

Bache-Martin Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Bache-Martin Sch

2201 Brown St
Philadelphia, PA 19130
(215)684-5074

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Mark Vitvitsky

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Mark Vitvitsky	Building Principal : School Improvement Plan
Greg Vincent	Community Representative
Erin Pierce	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Kelly Cleary	Parent
Amelia Shambles	Student

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

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

- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent advisory committee meetings
- 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:

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, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	3/1/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/27/2017 12:00:00 AM	Email: School Plan Edits / Budget Confirmation
IU 26	12/8/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/27/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/3/2017 12:00:00 AM	School Improvement Plan Support
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.

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 are included in decision-making throughout the year. Programs/assessments are discussed and decided upon during Grade Group meetings, and voluntary Faculty meetings. Common Assessments are created/discussed and administered five times a year.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes

Math	Yes
Science	No
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

2015-2016	
Indicators of Closing the Achievement Gap:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 87.22 	
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 80.51 	
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 100.00 ELA/Literature - Meeting Annual Academic Growth Expectations 75.00 	
Other Academic Indicators:	
<ul style="list-style-type: none"> Promotion Rate 	98.06
<ul style="list-style-type: none"> Attendance Rate 	92.62

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	56.2
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 16.39 ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 29.51 Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 32.81 Industry Standards-Based Competency Assessments- Percent Competent or Advanced N/A Grade 3 ELA- Percent Proficient or Advanced 47.46 SAT/ACT College Ready Benchmark N/A 	
Indicators of Closing the Achievement Gap:	
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 0.00 Science/Biology – Percent of Required Gap Closure Met 0.00 	
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 0.00 Science/Biology – Percent of Required Gap Closure Met 0.00 	
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 64.00 	
KPI Attendance:	93%
KPI Out of School Suspension:	10.2 %

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

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.

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: Study Island Progress Reports / Quarterly

November 2017, January 2018, April 2018

Specific Targets: 10% Increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Interim

Data Source: PSSA

September 2017 – June 2018

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

Type: Interim

Data Source: PVAAS

September 2017- June 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

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

Type: Interim

Data Source: STAR and Aimsweb data monthly

Sept 2017- June 2018

Specific Targets: Increase the number of students in Grades K-2 reading on grade level by 10% as evidenced by STAR assessment (Baseline - 65.7% - 155 students)

Type: Interim

Data Source: Monthly STAR, Benchmark data and Quarterly DRA

Sept 2017 - June 2018

Specific Targets: Increase the number of Grade 3 students reading on grade level by 10% as evidenced by STAR assessment (Baseline - 51.7% - 58 students)

Type: Interim

Data Source: Monthly STAR and Benchmark data

Sept 2017- June 2018

Specific Targets: Increase the number of Grade 4 students achieving Math proficiency by 10% as evidenced by STAR assessment (Baseline 47.5% - 57 students)

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated in a variety of ways including by process, product and content to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms.

SAS Alignment: Instruction

Informal and Formal Observations

Description:

Informal and Formal Observations: The Principal will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

*Small Group Instruction***Description:**

An independent LLI Efficacy Study was conducted by the Center for Research in Education Policy (CREP) at the University of Memphis examining the efficacy of LLI instruction on struggling readers in urban districts in Denver, Colorado. A total of 320 K–2 students participated in this mixed-methods randomized controlled trial (RCT) that included both quantitative and qualitative data. The students were matched demographically and randomly assigned to treatment and control groups. There were four key purposes of this study: (1) to determine the efficacy of the Leveled Literacy Intervention System (LLI) in increasing literacy achievement for urban K–2 students and associated student subgroups; (2) to examine LLI System implementation fidelity in urban settings; (3) to determine perceptions of the LLI System according to relevant stakeholders; and (4) to corroborate the Fountas & Pinnell Benchmark Assessment System with established literacy assessments

SAS Alignment: Instruction

*Blended Learning***Description:**

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment.

SAS Alignment: Instruction

*Guided Reading***Description:**

In guided reading, teachers provide specific demonstrations and teaching of comprehension strategies such as inferring, synthesizing, analyzing, and critiquing. Teachers prompt readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel (NICHD, 2000) has suggested that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts.

SAS Alignment: Instruction

Accelerated Math

Description:

A recent Ysseldyke and Betts (2010) study compared students using specific textbook curricula—both traditional and reform (enVision Math, Everyday Mathematics, Holt McDougal, Macmillan/McGraw-Hill, and Saxon Math)—with and without Accelerated Math. Results showed students using Accelerated Math outperformed their peers who did not use the software.

SAS Alignment: Instruction

Small Group Instruction

Description:

This strategy was used with our 4th graders, resulting in a students on the Pathway to Proficiency grow 4% from November 2016 to March 2017 according to the STAR assessment.

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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include a variety of differentiated practices including differentiation 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 Pennsylvania Framework of teaching.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrators will review lesson plans to ensure that plans are differentiated in a variety of ways, in order to actively engage and meet student learning needs.

Monitor PSSA Academy lesson plans to ensure that plans are differentiated. PSSA Academy is being offered weekly from January 2014 through April 2015 as an extended learning opportunity for students beyond the regular school day.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Observation

Description:

Administrators will observe a variety of 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 Pennsylvania Framework of teaching.

Differentiated Instruction

-Informal and Formal Observations

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

Walk through protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

*Informal and formal observations -Conduct Walk Throughs***Description:**

The Principal will conduct walkthroughs using the Pennsylvania 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.

Walkthrough protocols

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Informal and Formal Observations

*Informal and formal Observation - Feedback***Description:**

Principal 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:** 6/29/2018

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. The District will provide an enhanced program of coaching and support for new teachers and struggling veterans in order to enhance their ability to become effective educators. Peer Assistance and Review (PAR) is a key component of a new system of professional growth and development for teachers that centers on common teaching standards with professional development content, coaching, mentoring, and observation protocols all aligned to those standards.

Schedule/Agenda of Instructional Coaching Session

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the teacher surveys and needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process during Grade Group meetings and extra curricular Professional Development to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Pennsylvania Framework - Professional Development on Pennsylvania Framework

Description:

Professional development on Pennsylvania Framework will be offered to all teachers through Grade Group meetings and District based Professional Development to ensure that all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students

Agenda

Sign-in Sheets

Start Date: 9/1/2017 **End Date:** 6/29/2018

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. The District will provide an enhanced program of coaching and support for new teachers and struggling veterans in order to enhance their ability to become effective educators. Peer Assistance and Review (PAR) is a key component of a new system of professional growth and development for teachers that centers on common teaching standards with professional development content, coaching, mentoring, and observation protocols all aligned to those standards.

Schedule of Instructional Coaches

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development

Small Group Instruction

Description:

K-2:

Teachers will identify students at each grade level, placing them in small groups. SBTL, SEL and administrator will determine which students will receive LLI.

3 Grade:

The SBTL will facilitate the identification of students in grade 3, placing them in the STAR assessment program to assess student reading levels.

Teachers will be trained in Accelerated Reader and Lexia. SSAs will be utilized to assist with small group instruction using materials from Lexia. We will purchase a variety of materials to enrich the literacy environment in order to provide motivation to read, multiple opportunities and authentic reasons to engage with text. These materials include classroom libraries, so students have access to a variety of leveled texts.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Small Group Instruction

Blended Learning

Description:

K-2 Grade:

A Blended learning model will be utilized to personalize student's needs. Incorporated into that will be the use of guided reading. To measure effectiveness, quarterly AIMSweb, quarterly DRA2 data, and monthly data from STAR assessments will be collected and analyzed for progress as we move toward 8-week targets.

3rd:

Based on the results, a Blended learning model will be utilized to personalize student's needs. Incorporated into that will be the use of Lexia and Accelerated Reader to give students additional instructional time. To measure effectiveness, STAR assessment data will be collected monthly and analyzed for progress, AIMSweb data will be collected quarterly, and Benchmark data will be collected and analyzed quarterly as we move toward 8-week targets. Professional Development will be provided to teachers to support in the implementation of Common Core aligned curricula and the integration of technology.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Blended Learning

*Accelerated Math***Description:**

The SBTL, SEL, teachers and administrator will facilitate the identification of 3rd grade students through the use of STAR data placing them in flexible small groups. All 3rd graders will be placed on STAR Math and Accelerated Math to identify Math proficiency levels and implement an action plan to increase growth. Monthly STAR Math Assessment and quarterly Benchmark Data will be utilized to assess growth. Accelerated Math, First in Math, Study Island will be used by students to help improve achievement. Professional Development will be provided to teachers to support in the implementation of Common Core aligned curricula and the integration of technology. Additional Professional Development will be offered in Accelerated Math and Study Island.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Accelerated Math

*Small Group Instruction***Description:**

The SBTL, SEL, teachers and administrator will facilitate the identification of 3rd grade students through the use of STAR data placing them in flexible small groups. All 3rd graders will be placed on STAR Math and Accelerated Math to identify Math proficiency levels and implement an action plan to increase growth. Monthly STAR Math Assessment and quarterly Benchmark Data will be utilized to assess growth. Accelerated Math, First in Math, Study Island will be used by students to help improve achievement. Professional Development will be provided to teachers to support in the implementation of Common Core aligned curricula and the integration of technology. Additional Professional Development will be offered in Accelerated Math and Study Island.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Small Group Instruction

*Guided Reading***Description:**

A Blended learning model will be utilized to personalize student's needs. Incorporated into that will be the use of guided reading. To measure effectiveness, quarterly AIMSweb, quarterly DRA2 data, and monthly data from STAR assessments will be collected and analyzed for progress as we move toward 8-week targets. Professional Development will be provided to teachers to support in the implementation of Common Core aligned curricula and the integration of technology. Teachers will be trained in Accelerated Reader and Lexia. SSAs will be utilized to assist with small group instruction using materials from Lexia. We will purchase a variety of materials to enrich the literacy environment in order to provide motivation to read, multiple opportunities and authentic reasons to engage with text. These materials include classroom libraries, so students have access to a variety of leveled texts.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Guided Reading

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: Principal Information Board Suspension Data – September 2017-June 2018

Specific Targets: 15% reduction in the number of suspensions by June 2018

Type: Interim

Data Source: Schoolnet Serious Incident Reports September 2017-June 2018

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

Type: Interim

Data Source: Schoolnet – KPI Dashboard Attendance September 2017-June 2018

Specific Targets: Attendance rate will improve by 10%

Type: Interim

Data Source: Schoolnet – KPI Dashboard Attendance September 2017-June 2018

Specific Targets: Truancy rate will decrease by 10%

Type: Interim

Data Source: RTII, School Net, KPI Dashboard

Sept 2017- June 2018

Specific Targets: Decrease the amount of out of school suspension by 10% (Baseline 92.6% - 485 students)

Strategies:

Positive Behavior Support Program (PBS)

Description:

Positive Behavior Support Program (PBS) Domains 2 and 4 will be offered through Grade Group meetings and SDP Professional Development 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

Attendance monitoring programs

Description:

The Dean of Student Services provides support to students, teachers and parents through RTII. Establishing a consistent, multi-tiered continuum of consequences and supports for students who demonstrate problem behaviors is shown to reduce suspensions. The Dean, in conjunction with the counselor will help develop supports for students such as small group social skills instruction, Check-In/Check-Out, etc.

SAS Alignment: Safe and Supportive Schools

Professional Development related to Positive Behavior

Description:

In a study conducted by the American Counseling Association, School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes toward school than those students who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support and Pennsylvania Framework Domains 2 and 4 Professional Development

Description:

Professional development on Domains 2 and 4 of the Pennsylvania Framework will be offered to all teachers through Grade Group meetings and School District sponsored trainings to guarantee that there is a system within the school that fully ensures a safe and supportive environment for all students.

Agenda

Sign in Sheets

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Positive Behavior Support Program (PBS)

Professional Development – Positive Behavior Professional Development Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development related to Positive Behavior supports over the course of the year.

List of Presenters

Agendas

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Positive Behavior Support Program (PBS)

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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program (PBS)

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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program (PBS)

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The Principal will monitor the implementation of positive behavior management strategies through lesson plans and formal/informal observations. This process will help guarantee that there is a system within the school that fully ensures a safe and supportive environment for all students. 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:** 6/29/2018

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

- Positive Behavior Support Program (PBS)

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

Description:

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

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Positive Behavior Support Program (PBS)

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.

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community

members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

Attendance monitoring programs

Description:

The Dean of Student Services and the Counselor will will share climate best 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. Teachers and staff will implement and reinforce best practices, policies, and expectations through a school wide incentive program

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Attendance monitoring programs

Professional Development related Positive Behavior

Description:

The Dean of Student Services and the Counselor will will share climate best 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. Teachers and staff will implement and reinforce best practices, policies, and expectations through a school wide incentive program. The school counselor and Dean of Student Services will evaluate the effectiveness of our incentive program 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:** 6/29/2018

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

- Professional Development related to Positive Behavior

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Bache-Martin Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bache-Martin 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 Bache-Martin 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.

85.7% of students in K are reading on Target as indicated by Qtr. 2 DRAs (Baseline - 65.7% - 155 students)

51.7% of students in Grade 3 are at or above grades level as indicated by Qtr. 2 benchmark Assessments (Baseline - 51.7% - 58 students)

47.5% of Grade 4 students are proficient in Math according to the Quarter 2 benchmark (Baseline 47.5% - 57 students)

92.6% of students have 0 out of school suspensions (Baseline 92.6% - 485 students)

Describe the continuing areas of concern from the past year.

Increase the number of students in Grades K-2 reading on grade level by 10% as evidenced by STAR assessment (Baseline - 65.7% - 155 students)

Increase the number of Grade 3 students reading on grade level by 10% as evidenced by STAR assessment (Baseline - 51.7% - 58 students)

Increase the number of Grade 4 students achieving Math proficiency by 10% as evidenced by STAR assessment (Baseline 47.5% - 57 students)

Decrease the amount of out of school suspension by 10% (Baseline 92.6% - 485 students)

Describe the initiatives that have been revised.

The Effective Instructional Practices goals (SLGQ #4) have been revised and now includes the following additional strategies: small group instruction, blended learning, guided reading, and accelerated math.

The Climate goals (SLGQ #6) have new implementation strategies including attendance monitoring programs and professional development related to positive behavior.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Climate (SLGQ#6) is a strength of our current school program. In 2014-2015, 100% of Students had Zero In-School Suspensions. 96% of Students had Zero Out-of-School Suspensions. Our annual retention rate is 87%. The Director of Student Services position has been created this year. The Director of Student Services coordinates RTII attendance and behavior health with Counselor. S/he also implements Positive Behavior Support Program (PBS) throughout the school.

Describe the continuing areas of concern from the past year.

Math PSSA scores are low, Literacy PSSA scores are low. Only 13% of students scored Proficient or Advanced in Math. 34% of students scored Proficient or Advanced in English Language Arts. Only 48% of students in Grades K-2 are reading at Grade Level. This is caused by a lack of curricular alignment, teacher understanding of how to lesson plan, how to use data to drive instruction and how assessment drives planning and instruction. (SLGQ#4)

Describe the initiatives that have been revised.

Climate Goals (SLGQ #6) - Office referrals will decrease by at least 20% due to an increase in PBIS efforts in the classroom. Leadership Systems - The school leader will establish effective data monitoring systems that ensure a high quality, high performing staff. The school leader will develop a prescribed instructional model for K-8 literacy and math. The school leader will develop a process to consistently resolve school-based problems/conflicts in a fair, democratic way. Positive Behavior Support Program training will be offered through Grade Group meetings and SDP Professional Development. Positive Behavior Support Program (PBS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students.

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.

Schoolwide professional development has grown teaching practice resulting in growth in student achievement data, improvement in teacher ratings and given the school a clear focus for further instructional development.

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. 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.

Our PBS plan has impacted our climate and culture by cutting our suspensions in half as well as the number of days that students have been suspended in half.

After careful monitoring of our attendance initiative and only .5% of growth compared to last year, we will continue to closely monitor and make shifts where needed.

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

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

Plans for PD, PBS and our attendance initiative will continue to shift based on our teachers' needs, students' needs, and our growth in attendance.

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.