Sayre William L MS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Sayre William L MS

5800 Walnut St
Philadelphia, PA 19139
(215)471-2904

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Jamie Eberle
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Dr. Robert Shields	Academic Recovery Liaison : School Improvement Plan
Judith Haughton	Administrator
Jamie Eberle	Building Principal : School Improvement Plan
Joseph Brand	Community Representative
Carolyn Fox	Ed Specialist - School Counselor
Brian Weston	Ed Specialist - Social Restoration
Elizabeth Curry	High School Teacher - Regular Education
Jada Warfield-Henry	High School Teacher - Regular Education
Ebony Hollingsworth	High School Teacher - Special Education
Tamika Purvines	Intermediate Unit Staff Member
Tameka Norman	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:

    o   Clear and Shared Focus

    o   High Standards and Expectations

    o   Effective Leadership

    o   High Levels of Collaboration and Communication

    o   Curriculum, Instruction and Assessment Aligned with Standards

- o   Frequent Monitoring of Teaching and Learning

- o   Focused Professional Development

- o   Supportive Learning Environment

- o   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:

  - o   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.

  - o   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.

  - o   Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  - o   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.

  - o   Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  - o   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.

  - o   Provide ongoing mechanisms for family and community engagement

- **Assurance 9**: The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10**: Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11**: A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

- **Statement 12**: All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- School web site
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, 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	10/31/2016 12:00:00 AM	Introduction School Visit with the School
IU 26 / Office of Federal Programs Design and Implementation	1/13/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on Comprehensive Planning Submission 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	2/24/2017 12:00:00 AM	Comprehensive Plan Support
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and	3/13/2017 12:00:00 AM	Budget Drop-In Sessions Work session to support schools in planning for

Implementation		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

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.

We have used professional development and content area meetings to develop assessments through backward planning, as well as utilized the School District of Philadelphia assessment schedule to assess progress. Teachers are observed using EDS informally and formally and feedback is provided.

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	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
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

State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:
5% Growth in the number of all students with a GPA of 2.5 or better

Accomplishment #2:
2% Growth in the number of 1st time test takers of the PA Algebra 1 Keystone Exam scoring proficient or advanced

Accomplishment #3:
5.8% growth in the Average Daily Attendance Rate

Accomplishment #4:
90.16 Test Partcipation Rate for all students in Mathematics/Algebra I

Accomplishment #5:
87.70 Test Partcipation Rate for all students in in ELA/Literature

School Concerns

Concern #1:
34.5 School Performance Profile Building Level Score Designation Priority

Concern #2:
14.5% proficient or advanced on Mathematics Keystone

Concern #3:
36.8% proficient or advanced on Literature Keystone

Concern #4:
13.2 % Proficient or Advanced in Science

Concern #5:
0.00% College Ready Benchmarks

Concern #6:

90.5% Average Daily Attendance

Concern #7:

Truancy YTD is 32.6%

Concern #8:

Tardiness YTD is 38.8%

Concern #9:

Test Participation Rate in Science for all students is 80.33

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:**
>
> 34.5 School Performance Profile Building Level Score Designation Priority
>
> 14.5% proficient or advanced on Mathematics Keystone
>
> 36.8% proficient or advanced on Literature Keystone
>
> 13.2 % Proficient or Advanced in Science
>
> 0.00% College Ready Benchmarks
>
> 90.5% Average Daily Attendance
>
> Truancy YTD is 32.6%

Test Participation Rate in Science for all students is 80.33

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:

        34.5 School Performance Profile Building Level Score Designation Priority

        0.00% College Ready Benchmarks

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:

        34.5 School Performance Profile Building Level Score Designation Priority

        90.5% Average Daily Attendance

        Truancy YTD is 32.6%

        Tardiness YTD is 38.8%

School Level Plan

Action Plans

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

      Indicators of Effectiveness:

            Type: Annual
            Data Source: Keystone Data September 2017-May 2018
            Specific Targets: Increase the percentage of Algebra 1 Proficient and Advanced 1st time test takers

            Type: Annual
            Data Source: PVAAS
            September 2017- May 2018

            Specific Targets: PVAAS reported tested areas will have met or exceeded the standard for PA Academic Growth in Algebra 1, Literature and Biology

            Type: Annual
            Data Source: School Performance Profile
            September 2017- May 2018

            Specific Targets: Increase in building academic score

            Type: Interim
            Data Source: Benchmark assessment
            Quarterly
            2017-2018
            Specific Targets: Increase the percentage of Algebra 1 Proficient and Advanced 1st time test
            takers 10% (2% to 12%), as measured and evidenced with the SDP Benchmark Algebra 1 testing throughout the year and Algebra 1 Keystone Spring Results.

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, sheltered instruction observation protocol (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 on Differentiated Instruction and Math, Reading, and Biology Professional Development

Description:

Professional Development on research based strategies and best practices in literature, biology and math will be offered to staff during common planning time and out of school time 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: None selected

Keystone Support Program and Blended-Learning Small-Group/Station Mode

Description:

The 9th grade academy is using this model and their benchmark scores have increased from the 2nd to 3rd testing instance 16% to 43%. The students are receiving focused support through programming via Chromebooks for individual student use and teacher aligned work and assessment.

SAS Alignment: Instruction

Compass Learning Focused Intervention and Enrichment Rostered Courses

Description:

The 9th grade academy has incorporated Compass Learning and an intervention block and their report card improvements, as well as Compass Learning reports show the progress since implementation this past report card conference period.

SAS Alignment: Instruction

Peer Mentoring and Tutoring Program

Description:

Community Partnership In Class and After-School Time Student Support Program

SAS Alignment: Instruction

Compass Learning Blended Mathematic and Internvention Mathematics/Edgenuity Grade Improvement and Credit Recovery Programs

Description:

27% increase in student performance on 9th grade Algebra 1 Benchmark Testing outcomes since utilizing Compass Learning. The utilization of Edgenuity for Grade Improvement showed an increase in student participant scores by at least one grade level in their school day course outcomes

SAS Alignment: Instruction

Community Partnership In Class and After-School Time Student Support Program

Description:

There are 70 active students in the After-School Time Partnership Program for Student Support. Of the 70 students 50% have and have maintained a GPA of 2.50 or greater. Of the classes held during the day with in-class support from partnerships, less than 8% of students have failed the course.

SAS Alignment: Instruction

Implementation Steps:

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):

Supported Strategies:

- Professional Development on Differentiated Instruction and Math, Reading, and Biology Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment and informal/formal observation 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):

Supported Strategies:

- Professional Development on Differentiated Instruction and Math, Reading, and Biology 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):

Supported Strategies:

- Professional Development on Differentiated Instruction and Math, Reading, and Biology 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):

Supported Strategies:

- Professional Development on Differentiated Instruction and Math, Reading, and Biology Professional Development

Monitoring the Effectiveness of the Professional Development Sessions

Description:

The Leadership Team will use the observation process with informal observations and walkthroughs to ensure that 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):

Supported Strategies:

- Professional Development on Differentiated Instruction and Math, Reading, and Biology Professional Development

Monitor and Evaluate the Implementation of the Danielson Framework of Instruction

Description:

Administrators will provide feedback based on observations and revisit classrooms to ensure that all teachers appropriately adjust lessons and lessons are aligned with plans,to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Professional Development on Differentiated Instruction and Math, Reading, and Biology Professional Development

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product during the guided and independent practice aspect of gradual release. This will ensure students are actively engaged and able to meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Differentiated Instruction -Lesson Plan Review

Description:

Administrator(s) will review lesson plans to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs during the guided and independent practice aspect of gradual release. This will ensure students are actively engaged and able to 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):

Supported Strategies:

- Informal and Formal Observations

Differentiated Instruction - Monitor

Description:

Leadership will monitor Differentiated Practices to ensure implementation of practices with fidelity.

Observation Reports

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal Observation - Develop Calendar

Description:

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

Walkthrough Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Observation Protocol

Description:

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

Walk Through Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Walkthrough Protocol Communication

Description:

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

Agenda

Sign-in Sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the SDP SchoolNet Educator Development Suite and provide immediate feedback and suggestions 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):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Keystone Support Program and Blended-Learning Small-Group/Station Mode

Description:

The 9th grade academy is using this model and their benchmark scores have increased from the 2nd to 3rd testing instance 16% to 43%. The students are receiving focused support through programming via Chromebooks for individual student use and teacher aligned work and assessment.

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

Program Area(s): Student Services

Supported Strategies:

- Keystone Support Program and Blended-Learning Small-Group/Station Mode

Community Partnership In Class and After-School Time Student Support Program

Description:

There are 70 active students in the After-School Time Partnership Program for Student Support. Of the 70 students 50% have and have maintained a GPA of 2.50 or greater. Of the classes held during the day with in-class support from partnerships, less than 8% of students have failed the course.

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

Program Area(s):

Supported Strategies: None selected

Keystone Support Program and Blended-Learning Small-Group/Station Model

Description:

Students will be provided a baseline exam before end of week 1 of school (preferably during orientation week). Students will be placed in flexible groups for intervention and be provided individualized rosters to address the level of need for intervention and support

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

Program Area(s): Professional Education

Supported Strategies:

- Keystone Support Program and Blended-Learning Small-Group/Station Mode

Compass Learning Focused Intervention and Enrichment Rostered Courses

Description:

Math teachers of 9th grade academy and other mathematics teachers will be provided professional development with new core materials, compass learning, edgenuity and blended learning models of support during common planning time, as well as the built-in academy common planning. Quartlery benchmark testing will be analyzed and utilized through a data planning team, to identify and plan for areas of need and intervention. Afterschool programming will be assigned for credit improvement and grade improvement for students struggling and needing extended day and week opportunities.

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

Program Area(s): Professional Education

Supported Strategies:

- Compass Learning Focused Intervention and Enrichment Rostered Courses

Peer Mentoring and Tutoring Program

Description:

Student and mentor meetings will be scheduled and monitored bi-weekly through conferencing, quarterly through parent/student/administrator and teaching team scheduled conference, per every report card.

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

Program Area(s):

Supported Strategies:

- Peer Mentoring and Tutoring Program

Community Partnership In Class and After-School Time Student Support Program

Description:

Students will be rostered into Parntership Programs based on report card data, and aligned to credit attainment.

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

Program Area(s):

Supported Strategies:

- Community Partnership In Class and After-School Time Student Support Program

Compass Learning Blended Mathematic and Internvention Mathematics/Edgenuity Grade Improvement and Credit Recovery Programs

Description:

Students will be given baseline testing for placement in the proper tier of their intervention program required needs. Teachers will be trained in process for blended learning using the ChromeBooks ordered for in-class student intervention and enrichment, as well as reading and utilizing reports through Compass Learning and Edgenuity to support assessment and support of student mastery of standards in unit of study.

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

Program Area(s):

Supported Strategies:

- Compass Learning Blended Mathematic and Internvention Mathematics/Edgenuity Grade Improvement and Credit Recovery Programs

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: Keystone Data September 2017-May 2018

Specific Targets: Increase the percentage of Algebra 1 Proficient and Advanced 1st time test takers

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: PVAAS reported tested areas will have met or exceeded the standard for PA Academic Growth in Algebra 1, Literature and Biology

Type: Annual

Data Source: School Performance Profile

September 2017- May 2018

Specific Targets: Increase in building academic score

Type: Annual

Data Source: Graduation Rate

Specific Targets: Increase cohort graduation rate

Type: Interim

Data Source: Benchmark assessments

2017 - 2018

Specific Targets: Increase the percentage of

Algebra 1 Proficient and

Advanced 1st time test takers 10% (2% to 12%), as measured and evidenced with the SDP Benchmark Algebra 1 testing throughout the year and Algebra 1 Keystone Spring Results.

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to design common assessessment to be used as a benchmark for student growth and mastery. This will help to provide the tool that will identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

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

Credit Recovery

Description:

A credit recovery program will be implemented to allow for multiple teachers, or teams of teachers, to work with students to earn credits in content areas they have not met success in. This will provide students an opportunity to gain required credits for on-time graduation with their cohort.

SAS Alignment: None selected

Implementation Steps:

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all teachers of Keystone tested areas, 1 hour per week, to allow for design of common assessments and benchmark tests to provide a tool for data collection within

classrooms. This will provide content area school-wide data that is focused on school improvement and the academic growth of all students.

Calendar

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

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

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

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

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Data Analysis Procedures -Establish a Data Team

Description:

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

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

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

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Data Analysis Procedures- Monitor Data Analysis

Description:

Administrative team will monitor that teachers are using analyzed data through observation cycle to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally Relevant Student Data

Lesson Plans

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

Program Area(s):

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.

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 to ensure alignment to schoolbased benchmark and report card data.

Data Binders

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

Credit Recovery Identification

Description:

Individual student credit profile will be reviewed to identify students needing to earn credits in content areas they have not met success in to get on track for graduation with their cohort.

List of students who need credit recovery Transcripts

Credit Profile Checklists

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery – Sign Up Students

Description:

Guidance counselors will sign students up for credit recovery program. Credit recovery meets either after school, Saturdays, or in the PASS program (a special program for students who are over-aged and under-credited that meets during the school day).

Completed registration forms of students for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery – Recruit Certified Teachers

Description:

Leadership team will advertise teaching positions for credit recovery. Leadership team will select teachers to deliver credit recovery instruction after school and on Saturdays.

Faculty list of teachers for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery Rostering

Description:

Student credit profiles will be used to identify and roster students for participation in a credit recovery program that will provide instruction after school for 1 ½ hours per day, two-days per week, for 45-hours of seat time.

Credits recovered

Transcripts

Credit Profile Checklists

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery - Instruction

Description:

Teachers will have to be highly-qualified in the given content area and provide 1 ½

hours of instruction for at total of 45-hours of seat time per course needed for students identified as in need of credit.

Credits recovered

Transcripts

Credit Profile Checklists

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

Program Area(s): Student Services

Supported Strategies:

- Credit Recovery

Credit Recovery – Awarding of Credits

Description:

Teachers will compile lists of students who successfully complete the credit recovery program. The roster office will award students credits based on the teacher lists.

Updated credits for students who complete the program

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

Program Area(s):

Supported Strategies:

- Credit Recovery

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: School Net

2017-2018

Specific Targets: Decrease in the number of chronically tardy students

Type: Interim

Data Source: SchoolNet

20017-2018

Specific Targets: Decrease the number of chronically truant students.

Type: Interim

Data Source: Schoolnet

2017 - 2018

Specific Targets: To increase the school's average daily attendance rate.

Type: Interim

Data Source: Schoolnet

Specific Targets: To increase the school's average daily attendance rate.

Strategies:

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program: 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: None selected

Restorative Practices

Description:

Restorative Practices Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

SAS Alignment: None selected

Bi-weekly attendance team meetings

Description:

The incorporation of an attendance team, led by an attendance liaison showed an increase in the monitoring of attendance and the generating of reports to guide teacher/family interaction. The increased reports provided an informed guide for conversations with families and informed meetings with parents and students.

SAS Alignment: Safe and Supportive Schools

Messenger system automated phone calls for attendance, ten-day cycle parent reports

Description:

Parents having conferences when 10-day cycle "flags" students has provided a 10% decrease in students having further attendance issues after conference.

SAS Alignment: Safe and Supportive Schools

Student Incentive Program

Description:

The incentive program was initiated in the 9th grade academy and showed that the 9th grade lowered their attendance truancy rate, so that it is 2.8% less than the school average and lowest of the other grades. The students interviewed that increased their attendance rate stated 87% of the times asked that they found incentives of attendance in events, certificates and pretzel/pizza parties to be a reason for their improvement.

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 - 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: 9/1/2014   **End Date:** 6/30/2017

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: 9/1/2014   **End Date:** 6/30/2017

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: 9/1/2014   **End Date:** 6/30/2017

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: 9/1/2014   **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

Establish a Restorative Practices 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 Restorative Practices Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Establish the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team, including 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.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Communicate the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team will share the practices, policies, and expectations with staff, teachers, leadership, students and other 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

 Restorative Practices Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Implement and Reinforcement of Restorative Practices

Description:

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

Calendar of school-wide Incentives

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Monitor Progress of Restorative Practices

Description:

The Restorative Practices Team will monitor progress of Restorative Practices by reviewing climate and suspension data, and 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:

- Restorative Practices

Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program

Description:

The Restorative Practices 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.

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Bi-weekly attendance team meetings

Description:

Attendance Liaison on Leadership Team and colllaborative meeting with attendance team (to consist of at least on person from each content area/grade level) per every ten day cycle Professional development on working with parents and families to build communication per semester.

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

Program Area(s): Student Services

Supported Strategies:

- Bi-weekly attendance team meetings

Messenger system automated phone calls for attendance, ten-day cycle parent reports

Description:

Daily messenger automated phone calls scheduled

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

Program Area(s): Student Services

Supported Strategies:

- Messenger system automated phone calls for attendance, ten-day cycle parent reports

Student Incentive Program

Description:

Monthly student awards assemblies, student voice meetings and student attendance team development. Parent reports sent home monthly to address

student attendance issues and schedule conferencing with families. Students and families will be invited to participate in incentive and rewards program for attendance monthly.

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

Program Area(s): Student Services

Supported Strategies:

- Student Incentive Program

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Sayre William L MS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Sayre William L MS 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 Sayre William L MS 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:
College & Career Readiness: 5% growth in number of all students with a GPAof 2.5 or better.
Algebra 1: 2% growth in number of 1st time test takers of the Pennsylvania Algebra 1 Keystone Exam Scoring Proficient or Advanced.
Climate: 5.8% growth in Average Daily Attendance Rate

Describe the continuing areas of concern from the past year.

The School's continuing areas of concerns consist of:
College and Career Readines: Increase the number of students with a GPA of 2.5 or better to 45%, from the present 33%. To have 75% of all students (332 students) passing all courses for the year (baseline is 52% - 232 students), as measured in Student GPA reports to be pulled quarterly by the counselor and reviewed by the Leadership Team.
Algebra 1: Increase the percentage of Algebra 1 Proficient an dAdvanced 1st time test takers 10% (2% to 12%), as measured and evidenced with the SDP Benchmark Algebra 1 testing throughout the year and Algebra 1 Keystone Spring Results.
Climate: Increase the percentage of Algebra 1 Proficient and Advanced 1st time test takers 10% (2% to 12%), as measured and evidenced with the SDP Benchmark Algebra 1 testing throughout the year and Algebra 1 Keystone Spring Results.

Describe the initiatives that have been revised.

School Level Quiding Question 4 was revised to include the following strategy: Peer observation and coach. The school also made a purschase of an assistant principal to assist the school with it's instrucional delevery.
School Level Guiding Question 6 was revised to include the following strategy: Revisions have been made to the Attendance procedures and incentitves

2015-2016 Improvement Evaluation

Describe the success from the past year.

The current school program has strength in the building of the climate and culture. We are working to continue this growth through the repeated purchase of a climate manager. We are also finding strength in our growth student earning five or more credits as measured by the SPR. We have found strength in providing collaborative planning during the school day/common planning time (SLGQ #6).

Describe the continuing areas of concern from the past year.

The challenges are in the use of data and interventions effectively. Challenge comes with the amount of data and the validity of the programs utilized for data and intervention programming, as well as staffing for said programming (SLGQ #4). Maintaining our attendance and suspension data at a level that meets our goals can be a challenge if we are not staffed with the proper supports for our student population (SLGQ #6).

Describe the initiatives that have been revised.

SLGQ #4 and #6 will be addressed through the following: Data and Intervention and Climate and Culture are our priorities due to our historical need to grow our students instructionally. This need is directly related to the climate and culture within the building and having student attend, on-time and in classrooms to be instructed. The students are showing growth through our time looking at data in our content meetings; however, we need to be able to look closer at various relevant data points and share across curriculum and pacing of lessons. This will provide a more well-rounded and sound understanding of objectives and expected learning outcomes.

These things will be address through the purchase of 1) An Assistant Principal, Social Studies, Math, and English teachers for 9th grade academy. 2). Computer Teacher and Roster chair 3). School Climate Manager and Noontime Aids. 4) Materials to support instruction in Keystone Tested Subjects. 5) Parental involvement materials and resources for workshops. 6) Professional Development for Teachers on PBIS and Data/Climate/Instructional Goals.

We will revise our student schedule to offer more course opportunities for focused intervention, as well as upper level Math and Science courses and AP Psych and Honors English courses.

We have revised staffing and hired for dual certified English/Reading Specialist and English/Social Studies positions to support these changes.

We have requested and are hiring a General Science teacher, looking for a dual certification in Biology to support Physical Science for our 9th grade as well as Science extended day intervention and support for Keystone Testing in Biology.

We have revised our climate support staff from 3-hour to 4-hour, losing a staff member but adding hours to those that are highly qualified and work diligently to support schoolwide vision, mission and goals.

Finally, we added resources to our Parent Involvement to help grow our ability to support and organize a parent group that participates and informs on student needs, growth and home and school connections. We are offering a Summer Bridge Transition Program and will have a 9th grade Academy structure to support the transition to High School. This academy will have its own level of support with an Assistant Principal, Career and College Readiness Counselor and on-going PBIS professional development and support for staff and students.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

- Structures are developing relative to curriculum, instruction, and professional development, as evidenced through the level of instructional success in observation and walkthrough scores in the Educator Development Suite.

- Progress has been made at the building level, through District Level support, in aligning all of the components and ensuring that effective instruction curriculum and assessment is taking place in all classrooms.

Specifically noted are:

o The on-going design of the District "Curriculum Engine" and the mandated school-wide implementation and use in informal observations and walkthrough support.

o The implementation of District-wide instructional practices as evidenced in lesson planning and implementation (monitored through observation cycle in Educator Development Suite).

o The development and implementation of district-wide benchmark assessments and data protocols

o Related professional development to support the initiatives

Alignment of the system for evaluation and supervision to support curricular initiatives and student achievement.

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

- Key aspects of the improvement plan are being implemented with fidelity. Moving forward, the critical focus is the work being done by the Principal and her team with individual teachers to improve instruction in terms of rigor, and alignment with District curricula and state standards.

- Continued work on improving school climate in terms of attendance, and suspensions, and reduction of students outside of class during instructional periods.

- Impact an implementation of strategies:

o Credit Recovery

Restorative Practices

Describe the initiatives that have been revised.

The Plan is a work in progress and we are seeing progress. For this reason, we are not making revision but going to continue to work on and monitor the strategies and initiatives

within our plan. We will continue our visiting of the plan at Leadership and content area meetings, as well as planning meetings to make certain our implementation goals and actions remain aligned and our monitoring and data analysis drives our continued growth within our plan.