

Blankenburg Rudolph Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Blankenburg Rudolph Sch

4600 W Girard Ave
Philadelphia, PA 19131
(215)581-5505

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Kelly Parker

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Kelly Parker	Building Principal : School Improvement Plan
Shakur Alston	Community Representative
Susan Slade	Elementary School Teacher - Regular Education
Zanetta Smith	Elementary School Teacher - Special Education : School Improvement Plan
Tamika Purvines	Intermediate Unit Staff Member
Mr. Shakur	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**

No assurances have been identified

Assurance 13

No strategies have been identified

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:

No

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, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	10/27/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	11/29/2016 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	12/7/2016 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	1/6/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/19/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical support with the Needs Assessment Root Cause Analysis
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget meetings: Support schools in finalizing FY 17 Budget
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical support with the development of evidenced based strategies, action steps, and indicators of success
IU 26 / Office of Federal Programs Design and Implementation	4/25/2017 12:00:00 AM	Comprehensive Plan Support with the School

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.

Teachers review student performance data (i.e.-school district benchmark data, reading and math core program benchmark assessments, Lexia and Think Through Math Data, teacher made assessment). at grade level meetings monthly. Teacher use this information to develop instructional plans, create student groupings for small group instruction identify resources and provide interventions for students.

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:

Met the standards for Academic Growth in math.

Accomplishment #2:

Test Participation Rate for all students in Math is 98.71

Accomplishment #3:

The Promotion Rate is 97.69

Accomplishment #4:

Test Participation Rate for all students in ELA/Literature is 97.76

Accomplishment #5:

Test Participation Rate for all students in Science/Biology is 95.33

School Concerns

Concern #1:

40.4 School Performance Profile Building Level Score Designation is Focus

Concern #2:

3.2% proficient or advanced on Mathematics PSSA

The school did not meet the three year average in Academic Standards for Mathematics. The achievement gap for historically underperforming students is 0.0

10.3% proficient or advanced on Reading PSSA

Did not meet the three year average standard for academic growth in Reading

The achievement gap in reading for historically underperforming students is 0.0

16.67% Grade 3 Reading

Concern #4:

School did not meet the annual academic growth standard in Math and Science

Concern #5:

50.9% Truancy YTD

Concern #6:

36.7% Tardiness YTD

Concern #7:

89.1% Average Daily Attendance

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:

40.4 School Performance Profile Building Level Score Designation is Focus

3.2% proficient or advanced on Mathematics PSSA

The school did not meet the three year average in Academic Standards for Mathematics
The achievement gap for historically underperforming students is 0.0

10.3% proficient or advanced on Reading PSSA

Did not meet the three year average standard for academic growth in Reading
The achievement gap in reading for historically underperforming students is 0.0

16.67% Grade 3 Reading

School did not meet the annual academic growth standard in Math and Science

50.9% Truancy YTD

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:

40.4 School Performance Profile Building Level Score Designation is Focus

3.2% proficient or advanced on Mathematics PSSA

The school did not meet the three year average in Academic Standards for Mathematics
The achievement gap for historically underperforming students is 0.0

10.3% proficient or advanced on Reading PSSA

Did not meet the three year average standard for academic growth in Reading
The achievement gap in reading for historically underperforming students is 0.0

16.67% Grade 3 Reading

89.1% Average Daily Attendance

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:

50.9% Truancy YTD

36.7% Tardiness YTD

89.1% Average Daily Attendance

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: IReady

November 2017, January 2018, April 2018

Specific Targets: 100% of students will make one years growth in their instructional math level from their September 2017 base line level measured through IREADY.

Type: Annual

Data Source: PSSA

September 2017 – June 2018

Specific Targets: 100% of students will make one years growth in their instructional reading level from their September 2017 base line level measured through IREADY.

Type: Annual

Data Source: PVAAS

September 2017 - May 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

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: None selected

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: None selected

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: None selected

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: None selected

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.

SAS Alignment: Instruction

IREADY

Description:

Schools using the Ready program score higher on the New York State English Language Arts and Mathematics Tests than do schools not using the program. On average, Ready users show 19% higher proficiency rate on English Language Arts and 24% higher proficiency rate on Mathematics.

SAS Alignment: Instruction

Data Driven Instruction

Description:

“If assessments define the ultimate goals, analysis identifies the strategy and tactics needed to get there. By examining raw interim assessments data effectively, teachers and school leaders can systematically identify their students strengths and weaknesses and determine which specific steps they must take to achieve their goals.”

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. 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 plans are differentiated by content, process and product that actively engages and meets 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

*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 and formal observations -Observation Protocol***Description:**

Leadership team will create 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 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 to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

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

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.

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

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to 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:

- Danielson Framework

Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction

Description:

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Small Group Instruction

Description:

Review data monthly for instructional planning and the creation of student groups. Teachers will utilize small group instruction, corrective math/reading to identify and meet student needs.

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

Program Area(s): Professional Education

Supported Strategies:

- Small Group Instruction

IREADY - Implementation

Description:

Students will participate in instructional activities through the IREADY Reading Program a minimum 60 minutes weekly.

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

Program Area(s): Student Services

Supported Strategies:

- IREADY

Data Driven Instruction - Collection

Description:

Findings will be recorded and maintained in a class data.

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

Program Area(s):

Supported Strategies:

- Data Driven Instruction

Data Driven Instruction - Review of data

Description:

Teachers will review student assessment data monthly during grade (i.e. benchmark assessments) level meetings.

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

Program Area(s): Professional Education

Supported Strategies:

- Data Driven Instruction

Data Driven Instruction - Create student groups

Description:

Teachers will use data to create student groupings and to develop differentiated instructional activities targeted to meet student needs.

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

Program Area(s): Professional Education

Supported Strategies:

- Data Driven Instruction

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: Principals Information Board

Suspension Data

September 2017 - June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: 10% reduction in the number of serious incidents for all level 2 incidents by the end of the school year

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017 – June 2018

Specific Targets: 10% decrease in the number of student referrals to Tiers II and III for attendance and truancy

Strategies:

Data Informed Instruction

Description:

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Implementation Steps:

Data Informed Instruction – Establish a Data Team

Description:

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students. Attendance Monitoring Team Members.

List of Data Team Members: Administration, Teachers, SEL

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Professional Development

Description:

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings

Description:

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students. Attendance monitoring Team Members

Calendar of Monthly Meetings

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction - Collect Data

Description:

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade. Calendar of School-wide Incentives.

Data Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Select Instructional Strategies

Description:

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction- Intervention Implementation

Description:

Teachers and staff will implement interventions during scheduled class or intervention period.

SAS Materials and Resources

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

Program Area(s): Student Services

Supported Strategies:

- Data Informed Instruction

Data Informed Instruction – Monitor and Evaluate

Description:

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

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

Program Area(s): Professional Education

Supported Strategies:

- Data Informed Instruction

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: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: Reduce in the number of serious incidents for all level 2 incidents by the end of the school year

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017 – June 2018

Specific Targets: Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Type: Interim

Data Source: ADA

Sept. 2017 - June 2018

Specific Targets: Increase student attendance to 95% ADA for the 2017-2018 school year

Strategies:

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: Safe and Supportive Schools

PBIS Implementation

Description:

A tiered model that aims to improve the climate, discipline, and behavioral performance of all students within a school (What works clearinghouse).

SAS Alignment: Safe and Supportive Schools

School and home based resources

Description:

If relationships between staff and students and their families are to affect student outcomes, they must be based upon trust, respect, fairness, and equity. The research shows that in schools where there is trust, caring, and support, there is higher attendance, higher student performance, and a lower rate of suspensions (Green, 1998; Strand & Peacock, 2002)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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): Professional Education

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): Professional Education

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): Professional Education

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.

PBS Team Members

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

Program Area(s): Professional Education

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.

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

Communicate the school's attendance policy

Description:

Provide parents with web-base access to the school's attendance policy.

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

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

*Monitor daily attendance and maintain attendance records***Description:**

Teachers will take attendance daily, maintain student attendance records, and enforce the school district's attendance policy.

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

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

*Develop attendance action plans***Description:**

The School Improvement Support Liaison will work with refered familes to develop a plan to improve attednance.

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

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Attendance Recognition and Incentives

Description:

Students and classes with good attendance will be recognized at quarterly awards assemblies.

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

Program Area(s): Student Services

Supported Strategies: None selected

PBIS- Evaluation

Description:

The School Improvement Liaison will monitor the effectiveness of the PBIS program through the SWIS and EWI (early warning indicator) report.

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

Program Area(s): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program
- PBIS Implementation

School and Home Based Resource- Coordination of Services

Description:

The School Improvement Support Liaison SISL will provide parents with school and home based resources to improve attendance, share the attendance policy with all stakeholders, champion school based programs to increase parent involvement (i.e FAST), recognition and incentives for students with good attendance

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

Program Area(s): Student Services

Supported Strategies:

- School and home based resources

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Blankenburg Rudolph Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Blankenburg Rudolph 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 Blankenburg Rudolph 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.

The School Past Year of success consist of:

Math: 60% Students have achieved at least one years instructional growth based on Think Through Math data.

Early Literacy: Students have achieved at least one years instructional growth in literacy based on Lexia data.

Climate: 90% ADA for the 2016-2017 SY

Describe the continuing areas of concern from the past year.

The School's continuing areas of concern consist of :

Math: 100% of students will make one years growth in their instructional math level from their September 2017 base line level measured through IREADY

Early Literacy: 100% of students will make one years growth in their instructional reading level from their September 2017 base line level measured through IREADY.

Climate: Increase student attendance to 95% ADA for the 2017-2018 school year

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategies: Data Driven Instruction and IREADY Math Program.

School Level Guiding Question 6 was revised to include the implementation of PBIS was well as home-based referrals conducted by the School Improvement Liaison.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Our strengths include: Skillful and Dedicated Veteran Teachers (K-5)-SPED, Strong Community Partners, Technology Resources (SLGQ #4).

Describe the continuing areas of concern from the past year.

Our concerns are the Core Elementary Math Program's lack of rigor and misalignment with the common core (SLGQ #4). Additionally, support staff to help sustain school climate initiatives, Student Attendance, Student Mobility, and Referrals for serious incidence (SLGQ #6).

Describe the initiatives that have been revised.

School-wide use of data that is focused on school improvement and the academic growth of all students (SLGQ#2).

Consistent implementation of a standards aligned curriculum framework across all classrooms for all students (SLGQ #4).

Student climate: attendance, safe and positive school environment (SLGQ #6). consistent implementation of a standards.

To address this, I have outlined the following: 1) The purchase of School Based Teacher Leader-SBTL- PD with teachers, demonstration lessons, co-teaching, data analysis. 2) The Purchase of a Conflict Resolution Specialist- Champion PBIS Initiatives and support school attendance and truancy goals. 3) Purchase of Prep Teacher-writing prep teacher, supports extra preps toward common planning time, additional writing instruction. 4) six-4HR SSAs-Assist with small group instruction in the classroom. 5) Parent Involvement - through the purchase of books, handbooks and resources 6) *3 SSAs for Small Group Instruction. 7)*Books and Instructional Aids (instructional Resources and We-Based Enrichment Programs).

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. 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.

School-wide Attendance Incentive Program was 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.

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

The school will continue implementation of strategies and action steps outlined in SLGQ 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, and 6 to ensure increased academic performance and attendance of all students.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4, and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.