

Comegys Benjamin B Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Comegys Benjamin B Sch

5100 Greenway Ave
Philadelphia, PA 19143
(215)727-2162

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Rauchaun DuPree

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Rauchaun Dupree	Building Principal : School Improvement Plan
Daniel Merin	Community Representative
Kimberly Ross-Robinson	Ed Specialist - Other
Alva Austin	Elementary School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Patricia Newell	Parent

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 report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings

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	10/20/2016 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	11/2/2016 12:00:00 AM	PVAAS Professional Development
IU26/Office of Federal Programs Design and Implementation	12/5/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/19/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/11/2017 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	2/23/2017 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	3/13/2017 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.

Our school participates in Grade Group meetings, Leadership Team Meeting, and Building Committee meetings to make decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

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	Yes
Reading	Yes
Math	Yes
Science	No
Before School	No
After School	Yes
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 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.

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:	
<u>Mathematics/Algebra I – Meeting Annual Academic Growth Expectations</u>	91.00
Other Academic Indicators:	
Cohort Graduation Rate	N/A
Promotion Rate	98.50
Attendance Rate	90.80
<p>In Q1 37.3% of students were on Target compared to where we are now in Q2 with 45.4% of students on Target</p> <p>According to data from PBIS SET evaluation, we have hit the mark for this goal scoring 100/98%; 80/80% is the score needed to pass the evaluation.</p> <p>100% of staff identified as proficient have committed to return for the 17-18 SY, as measured by stay conversation.</p>	

School Concerns

Concern #1:

2015/2016 SPP score of for Focus:

47.3

Indicators of Academic Achievement

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	4.21
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	15.27
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	14.63
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	N/A
Grade 3 ELA- Percent Proficient or Advanced	13.21
SAT/ACT College Ready Benchmark	N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	7.13
ELA/Literature – Percent of Required Gap Closure Met	31.85
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	7.60
ELA/Literature – Percent of Required Gap Closure Met	32.41
Science/Biology – Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations	78.00
Science/Biology - Meeting Annual Academic Growth Expectations	63.00

KPI Attendance: 91.8 %

Out-of-School Suspensions: 10.2%

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:

2015/2016 SPP score of for Focus: 47.3

Indicators of Academic Achievement

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
4.21

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 15.27

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 14.63

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

Grade 3 ELA- Percent Proficient or Advanced 13.21

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 7.13

ELA/Literature – Percent of Required Gap Closure Met 31.85

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met 7.60

ELA/Literature – Percent of Required Gap Closure Met 32.41

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations 78.00

Science/Biology - Meeting Annual Academic Growth Expectations 63.00

KPI Attendance: 91.8 %

Out-of-School Suspensions: 10.2%

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:

2015/2016 SPP score of for Focus: 47.3

Indicators of Academic Achievement

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

4.21

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 15.27

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 14.63

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

Grade 3 ELA- Percent Proficient or Advanced 13.21

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 7.13

ELA/Literature – Percent of Required Gap Closure Met 31.85

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met 7.60

ELA/Literature – Percent of Required Gap Closure Met 32.41

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations 78.00

Science/Biology - Meeting Annual Academic Growth Expectations 63.00

KPI Attendance: 91.8 %

Out-of-School Suspensions: 10.2%

Systemic Challenge #3 (*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:

2015/2016 SPP score of for Focus: 47.3

Indicators of Academic Achievement

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
4.21

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 15.27

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 14.63

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

Grade 3 ELA- Percent Proficient or Advanced 13.21

SAT/ACT College Ready Benchmark N/A

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 7.13

ELA/Literature – Percent of Required Gap Closure Met 31.85

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met 7.60

ELA/Literature – Percent of Required Gap Closure Met 32.41

Science/Biology – Percent of Required Gap Closure Met 0.00

Indicators of Academic Growth PVAAS:

ELA/Literature - Meeting Annual Academic Growth Expectations 78.00

Science/Biology - Meeting Annual Academic Growth Expectations 63.00

KPI Attendance: 91.8 %

Out-of-School Suspensions: 10.2%

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: Interim

Data Source: AIMS Web

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: Annual

Data Source: PSSA

2017-2018

Specific Targets: 15% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Annual

Data Source: End of Unit Assessments

Monthly

2017-2018

Specific Targets: 15% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: Bi-weekly Integrated Learning Systems Reports

Specific Targets: 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: Quarterly Benchmark Data

Specific Targets: 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: Bi-weekly Lexia Reports

Specific Targets: 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: Common Formative Assessments

Specific Targets: 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

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: 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:

Informal and Formal Observations: The Danielson Framework will be used as the foundation for assessing and supporting teaching practices. 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: Professional Development on research based strategies and best practices in reading and math 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

Guided Reading

Description:

One particular research-based strategy, guided reading, is an important “best practice” associated with today’s balanced literacy instruction. Additionally, guided reading practices as part of a balanced literacy program conforms to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children (1998), and the National Council of Teachers of English (2002).

SAS Alignment: Instruction

Small Group Instruction

Description:

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.

SAS Alignment: Instruction

Blended Learning

Description:

In a study released by US Department of Education, studies contrasting blends of online and face-to face instruction with conventional face-to-face

classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches.

SAS Alignment: Instruction

Lexia

Description:

Lexia Reading is a computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Lexia Reading is designed to supplement regular classroom instruction and to support skill development in the five areas of reading instruction identified by the National Reading Panel (What Works Clearing House).

SAS Alignment: Instruction

Blended Learning

Description:

In a study released by US Department of Education, studies contrasting blends of online and face-to face instruction with conventional face-to-face classes, blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches.

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 Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product. 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:

Administrators will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*Lesson Plan Feedback to Teachers***Description:**

Administrators provide written feedback to teachers to help them design standards-aligned differentiated instruction using research-based instructional practices.

Lesson Plan Feedback Forms

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

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

- Differentiated Instruction

*Differentiated Instruction in Instructional Walkthroughs***Description:**

Informal and formal observations will be conducted on a weekly basis by administrator(s) and leadership team to monitor implementation, determine level and frequency use of differentiated strategies as identified in lesson plans. This process will help to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Written feedback – informal observation form and/or conversation

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

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

- Differentiated Instruction

Informal and Formal Observations - 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/Formal Observation Protocol

Description:

Leadership will use an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

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 will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda, Sign-In sheets

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 to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Observation Feedback Form

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 team will meet with teachers to discuss feedback from Walkthrough protocols to allow readjustment of differentiated instructional practices if needed. This process will help to ensure all classroom teachers design standards-aligned,

differentiated instruction that reflects challenging learning expectations for all students.

Feedback Protocol

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

Program Area(s):

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 research based strategies/best practices with fidelity 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.

Schedule/Agenda of Instructional Coaching Session

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

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 and observation data to determine PD needs.

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.

Yeal-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 – Instructional Coaching***Description:**

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Guided Reading- Daily Instruction***Description:**

Guided reading will be incorporated daily to meet the needs of each grade group based on DRA and AIMSweb.

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

Program Area(s):

Supported Strategies: None selected

*Guided Reading- Effectiveness***Description:**

To measure effectiveness, monthly AIMSweb, quarterly DRA2 data, and monthly data from the integrated learning systems will be collected and analyzed for progress as we move toward 8-week targets.

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

Program Area(s):

Supported Strategies: None selected

Small Group Instruction- Student Identification

Description:

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them in small group instruction to drill down on skills and strategies needed to push the learning of all students.

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

Program Area(s):

Supported Strategies: None selected

Small Group Instruction - Measure of Effectiveness

Description:

To measure effectiveness, monthly AIMSweb, quarterly DRA2 data, and monthly data from the integrated learning systems will be collected and analyzed for progress as we move toward 8-week targets.

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

Program Area(s):

Supported Strategies: None selected

Lexia-Intervention

Description:

Lexia Intervention will be used to provide students with additional support in literacy.

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

Program Area(s):

Supported Strategies:

- Lexia

*Lexia- Student Identification***Description:**

The Early Literacy Reading Specialist will facilitate the identification of students at each grade level (K-2), placing them in small group instruction to drill down on skills and strategies needed to push the learning of all students.

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

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

- Lexia

*Lexia- Progress Monitoring***Description:**

To measure effectiveness: data from Lexia and AIMSweb, quarterly DRA2 data, and monthly data from the integrated learning systems will be collected and analyzed for progress as we move toward 8-week targets.

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

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

- Lexia

*Blended Learning - Student Identification***Description:**

The SBTL will facilitate the identification of students in grade 3, placing them on the i-Ready program to assess student reading levels.

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning - Student Needs

Description:

Based on the results of testing, a Blended learning model will be utilized to personalize student's needs.

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

Program Area(s):

Supported Strategies:

- Blended Learning

Blended Learning- Measure of Effectiveness

Description:

To measure effectiveness, Lexile Scores and i-Ready data will be collected weekly and analyzed for progress, AIMSWeb data will be collected monthly, and Benchmark data will be collected and analyzed quarterly as we move toward 8-week targets.

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 a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Attendance /Tardiness(Monthly)

2017-2018

Specific Targets: 5 % increase in average percentage of all student attendance by the end of the year.

Type: Annual

Data Source: Suspensions /Serious Incident Data

2017-2018

Specific Targets: 10% decrease in suspension/serious incidents

Type: Annual

Data Source: Response to Intervention and Instruction(RTI)/ Monthly

2017-2018

Specific Targets: 100% of students identified as at-risk in reading and/or math will be provided interventions including but not limited to Corrective Reading and/or Corrective Math

Type: Annual

Data Source: PSSA

Specific Targets: 20% decrease in the number of students scoring below basic on the PSSA; 15% increase in the number of students scoring proficient/advanced on the PSSA

Strategies:

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

School-wide Attendance Incentive Program:

Description:

School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: Instruction

Conflict Resolution

Description:

Conflict Resolution: Conflict Resolution will be implemented as a method and process in facilitating the peaceful ending of **conflict** and **retribution**. Group members attempt to resolve group conflicts by actively communicating

information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective [negotiation](#) with the dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: Instruction

Implementation Steps:

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 restorative practice team that will develop clear, consistent, and 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):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS Team, the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. 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):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS team will share the PBS 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

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Student Plans

Description:

Dean of Students will identify a student with a pattern of level 1 and level 2 suspensions and add them to “Student Support” List

School Net Data, Intervention Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

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

Calendar of school-wide incentives

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS 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: 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program

Description:

The Positive Behavior Support Plan Team will evaluate the effectiveness of the Restorative Practices program 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):

Supported Strategies:

- Positive Behavior Support Program:

School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team

Description:

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives 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

Title I Binder

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. 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):

Supported Strategies:

- School-wide Attendance Incentive Program:

Conflict Resolution - Establish a Conflict Resolution Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a team that will develop clear and consistent uniform expectations for conflict resolution. 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 Conflict Resolution Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Conflict Resolution - Establish the Conflict Resolution Practices, Policies, and Expectations

Description:

The Conflict Resolution Team, including the Leadership Team will develop clear and consistent expectations, policies and practices for the entire school population.

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.

Conflict Resoluion Expectations Documents

Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Conflict Resolution - Communicate the Conflict Resolution Practices, Policies, and Expectations

Description:

The Conflict Resolution team will share the 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

Conflict Resolution Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Conflict Resolution- Implement and Reinforce Conflict Resolution

Description:

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

Conflict Resolution Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Conflict Resolution - Monitor Progress

Description:

The Conflict Resolution Team will monitor progress 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: 9/1/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Conflict Resolution - Evaluate the Effectiveness of the Conflict Resolution Program

Description:

The Conflict Resolution Team will evaluate the effectiveness of the program and adjust policies, data on climate and suspension rates. This will ensure that that the school supports and implem learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Conflict Resolution

Goal #3: 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: Interim

Data Source: Monthly data from SWIS and the PMB

Specific Targets: By May 2018, Comegys will see a 10% decrease in the number of suspensions.

Strategies:

PBIS

Description:

One promising approach to the systemic and sustained implementation of these practices is school-wide positive behavior support (SWPBS). The SWPBS effort emphasizes an integration of measurable outcomes, data-based decision making, evidence-based practices, and overt support systems for implementers. This behaviorally based, comprehensive systems approach is suggested as a means of achieving durable implementation of effective school-based interventions. School Psychology Review, 2006, Volume 35, No. 2, pp. 245-259

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

PBIS - Climate Data

Description:

The PBIS team, led by the School Climate Manager, will monitor the progress of the climate and suspension data, discussing behavioral trends.

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

Program Area(s):

Supported Strategies: None selected

PBIS - Support

Description:

This will ensure that the school supports and implements a safe and orderly learning environment.

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

Program Area(s):

Supported Strategies: None selected

PBIS - Expectations

Description:

Teachers will be introduced to our student and staff PBIS expectations by our School Climate Manager.

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

Program Area(s):

Supported Strategies: None selected

PBIS - Implementation

Description:

PBIS lessons will be taught to students by their teachers. PBIS Kick-off assembly and follow-up Grade Level Town Hall Meetings will be conducted by the School Climate Manager and Principal.

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

Program Area(s):

Supported Strategies: None selected

PBIS - Data Meetings

Description:

The Climate & Culture Team (Including Climate Manager, Counselor, SEL, WES, SPO, and other identified teachers) meetings will occur monthly, data shared with the overall school staff monthly, and with parents quarterly.

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

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Comegys Benjamin B Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Comegys Benjamin B 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 Comegys Benjamin B 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.

In Q1 37.3% of students were on Target compared to where we are now in Q2 with 45.4% of students on Target. According to data from PBIS SET evaluation, we have hit the mark for this goal scoring 100/98%; 80/80% is the score needed to pass the evaluation. 100% of staff identified as proficient have committed to return for the 17-18 SY, as measured by stay conversation.

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. 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. By May 2018, Comegys will see a 10% decrease in the number of suspensions.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Guided Reading, Small Group Instruction, Blended Learning, and Lexia Intervention.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Overall, school attendance has increased. For instance, in 2014-2015, our overall attendance was 91%, in 2015-2016; our overall attendance is 94%. In grades K-3 students reading levels are improving as a result of the coaching from administration and Children's Literacy Initiative (CLI). Schoolwide serious incidents and suspensions have declined as a result of Positive Behavior Intervention and Support (PBIS). For instance, in 2014-2015, serious incidents were a total of 41, so far in 2015-2016, we have only 15.

Describe the continuing areas of concern from the past year.

All Comegys staff need to be more consistent with implementation of all programs and resources available. For instance, our PSSA scores in English Language Arts and Math were 13%, 4%. Therefore, it is clear that more consistent professional development of teachers is needed to ensure implementation of instructional programs is done with fidelity and teachers better understand how to read, use, and monitor student data.

Describe the initiatives that have been revised.

New initiatives such as Children's Literacy Initiative (CLI) and Positive Behavior Support and Intervention (PBIS) will be in year 2 of implementation.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4, and 6 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, 4 and 6 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.

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. PBIS and School Wide Attendance Incentive Program was implemented and showed success in some areas.

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.

Positive Behavior Support Program (PBS) was implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilized 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 included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program ensured 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. In addition, individual PBSPs was done for all students who are chronically late or absent.

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, and 6 Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2, 4, and 6 to ensure increased academic performance of all students.

Describe the initiatives that have been revised.

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.