

Rhoads James Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Rhoads James Sch

4901 Parrish St
Philadelphia, PA 19139
(215)581-5504

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Joe Dixon

Superintendent: William Hite

Stakeholder Involvement

| Name | Role |
|------------------|---|
| Fahreed Cheatham | Administrator |
| Joe Dixon | Building Principal : School Improvement Plan |
| Wanda Logan | Community Representative |
| Donna Barreca | Elementary School Teacher - Regular Education |
| Tamika Purvines | Intermediate Unit Staff Member |
| Dennis Colzie | Parent |
| Autumn Genrette | Student Services Director/Specialist |

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:

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- Town hall meetings
- District's annual report
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

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 | 2/6/2017 12:00:00 AM | Network Sessions on June 2017 Comprehensive Planning Submissions Process |
| IU 26 / Office of Federal Programs Design and Implementation | 2/20/2017 12:00:00 AM | Technical Support with 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 Drop-in Sessions: work sessions to support schools in planning for comprehensive plan and flexibility |
| 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 | 4/7/2017 12:00:00 AM | Comprehensive Plan Support |

| | | |
|----------------|--|--|
| Implementation | | |
|----------------|--|--|

Student Assessment of Progress

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

The teachers take sample of the different curriculums to utilize in order to determine which one are best to utilize for the the school. The school utilizes EMetrics to determine the school standards. An action plan is developed for each student who are in need to address defecits to discuss with the student and parent. Once the plan is discussed with the students, the parents then sign off on the plan.

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 | Yes |
| Reading | Yes |
| Math | Yes |
| Science | No |
| In-class Instructional Support | Yes |
| Pull Out Instructional Support | Yes |

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

| Federal Grant Program | Amount of Grant |
|-----------------------|-----------------|
|-----------------------|-----------------|

| State/Local Grant Program | Amount of Grant |
|---------------------------|-----------------|
|---------------------------|-----------------|

Needs Assessment

School Accomplishments

Accomplishment #1:

The "All Student Group" met the 95% participation target for Reading and Mathematics.

Accomplishment #2:

Met the standard for PA Academic Growth in Math.

Accomplishment #3:

The proficiency gap has increased between every relevant subgroup and the "All Student Group".

Accomplishment #4:

The Promotion Rate is 97.37.

Accomplishment #5:

The test participation rate for all students in Mathematics/Algebra I is 100.00

Accomplishment #6:

The test participation rate for all students in ELA/Literature is 99.69.

Accomplishment #7:

The test participation rate for all students in Science/Biology is 100.00

Accomplishment #8:

48% of Kindergartens are reading on target as indicated by QTR 2 DRA.

Accomplishment #9:

40% of grade 8 students are achieving proficiency as in Math as indicated in QTR2 Benchmarks.

Accomplishment #10:

A 10% decrease in Out-of-School Suspensions on a school-wide level for all students.

School Concerns

Concern #1:

41.5 School Performance Profile Building Level Score Designation Focus

Concern #2:

6.0% proficient or advanced on Mathematics PSSA

The historically underperforming students did not show a positive three year trend

Concern #3:

12.9% proficient or advanced on Reading PSSA

Grades 3, 4, 6, 7, and 8 did not show a positive three year trend

The historically underperforming students did not show a positive three year trend

Grade 3 Reading 20.69

Concern #4:

School did not meet the academic growth standard in Science and Writing.

Concern #5:

12.9% Proficient or Advanced in Writing.

Concern #6:

Truancy YTD is 33.2%

Concern #7:

Tardiness YTD is 36.4%

Concern #8:

Suspension Rate 290

Concern #9:

90.6% 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:

41.5 School Performance Profile Building Level Score Designation Focus

6.0% proficient or advanced on Mathematics PSSA

The historically underperforming students did not show a positive three year trend

12.9% proficient or advanced on Reading PSSA

Grades 3, 4, 6, 7, and 8 did not show a positive three year trend

The historically underperforming students did not show a positive three year trend

Grade 3 Reading 20.69

12.9% Proficient or Advanced in Writing.

School did not meet the academic growth standard in Science and Writing.

Tardiness YTD is 36.4%

90.6% Average Daily Attendance

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:

41.5 School Performance Profile Building Level Score Designation Focus

12.9% proficient or advanced on Reading PSSA

Grades 3, 4, 6, 7, and 8 did not show a positive three year trend

The historically underperforming students did not show a positive three year trend

Grade 3 Reading 20.69

Truancy YTD is 33.2%

Suspension Rate 290

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: Envision Benchmarks – Quarterly

Specific Targets: Increase the number of students scoring proficient by 10% each month (Grades 3-8 as evidenced by the PSSA).

Type: Annual

Data Source: Emetric

September 2017– May 2018

Specific Targets: Increase the number of students scoring proficient by 10% each month (Grades 3-8 as evidenced by the PSSA).

Type: Annual

Data Source: PVAAS

September 2017- June 2018

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

Type: Interim

Data Source: End of Year Unit Assessments

Monthly

Sept 2017 -June 2018

Specific Targets: Increase the number of K-2 students reading on target by 20% on DRA/AIMSweb.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase the number of students scoring proficient by 10% each month (Grades 3-8 as evidenced by the PSSA).

Type: Interim
Data Source: Schoolnet
2017 - 2018

Specific Targets: Reduce the number of out of school suspensions by 10% less each 8 week cycle.

Type: Interim
Data Source: DRA/Aimsweb
Quarterly
2017 - 2018

Specific Targets: Increase the number of K-2 students reading on target by 20% on DRA/AIMSweb

Type: Interim
Data Source: Aimsweb
Quarterly
2017 - 2018

Specific Targets: Increase the number of K-2 students for math on target by 20% on DRA/AIMSweb

Type: Interim
Data Source: Assessments
2017 - 2018

Specific Targets: Math: To increase the percentage of students of scoring proficient or advance by 5%

Type: Interim
Data Source: DRA
Quarterly
2017 - 2018

Specific Targets: To increase the percentage of K-3 students reading on grade level by 3%.

Strategies:

Professional Development

Description:

will be offered by SBTL in a variety of areas to increase fidelity in the delivery of instruction in reading and math in order to increase student achievement. Professional Development, in addition to instructional coaching, will be offered to all staff, teachers and leadership to fully ensures the consistent implementation of effective instructional in reading and math practices across all classrooms.

SAS Alignment: None selected

Instructional Coaching

Description:

Instructional Coaching will be implemented school-wide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms.

SAS Alignment: None selected

Differentiated Instruction

Description:

Differentiated Instructed Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure challenging learning expectations for all students Teachers will proactively plan varied approaches to learning in order to increase the likelihood that each student will learn as efficiently as possible.

SAS Alignment: None selected

Successmaker

Description:

The SuccessMaker program is a set of computer-based courses used to supplement regular classroom reading instruction in grades K–8. Using adaptive lessons tailored to a student’s reading level, SuccessMaker aims to improve understanding in areas such as phonological awareness, phonics, fluency, vocabulary, comprehension, and concepts of print (What works Clearinghouse)

SAS Alignment: Instruction

Blended Learning

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment (<https://eric.ed.gov/?q=blended+learning&id=EJ1123136>)

SAS Alignment: Instruction

AIMSweb MAZE, R-CBM and TESTS of EARLY LITERACY

Description:

aimsweb assessment, data management, and reporting system for kindergarten through grade 2. aimsweb supports tiered assessment and instruction (e.g., Response to Intervention [RTI]). It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language arts, mathematics, and behavior. This guide provides a high-level overview of aimsweb features, functions, and terminology. Other aimsweb resources provide detailed instruction on how to use the system.

SAS Alignment: Instruction

Envision Benchmarks

Description:

Envision Benchmarks will provide teachers with the data necessary to plan effective instruction based on data directly related to daily instruction.

SAS Alignment: Instruction

Computational Fluency and Concepts and Applications Problem Solving

Description:

aimsweb assessment, data management, and reporting system for kindergarten through grade 2. aimsweb supports tiered assessment and instruction (e.g., Response to Intervention [RTI]). It provides brief, nationally normed assessment instruments for universal screening and progress monitoring in reading, language

arts, mathematics, and behavior. This guide provides a high-level overview of aimsweb features, functions, and terminology. Other aimsweb resources provide detailed instruction on how to use the system

SAS Alignment: Instruction

Implementation Steps:

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment to determine areas of professional development needs.

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrator will review and analyze results from the needs assessment coupled with observation data and student level data to compile a list of professional development offerings.

Needs Assessment

Needs Assessment Results

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Year Long Calendar

Description:

Developed a year long professional development calendar that will include areas highlighted by the needs assessment, observation and student data which includes a plan for professional development (PD) including topics and dates.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Select Staff

Description:

Staff, leadership, district personnel and outside providers will be selected and contacted 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):

Supported Strategies:

- Professional Development

Professional Development - Various Topics

Description:

Members of the leadership team, consulting teachers, and specialists from Penn State University will lead professional development sessions for the entire staff as well as small groups of staff to train teachers in research-based instructional practices and in designing standards-aligned, differentiated instruction.

PD agendas, materials, and sign in sheets, Exit Slips

Start Date: 9/1/2016 **End Date:** 6/30/2018

Program Area(s):

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.

Observation Tool

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

Program Area(s):

Supported Strategies:

- Professional Development

Instructional Coaching - Identify Staff

Description:

Identify content leaders to provide in school coaching for teachers in implementing best practices for effective instruction in core content areas.

Observation tools

Teacher feedback documents

Schedule of classrooms receiving teacher coach supports

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Professional Development

Description:

Instructional Coaches will be identified by leadership team through data results and observations.

List of instructional Coaches

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

Program Area(s):

Supported Strategies:

- Professional Development
- Instructional Coaching

*Instructional Coaching - Trainings***Description:**

Instructional Coaches will receive training via PATTAN and other providers to effectively model effective instructional practices to all teachers and staff.

List of instructional Coaches

Act 48 hours

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

*Instructional Coaching - Identify Need***Description:**

Leadership will identify teachers and or staff in need of instructional coaching through data analysis and observation results in order to ensure consistent implementation of effective instructional practices across all classrooms. Agenda

Data protocols

Select teachers

Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Monitoring

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.

Observation Protocol

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Differentiated Instruction Professional Development

Description:

Differentiated Instruction professional development will be offered to all teachers and staff to ensure effective implementation of Differentiated Instruction in 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:

- Professional Development
- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content and product using the Danielson Framework for effective lesson planning that reflect challenging learning expectations for all students.

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 - Coach Support

Description:

Math and literacy coaches review and provide regular feedback (at least twice per month) to math and literacy 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): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Review of Plans

Description:

Administrators critically review lesson plans and 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 – Observation

Description:

The leadership team will monitor the implementation of instructional strategies through 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.

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Successmaker

Description:

The Early Literacy Reading Specialist, K-2 teachers and the CLI Coach will identify students at each grade level (K-2), placing them in small group instruction.

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

Program Area(s): Professional Education

Supported Strategies:

- Successmaker

Blended Learning

Description:

Blended learning model will be utilized to personalize student's needs. Incorporated into that will be the use of guided reading.

Start Date: 9/2/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

AIMSweb MAZE, R-CBM and TESTS of EARLY LITERACY

Description:

To measure effectiveness, monthly AIMSweb, quarterly DRA2 data , and monthly data from the intergeated learning systems (Ready Gen and Saxon) will be collected weekly and analyzed for progress as we move toward 8-week targets.

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

Program Area(s): Professional Education

Supported Strategies:

- AIMSweb MAZE, R-CBM and TESTS of EARLY LITERACY

Blended Learning- Implementation

Description:

With Successmaker and Achieve 3000 teachers will create a blended learning environment where students will work independently on skills directly related to their abilities, while teachers work with small groups to focus on grade level skills.
T

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Blended Learning- Progress Monitoring

Description:

Teacher in grade 3-8 will use a progress monitoring tool weekly and monthly to analysis data.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Envision Benchmarks

Description:

Envision Benchmarks will allow teachers to target areas of students strengths and weaknesses and direct students to specific tech based resources to improve their math skills.

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

Program Area(s): Professional Education

Supported Strategies:

- Envision Benchmarks

Computational Fluency / Concepts / Applications Problem Solving - Implementation

Description:

Computational Fluency and Concepts and Applications Problem Solving progress monitoring tools allow teachers to continuously provide practice in building students strong computational fluency.

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

Program Area(s): Professional Education

Supported Strategies:

- Computational Fluency and Concepts and Applications Problem Solving

Computational Fluency / Concepts / Applications Problem Solving

Description:

Computational Fluency / Concepts / Applications Problem Solving progress monitoring will take place on a weekly basis throughout the school year.

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

Program Area(s): Professional Education

Supported Strategies:

- Computational Fluency and Concepts and Applications Problem Solving

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: Interim

Data Source: Attendance Reports

Schoolnet

(/2017 - 6/2015

Specific Targets: Reduce the number of out of school suspensions by 10% (as evidenced by the SIS Data system).

Type: Interim

Data Source: Schoolnet /Attendance Record

Quarterly

2017 - 2018

Specific Targets: To increase our overall daily attendance by 1%

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

*Positive Behavior Intervention Systems***Description:**

A comprehensive Positive Behavior Support Plan will be implemented to include a range of intervention strategies that are designed to prevent the problem behavior, truancy and tardiness, while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings. (PBIS): 100% of teachers and staff will fully participate in promoting the PBIS system through the use of “Rhodes Scholar Dollars” and the “Caught Being Good” program.

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): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Positive Behavior Intervention Systems

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:** 6/2/2018

Program Area(s): Student Services

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): Student Services

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): Student Services

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): Student Services

Supported Strategies:

- School-wide Attendance Incentive Program

Develop a Positive Behavior Intervention Systems (PBIS) team.

Description:

A PBIS team of teachers and staff led by the School Transformation Facilitator (STF) will be formed in September to help all staff consistently enforce the school rules, policies, and procedures.

A list of team members

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

PBIS team meets to organize systems and structures.

Description:

The PBIS team will meet to agree upon the structures to implement PBIS strategies school-wide, to develop a training to disseminate the information to staff, and to create a regular meeting schedule to review and adjust the PBIS implementation to support staff in consistently enforcing rules, policies, and procedures.

PBIS policies

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

PBIS team will provide training to staff.

Description:

The PBIS team will provide training to all staff regarding the structure and appropriate use of “Rhodes Scholar Dollars” and “Caught Being Good” to support staff in consistently enforcing the rules, policies, and procedures.

Professional Development Meeting Agenda and training materials

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Intervention Systems

Print and distribute PBIS materials

Description:

The PBIS team will print and distribute “Rhodes Scholar Dollars” and “Caught Being Good” sheets to support staff in consistently enforcing the rules, policies, and procedures

Rhodes Scholar Dollars are circulating and “Caught Being Good” sheets are displayed in main hallway.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

PBIS team meets regularly to review implementation

Description:

PBIS team meets on a bi-weekly basis from September through November and then monthly basis from December through June to review the implementation of PBIS strategies and adjust as needed to support staff in enforcing the rules, policies, and procedures.

Meeting Sign In Sheets

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

Climate Perception Survey will be developed.

Description:

The STF will develop a Climate Perception Survey containing questions with numeric scales to gather perceptual data about the school climate.

Survey

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

Distribute Climate Perception Survey

Description:

The Climate Perception Survey will be distributed three times each year during the week of report card conferences to gather accurate and reliable perceptual data about school climate. Students will complete the survey during advisory; staff will complete the survey during their weekly common planning time; and parents will complete the survey during report card conferences.

Completed surveys

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

Data from Climate Perception Survey needs to be entered in a spreadsheet and analyzed.

Description:

The Diplomas Now team will enter the student, parent, and staff data into one spreadsheet and the STF will analyze the data for common themes about the perceptions of school climate.

Excel spreadsheet and data analysis

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

School Leadership Team will reflect upon the data from the Climate Perception Survey and implement appropriate changes based upon the data.

Description:

During a regular Leadership Team meeting, the STF will share the analysis of the perceptual data from parents, staff, and students from the Climate Perception Survey. The Leadership Team will discuss the data and determine whether or not adjustments in policies and procedures are needed.

Agenda from Leadership Team meeting, Listing of Next Steps

Start Date: 9/1/2014 **End Date:** 6/2/2017

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

Newsletter to school community

Description:

A newsletter will be created and disseminated to the entire school community including staff, parents, and students sharing the data analysis from the Climate Perception Survey and expected changes to the school rules, policies, and procedures, if any.

Newsletter

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

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Intervention Systems

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Rhoads James Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Rhoads James 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 Rhoads James 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:

Early Literacy: 48% of Kindergartners are reading on Target as Indicated by QTR 2 DRA

Math: 40% of grade 8 students are achieving proficiency in math as indicated by QTR 2 Benchmarks

Climate: Decreased out of school suspension on a School wide level for K-8 students by 10% through PBIS and mentoring (as evidenced by the SIS Data system)

Describe the continuing areas of concern from the past year.

The school's continuing areas of concern consist of:

Early Literacy: Increase the number of K-2 students reading on target by 20% on DRA/AIMSweb

Math: Increase the number of K-2 students reading on target by 20% on DRA/AIMSweb

Climate: Reduce the number of out of school suspensions by 10% (as evidenced by the SIS Data system)

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategy: CLI is focusing on K to 3 Literacy. The school has identified a Math Lead Teacher and Reading Specialist. Also, there were improvements with utilizing technology with every classroom is now utilizing smartboards.

2015-2016 Improvement Evaluation

Describe the success from the past year.

1. Our strengths this year include our PBIS program led by our Climate Manager. 2. Weekly/Daily scheduled planning time. 3. K-2 focus on early literacy through Saxon Phonics. 4. Engage NY math program 5. K-8 Monthly Strategic Plans (SLGQ #4).

Describe the continuing areas of concern from the past year.

Challenges include reducing suspensions, improving daily attendance/tardies (SLGQ #6), improving proficiency rates in math and having all students read on grade level (SLGQ #4).

Describe the initiatives that have been revised.

1. School Climate through the purchase of a Climate Manager and counseling staff, Support for school climate will come from the SCS staff, and In-house suspension room or socialized recess / Delta T employee (SLGQ #6). Reduce class size through the purchase of Instructional Staff,

Support student learning and PBIS plan through SSA positions and improve Blended Learning Computers / Software (SLGQ #4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) _2, _4, are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

Monthly Professional development opportunities have centered around district instructional practices, differentiation of instruction, as well as applying intervention to students in need. Professional Development was monitored through walk-throughs, information, and formal observation using the Danielson Framework. Through the use of data analysis and data analysis procedures the school was able to identify strengths and weakness whole school, grade level and student group and adjust instructional practices

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

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

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

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

The school will continue implementation of strategies and action steps outlined in SLGQs _2 , _4 . Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs _2 , 4 to ensure

increased academic performance of all students.

The school will continue to implement Professional Development Schoolwide to ensure the fidelity of implementation of effective instructional practices. Data analysis will continue to drive Professional Development needs as well as a tool to identify school wide concerns.

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.