

Washington Martha Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Washington Martha Sch

766 N 44th St
Philadelphia, PA 19104
(215)823-8203

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Allayna Ratliff

Superintendent: William Hite

Stakeholder Involvement

| Name | Role |
|-------------------|---|
| Allayna Ratliff | Building Principal : School Improvement Plan |
| Drexel University | Business Representative |
| Lindy Scholars | Community Representative |
| Priscilla Blount | Elementary School Teacher - Regular Education |
| Tamika Purvines | Intermediate Unit Staff Member |
| Fatimah Camp | Parent |
| Niffari Poorman | Special Education 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:

- District web page
- District report card
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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 | 11/10/2016 12:00:00 AM | Introduction School Visit with the School |
| IU 26 / Office of Federal Programs Design and Implementation | 11/21/2016 12:00:00 AM | PVAAS Support |
| IU 26 / Office of Federal Programs Design and Implementation | 1/26/2017 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 | 3/7/2017 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 |

Student Assessment of Progress

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

Teachers meet with the principal in collaborative grade level meetings every Wednesday. During these meetings, teachers are able to effectively strategize and develop concrete plans of actions based assessment data. The overall macro reports (PSSA's, PVASS, etc.) provides us with a framework for drilling down to the more up to date, micro reports, such as our benchmark reports. Afterwards, teachers devise a plan which includes breaking students into small groups and providing them with instruction on their individual instructional level.

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 | Yes |
| 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 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:

Exceeded the standard for academic growth in Math

Accomplishment #2:

Exceeded the standard for PA academic growth in math

Accomplishment #3:

Grade 5 met the standard for Pa for academic growth in reading

Accomplishment #4:

Attendance rate is 90.90

Accomplishment #5:

Test Participation Rate is 95.10

Accomplishment #6:

Test Participation Rate for all students is 95.10

Accomplishment #7:

Test participation rate for all students is 96.67

Accomplishment #8:

The Promotion Rate is 99.78

School Concerns

Concern #1:

54.3 School Performance Profile Building Level Score Designation Focus

Concern #2:

20.4% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in reading is 14.69

Closing the achievement gap for historically underperforming students in reading is 20.23

Did not meet the three year standard for academic growth in reading

Grade 3 Reading 37.04

Concern #3:

13.2% proficient or advanced on Mathematics PSSA

Concern #4:

School did not meet the academic growth standard in Science /Biology

Concern #5:

Truancy YTD is 27.0 %

Concern #6:

Tardiness YTD is 26.10%

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:

54.3 School Performance Profile Building Level Score Designation Focus

13.2% proficient or advanced on Mathematics PSSA

20.4% proficient or advanced on Reading PSSA

Closing the achievement gap for all students in reading is 14.69

Closing the achievement gap for historically underperforming students in reading is 20.23

Did not meet the three year standard for academic growth in reading

Grade 3 Reading 37.04

School did not meet the academic growth standard in Science /Biology

Truancy YTD is 27.0 %

Tardiness YTD is 26.10%

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

54.3 School Performance Profile Building Level Score Designation Focus

Truancy YTD is 27.0 %

Tardiness YTD is 26.10%

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: DRA Reports – Quarterly

November 2017, January 2018, April 2018

Specific Targets: Increase in the number of students proficient/advanced in reading from baseline to end assessment

Type: Annual

Data Source: School Performance Profile

September 2017 – May 2018

Specific Targets: Increase in the Building Level School Performance Profile Score

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: Increase in all PVAAS reported grade levels exceeded the standard for PA Academic Growth in all tested subjects and grade levels.

Type: Interim

Data Source: Emetric

September 2017 -J une 2018

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

Type: Interim

Data Source: Benchmark assessments

September 2017 - May 2018

Specific Targets: Increase the percentage of students scoring proficient or advanced in math and literacy.

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

Description:

Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

SAS Alignment: None selected

EDM 2017 (grades K-6) / Envisions for Middle School grades

Description:

Last year when we began using EDM 2017, we increased our measure of progress on our SPR by over 15%. We were essentially 5% away from getting

an "reinforce" in that area. Prior to that, the progress growth for math had consistently been below average

SAS Alignment: Instruction

ST Math (7-8th Grade)

Description:

Spacial reasoning is a major component of understanding and being able to solve complex mathematical tasks. This particular program specializes in teaching students that concept with detailed examples.

SAS Alignment: Instruction

24 Extracurricular Math Group

Description:

Increasing student automaticity when it comes to mathematics is a major component of getting students to reason and quickly recall basic facts. The purpose of the 24 EC club is to help students practice different methods and master different forms of operations in order to get to a desired number.

SAS Alignment: Instruction

Achieve 3000

Description:

Achieve 3000 provides a lexile based approach to helping students answer text dependent questions by proving their answers through textual evidence.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

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

Reflective Feedback

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

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Monitor

Description:

Informal and formal observations will be conducted on a weekly basis by administrator(s) and leadership team to monitor implementation, determine level

and frequency use of differentiated strategies as identified in lesson plans. This process will help to ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Agendas, sign-ins, teacher feedback, evaluations and lesson plans

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Evaluation

Description:

Leadership team will meet with teachers to discuss feedback from Walkthrough protocols to allow readjustment of differentiated instructional practices if needed. This process will help to ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Meeting Schedule

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations -Observation Protocol

Description:

Leadership team 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):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Walk thorough protocol

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):

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

Professional Development - 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

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment and 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

*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

*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

*Professional Development Implementation***Description:**

Professional development will be implemented on a monthly basis during Common Planning Time or afterschool to support best practices that will help to increase achievement for all student groups. Strategies for professional development will be identified through data analysis, teacher surveys and feedback from instructional walkthroughs to support increased achievement for all student groups. This process will help ensure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Lesson plans, agendas, sign-in sheets, minutes, evaluations

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development -Monitoring the effectiveness of the Professional Development Session***Description:**

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

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Evaluation

Description:

The leadership team will assess instructional practices on a weekly basis to monitor implementation of strategies identified in monthly professional development with feedback from Walkthrough protocols to allow readjustment of instructional practices if needed. This process will help ensure that research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom.

Lesson plans, agendas, sign-in sheets, minutes, evaluations

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

EDM 2017 (grades K-6) / Envisions for Middle School grades

Description:

Principal will provide training and on-going support (particularly with new teachers) who have never received formal training on EDM 2017.

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

Program Area(s): Professional Education

Supported Strategies:

- EDM 2017 (grades K-6) / Envisions for Middle School grades

ST Math-Schedule

Description:

The ST Math program will be done at least 3 days a week within the middle grade classrooms.

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

Program Area(s): Professional Education

Supported Strategies:

- ST Math (7-8th Grade)

ST Math - Implementation

Description:

During weekly grade group meetings, analyze student progress using a battery of data that highlights and supports student achievement.

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

Program Area(s): Professional Education

Supported Strategies:

- ST Math (7-8th Grade)

24 Extracurricular Math Group

Description:

The 24 EC Math group will be 1-2 times per week after school. The purpose of the group is to build capacity and increase student automaticity when it comes to basic recall and problem solving.

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

Program Area(s): Professional Education

Supported Strategies:

- 24 Extracurricular Math Group

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Serious Incident Reports /Monthly

Principal Information Board

September 2017 – June 2018

Specific Targets: Increase our overall daily attendance by 1%.

Type: Interim

Data Source: Suspension Reports /Monthly

Principal Information Board

September 2017 – June 2018

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

Type: Interim

Data Source: Response to Intervention (RtII/MTSS) / Weekly

2017– June 2018

Specific Targets: Reduction in the number of students referrals to Tiers II and Tier III by end of school year

Type: Interim

Data Source: SchoolNet

Chronic Tardiness Reports

2017 – 2018

Specific Targets: Increase our overall daily attendance.

Type: Interim

Data Source: SchoolNet

Truancy Reports

2017– 2018

Specific Targets: Decrease in the number of Chronically Truant Students.

Strategies:

Positive Behavior Support Program

Description:

Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: Safe and Supportive Schools

School-wide Attendance Incentive Program

Description:

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

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS team will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule, Meeting Minutes, Agenda, PBS Documents, Title I Binder

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

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

Calendar of school-wide incentives

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Positive Behavior Support Program

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

Description:

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Positive Behavior Support Program

*Positive school wide behavior plan***Description:**

Teachers will analyze student behavior data to review student Code of Conduct. This process will help to ensure school rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Positive behavior plan document and sign in sheet

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

*Meetings to support positive school climate***Description:**

Conduct weekly morning meetings to address classroom concerns and reinforce positive behavior and unity in the classroom. The Leadership team will monitor implementation of this process to determine effectiveness of program. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators

Sign-in sheets, Agendas

Start Date: 9/15/2014 **End Date:** 6/13/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Positive Behavior Support Program

Reward system to acknowledge positive behaviors

Description:

Implement monthly/quarterly reward system to acknowledge student positive behaviors. This process will help to ensure that School rules, policies and procedures are followed by all students and consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Monthly student referrals /quarterly celebration and a positive school climate.

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Faculty/Staff-Student Mentoring Program

Description:

Each staff member will be assigned a group of students to mentor and support with school wide positive goals To support increased positive behavior and achievement for At-Risk students. The leadership team will monitor implementation of this program to ensure effectiveness of the program. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators

Mentoring Sign-in sheets

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

Program Area(s): Special Education, Student Services

Supported Strategies:

- Positive Behavior Support Program

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

Description:

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

Attendance Monitoring Team Members

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

Start Date: 9/15/2014 **End Date:** 6/20/2017

Program Area(s): Special Education, 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: 9/12/2017 **End Date:** 6/30/2018

Program Area(s): Professional Education, Special 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.

Calendar of School-wide Incentives

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

Program Area(s): Professional Education, Special 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.

SchoolNet Data

Data Protocol

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- School-wide Attendance Incentive Program

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Washington Martha Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Washington Martha 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 Washington Martha 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.

There was an increase in ongoing parent participation during report card pick up conferences, during Monthly Principal Tea's as well as partnership meetings with the Office of Family and Community Engagement.

Describe the continuing areas of concern from the past year.

The percent of students who score proficient or advanced in reading and math. Increasing the overall daily attendance rate.

Describe the initiatives that have been revised.

The School Level Plan Guiding Questions 4 & 6 were revised to include:

PBIS and School Base Teacher Leader will assist the school with addressing the reading and math targets. The student support specialist will assist the school with decreasing suspensions to address the school's climate goal and to ensure a safe supportive environment.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The successes from the past year include the following:

1. Strong community partnerships.
2. Improved pedagogy of mathematical practice
3. Synergistic team environment

Describe the continuing areas of concern from the past year.

Developing a direct and targeted approach to effectively handling student discipline continues to be a challenge for Martha Washington. Although, student behavior is being mitigated at the school, our goal for next year is to develop systemic protocols for effectively handling student discipline. (SLGQ #6)

Describe the initiatives that have been revised.

The initiatives that need to be prioritized in the school-wide plan:

1. Improving reading and math PSSA scores.
2. Improve the instructional delivery of all core subjects with the goal of deliberately planning differentiated lessons in order to meet the needs of all learners. (SLGQ #4)
3. Improve the climate and culture of the school - particularly in our middle school classrooms. This process will be supported through the use of Title I funds to purchase 2 full time Elementary teachers, one .40 teacher,

4 Supportive Services Assistants, a School Climate Manager,

5 Noontime Aides to support climate and books and instructional aides to support instruction and parental involvement.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) __4__, __6__, are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation.

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

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.

Positive Behavior Support Program (PBS) was implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilized the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This included a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program ensured that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions. In addition, individual PBSPs was done for all students who are chronically late or absent.

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

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

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs ___4_, ___6___, we will continue to assess and amend the implementation of strategies to increase student achievement.