by the KPI, compared to 89.6% in SY 2016 -2017.

Type: Interim

Data Source: Attendance Meeting Notes

Specific Targets: Describe Goal: By May 2018, 60% of students will have attended school 95% of the time or more, as compared to 39.70% for the SY 2016 - 2017.

Type: Interim

Data Source: Truancy Referrals

Specific Targets: Describe Goal: By May 2018, 60% of students will have attended school 95% of the time or more, as compared to 39.70% for the SY 2016 - 2017.

Strategies:

Peer Mediation

Description:

This strategy will be used with all students who are experiencing conflict with their peers. This will reduce the number of incidents that lead to out of school suspensions. Using peer mediation we have been able to reduce the number of out of school suspensions from 74.9% for the school year 2015 -2016 to 89% for the school year 2016 - 2017.

SAS Alignment: Safe and Supportive Schools

Positive Behavior Supports and Intervention Program

Description:

This strategy will be used for all students. This strategy is used to create and maintain a positive school culture that is conducive for learning. Using our PBIS we have been able to reduce the number of out of school suspensions from 74.9% for the school year 2015 -2016 to 89% for the school year 2016 - 2017.

SAS Alignment: Safe and Supportive Schools

Perfect Attendance Celebration

Description:

This strategy will be used to celebrate the individual students and classrooms with perfect attendance. This strategy will help us increase our daily attendance from 91%.

SAS Alignment: Safe and Supportive Schools

Attendance Meetings

Description:

This strategy will be used to increase our overall attendance as well as individual student attendance. Meetings will be held to discuss and plan for interventions with teachers, parents, students, and United Communities (DHS) monthly.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Peer Mediation - Training

Description:

Peer mediators are chosen and trained each October by the School District.

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

Program Area(s):

Supported Strategies:

- Peer Mediation

Peer Mediation- Implementation

Description:

Peer mediation will occur with the assistance of the Counselor and/or Climate Manager as needed.

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

Program Area(s): Professional Education

Supported Strategies:

- Peer Mediation

Peer Mediation - Progress Monitoring

Description:

The Counselor and Climate Manager will maintain records and check up on students as needed.

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

Program Area(s):

Supported Strategies:

- Peer Mediation

Positive Behavior Supports and Intervention Program - Implementation

Description:

The School Counselor, Climate Manager, and Climate Specialist will work with the teachers to implement our PBIS Program with fidelity.

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

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

- Positive Behavior Supports and Intervention Program

Positive Behavior Supports and Intervention Program - Support

Description:

The School Counselor, Climate Manager, and Climate Specialist will provide supports to students, teachers, and families to maximize the amount of time our students are in the classroom learning.

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

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

- Positive Behavior Supports and Intervention Program

Positive Behavior Supports and Intervention Program - Progress Monitoring

Description:

The School Counselor, Climate Manager, and Climate Specialist will monitor our attendance and behavior data in order to provide the appropriate supports to our students.

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

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

- Positive Behavior Supports and Intervention Program

Perfect Attendance Celebration - Student Identifycation

Description:

The School Counselor and Climate Support Specialist will monitor daily attendance and lateness.

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

Program Area(s):

Supported Strategies:

- Perfect Attendance Celebration

Perfect Attendance Celebration - Communication

Description:

The School Counselor and Climate Support Specialist will support teachers in making telephone calls, home visits, and setting up RTII plans.

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

Program Area(s):

Supported Strategies:

- Perfect Attendance Celebration

Perfect Attendance Celebration - Contest

Description:

The School Counselor and Climate Support Specialist will hold contest between classes to promote daily attendance.

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

Program Area(s):

Supported Strategies:

- Perfect Attendance Celebration

Perfect Attendance Celebration - Support

Description:

The School Counselor and Climate Support Specialist will work with families and outside agencies to provide support and interventions to families going through the trauncy process or DHS system.

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

Program Area(s):

Supported Strategies:

- Perfect Attendance Celebration

Attendance Meetings - Parent Involvement

Description:

The School Counselor and Climate Support Specialist will hold monthly meetings with Teachers, Parents, and Diversified Community (Trauncy Agency) to address attendance concerns and create intervention plans.

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

Program Area(s):

Supported Strategies:

- Attendance Meetings

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Bregy F Amedee Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bregy F Amedee Sch 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 Bregy F Amedee Sch in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

65.2% of Kindergarten are reading on Target as indicated by Quarter 2 DRAs. 41.5% 5th grade students scored proficiently as measured by quarter 2 ELA Benchmark. 53.9% 5th grade students scored proficiently as measured by quarter 2 Math Benchmark. 89.6% of all students have has zero out of school suspensions, as compared to 74.9% from the school year 2015 - 2016. 39.7% of all students have attended school 95% of the time or greater, as compared to 30% for the school year 2015- 2016.

Describe the continuing areas of concern from the past year.

At least 70% of Kindergarten students and 50% of 1st and 2nd grade students will score at target by the Spring AIMSweb assessment. By May 2018, 70% of students in grades 6-8 will increase their Mathematics Concepts and Applications score, as measured by the AIMSweb Mathematics Concepts and Application Assessment by 7 points. By May 2018, 90% of students will have zero out of school suspensions, as measured by the KPI, compared to 89.6% in SY 2016 -2017. By May 2018, 60% of students will have attended school 95% of the time or more, as compared to 39.70% for the SY 2016 - 2017. At least 50% of Kindergarten students and 70% of 1st and 2nd grade students will make at least one academic year's worth of growth as evidenced by their independent reading level from Q1 to Q4. No More than 25% of 3rd grade students will score Below Basic on the 3rd Grade PSSA- English Language Arts assessment.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Lexia, Saxon Phonics, Small Group Instruction, Think through Math, Guided Reading, and Blended Learning. Additionally, revisions have been made to guiding question 6 to include Peer Mediation, PBIS, Perfect Attendance Celebrations, and Attendance Meetings.

2015-2016 Improvement Evaluation

Describe the success from the past year.

This school year Bregy School has experienced success in literacy, attendance, and ongoing professional development/coaching. Our first success is, 57.6 percent of K-3 students reading on grade level, as compared to 36 percent of our students last year this time. Second, our third grade students experienced an 8 percent growth on the 2015 Reading PSSA. Third, we improved in the area of attendance. The percentage of Chronically Truant Students is down year to date by 10 percent. Last, all of our K-3 Teachers are being supported by an Early Literacy Specialist, and all of our teachers participate in weekly Professional Learning Community Meetings.

Describe the continuing areas of concern from the past year.

Two areas of major concern for Bregy School are academics and climate. According to the School District of Philadelphia's annual School Progress Report, Bregy scored 7 percent, which is at the intervene Level. Our school's School Progress Report score is based on our academic achievement and overall climate. We experienced a 28.4 percent decrease in the number of students scoring proficient/advanced on the 2015 Math PSSA. There was also 14.8 percent decrease in the number of students scoring proficient/advanced on the 2015 Reading PSSA. Our student data along with observational data tells us that there is a need to focus on improving instruction, and making sure that it is responsive and meets the needs of the learners. Our data also yields that all students in need of Tier II interventions in math and literacy are not receiving them with Fidelity. Lastly, the number of out of school suspensions is on track to meet or exceed the number of out of school suspensions from last year. In subsequent years we will need to focus on providing interventions for students displaying behaviors that lead to out of school suspensions.

Describe the initiatives that have been revised.

After reviewing and analyzing our data, we found the need to improve our intervention programs for literacy, math, and behavior. During the school year 2016 -2017 we will utilize the following computer based intervention programs: Lexia (Literacy) and THink Through Math (Math). All students k-8 will be assigned to Lexia. Lexia provides instruction and intervention based on the student's academic level. Students continuing to struggle after using Lexia will provide more support and intervention from the classroom teachers. Students in grades 3-8 will utilize Think Through Math to remediate and enrich their math skills. The assignments on Think Through Math will be assigned based on the student's levels. Think Through Math provides an online tutor to assist the students who are having difficulty when they are working independently at home or school. The teachers will have the capable of tracking and monitoring their student's usage and progress on all skills covered. Lastly, during the school year 2016 - 2017 we will utilize an in school suspension room to decrease the amount of time students spend outside of school. A climate manager and two additional Student Climate Specialist will be added to the staff to address the climate and culture needs at Bregy.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2
 , 4

_. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2

, 4

to ensure increased academic performance of all students.

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

Describe the initiatives that have been revised.

As a result of quantitative and qualitative analysis of 2014 – 2015 strategies and action sDue to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.