

Bethune Mary McLeod Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Bethune Mary McLeod Sch

3301 Old York Rd
Philadelphia, PA 19140
(215)227-4433

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Jamina Dingle

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Jamina Dingle	Building Principal : School Improvement Plan
Mike Major	Community Representative
Marianne Marino	Elementary School Teacher - Regular Education
Derrick Pittman	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Thomas Bailey	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 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 Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school 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 effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26	11/1/2016 12:00:00 AM	Overview of OFPD&I
IU 26	1/11/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
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	3/13/2017 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.

Professional Learning Community meetings are held weekly for teachers to discuss instructional programming and plan for how to use academic assessments to improve student achievement.

Common planning time will be utilized, additionally instructional leadership team will facilitate cross planning sessions for vertical articulation. Assessments will be used to inform instruction and to support decisions related to improving the school's instructional program.

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	73.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	73.00
Other Academic Indicators:	
<ul style="list-style-type: none"> Promotion Rate 	98.64
<ul style="list-style-type: none"> Attendance Rate 	90.25 %
KPI Out -of- School Suspensions	97.4 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	41.8
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	4.58
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	16.12

<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	11.11
<ul style="list-style-type: none"> Grade 3 ELA- Percent Proficient or Advanced 	16.25
Indicators of Closing the Achievement Gap- All Students:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	9.06
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> 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"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	12.40
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> 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 	50.00
KPI Attendance	89.9 %

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 #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

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: Students in grades 4-8 who take the PSSA will see an increase of 40% on the constructed response and extended response section of the PSSA.

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

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

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: Aimsweb, DRA2 and Lexia data
 Sept 2017- June 2018

Specific Targets: Increase the number of K-3 students reading on target by 20% (Baseline is 295-students)

Type: Interim

Data Source: Compass Learning and First in Math and PSSA data

Sept 2017- June 2018

Specific Targets: Increase the number of 6-8 grade students achieving Math proficiency by 10% (Baseline,80%-students),as evidenced by the PSSA".

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

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: Instruction

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practices. Professional development and coaching on all elements of instructional design (e.g. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all

students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

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 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:

Small group instruction is utilized in all Kindergarten through 3rd grade classes. Students have shown growth in the Aimsweb results due to the small group instruction that is taking place in classes

SAS Alignment: Instruction

Guided Reading

Description:

Kindergarten through 3rd grade students are currently receiving guided reading instruction both during school and during after school programming. Students have shown a growth of a least one grade level using the guided reading strategies.

SAS Alignment: Instruction

Lexia

Description:

Provides independent practice in the 5 components of reading; can be used to group students according to need. Supplemental software program; complements any sound core curriculum; students work independently via differentiated practice; alerts teacher when student needs support; provides full reporting of progress and needed skill review; 20 to 30 minutes, 3 to 5 times per week; includes placement testing.

SAS Alignment: Instruction

Compass Learning

Description:

Provides focused independent practice in specific areas of need for students. Students take a pre-assessment and then are leveled to work directly on numeration and other math skills.

SAS Alignment: Instruction

First in Math

Description:

Provides independent practice in specific areas of need for students. Students take a pre-assessment and then work directly on numeration and other math skills that are needed.

SAS Alignment: Instruction

Small Group Instruction- Math

Description:

Small Group instruction is used in all math classes. Students are taught a whole group lesson and then work independently while the teacher works directly with a small group of students on an area of need.

SAS Alignment: Instruction

Achieve 3000

Description:

Achieve3000 uses a proprietary software engine, LevelSet™ and an online summative assessment tool, to differentiate language arts instruction based on each student's Lexile® level. So while an entire class receives the same assignments and activities, each student receives the assignment tailored automatically and precisely to his or her reading level.

SAS Alignment: Instruction

Classroom Leveled libraries

Description:

Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Lessons across the three systems progress from beginning reading in Kindergarten or Grade 1 (Level A) to beginning reading for Grade 3 (Level N). LLI is designed to be used with small groups of young children who need intensive support to achieve grade-level competency. Participants include low-achieving children who are not receiving another supplementary intervention. English language learners can also benefit from LLI.

SAS Alignment: Instruction

*Writing Curriculum***Description:**

A writing curriculum will be purchased for all literacy classes that will provide students with the opportunity to practice writing and will give teachers access to a released standards based items.

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 design standards aligned lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students. Inclusion teachers will support both identified special education students as well as struggling learners. The WIN (What I Need) will continue as a support for struggling readers. SRA Reading Intervention programs (Corrective Reading/Reading Mastery/ Read to Achieve) will continue as an intervention for all non-proficient readers. Transitional readers will work in focused guided reading groups/intervention groups (Imagine It Intervention/Rewards) to enhance skills and comprehension. On level and above readers will be included in enrichment reading groups using Jr. Great Books/Roundtable or other applicable text to develop higher order thinking skills. First in Math and ST Math programs will serve as math intervention and skill support programs. This will ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans 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. 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Observation

Description:

Principal and Teacher Leader will observe differentiated practices in classroom using the walkthrough process. Principal and Teacher Leader will provide feedback on research based instructional practices and to monitor instructional fidelity of intervention programs. This is to ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA 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

Differentiated Instruction – Feedback

Description:

Principal and Teacher Leader will provide feedback on research based instructional practices and to monitor instructional fidelity of intervention

programs. This is to ensure students are actively engaged and instructional practices meet the learning needs of all students across all classrooms and are aligned with the PA Framework of Teaching.

Feedback Protocol

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

Walk through protocol

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

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 leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Danielson Framework -Professional Development on Danielson Framework

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

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

Description:

Administrators will monitor the implementation of the Danielson Framework that all teachers appropriately adjust lessons to address student needs. .

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Evaluate the Implementation of the Danielson Framework of Instruction

Description:

Administrators will monitor the implementation through the observation process to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

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): Professional Education

Supported Strategies:

- Professional Development

*Professional Development -Analyze Data from Needs Assessment***Description:**

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development -Trainings***Description:**

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

Year-long PD calendar

Title I Binder

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

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:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Small Group Instruction***Description:**

DRA scores will be collected four times a year with a baseline collected in the fall. Each marking period we will collect DRA scores on students. Students who are identified as being intensive and/or strategic will receive additional support from the reading specialist teacher. The reading specialist will be available to provide small group instruction to students on a weekly basis. Students who are identified as in need of strategic or intensive support in order to get on reading level, will participate in afterschool programming. This programming will allow teachers to work with small groups of students (no more than 10 per class) on intensive reading strategies. The programming for afterschool will be based around the use of Lexia reading program along with small group instruction. Professional development will be held biweekly and will be focused around literacy support. During the professional development sessions teachers will be trained on how to implement small group instruction and guided reading strategies with fidelity.

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

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

- Small Group Instruction

*Guided Reading***Description:**

The guided reading program will be an integral part of the balanced literacy program that will be implemented. The levelled libraries that will be purchased will support the implementation of the balanced literacy program by providing students with leveled and appropriate literature to read from a variety of genres.

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

Program Area(s):

Supported Strategies:

- Guided Reading

*Lexia***Description:**

Students who are identified as in need of strategic or intensive support in order to get on reading level, will participate in afterschool programming. This programming will allow teachers to work with small groups of students (no more than 10 per class) on intensive reading strategies. The programming for afterschool will be based around the use of Lexia reading program along with small group instruction. Professional development will be held biweekly and will be focused around literacy support.

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

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

- Lexia

*Compass Learning***Description:**

Our roster will be modified to provide math instruction in the morning. We have found that by providing math instruction in the morning, students are more focused. We will also incorporate and include Compass learning programs to create a balanced math program that is focused on small group instruction. Data will be evaluated monthly and appropriate supports will be provided to support students needs.

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

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

- Compass Learning

First In Math

Description:

Our roster will be modified to provide math instruction in the morning. We have found that by providing math instruction in the morning, students are more focused. We will also incorporate and include First in Math programs to create a balanced math program that is focused on small group instruction. Data will be evaluated monthly and appropriate supports will be provided to support students' needs.

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

Program Area(s):

Supported Strategies:

- First in Math

Small Group Instruction- Math

Description:

Our roster will be modified to provide math instruction in the morning. We have found that by providing math instruction in the morning, students are more focused. We will also incorporate and include Compass learning programs to create a balanced math program that is focused on small group instruction. During small group, teachers will provide additional support to review concepts that were taught during instructional block. Appropriate supports will be provided to support students' needs.

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

Program Area(s):

Supported Strategies:

- Small Group Instruction- Math

Achieve 3000

Description:

Using Achieve 3000 students will be provided with the opportunity to respond to literature and informational text using a research based computer based program. Students in grades 4-8 will have the support of City Year corps members who will pull small groups to support literacy goals. Students will have access to afterschool programming through City Year.

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

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

- Achieve 3000

*Writing Curriculum***Description:**

The roster will be structured to support the implementation of a rigorous writing intervention prep. This class will have students focused on the writers workshop and will support the implementation of a writing curriculum. Students will be taught by a highly qualified teacher on how to write constructed responses to literature and informational text. Students will be able to complete writing assignments across a variety of modes.

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

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

- Writing Curriculum

*Comprehensive Literacy Block***Description:**

The guided reading program will be an integral part of the balanced literacy program that will be implemented. The leveled libraries that will be purchased will support the implementation of the balanced literacy program by providing students with leveled and appropriate literature to read from a variety of genres.

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

Program Area(s):

Supported Strategies:

- Classroom Leveled libraries

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly /

9/2017-6/2018

Specific Targets: 75% or more students will increase in reading skills by one grade level

Type: Annual

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2017-6/2018

9/2017-6/2018

Specific Targets: 75% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: PVAAS

September 2017- June 2018

Specific Targets: 10% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in math and reading

Type: Interim

Data Source: eMetric

September 2017- June 2018

Specific Targets: Increase up to 10% or more in reading and math for all student groups.

Strategies:

Data Analysis Procedures-

Description:

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

Common Planning Time -

Description:

Common Planning Time - (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments, and adjust interventions and systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

SAS Alignment: None selected

Positive Behavior Support Program:

Description:

Positive Behavior Support Program: 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: Assessment

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: Assessment

Implementation Steps:

Data Analysis Procedures-Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members will include the Principal, Assistant Principal, School Based Instructional Specialist (SBIS), Technology Teacher Leader (TTL), Assessment Coordinator, Roster Chair, Response to Intervention and Instruction (RTII) Champion, Department Chairs, Academy Coordinators, ESOL Coordinator, and Special Education Liason. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

*Data Analysis Procedures-Create Data Analysis Protocols***Description:**

The Data Analysis Team will create protocols to analyze multiple sources of student data. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

Copy of Data Protocols

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

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

- Data Analysis Procedures-

*Data Analysis Procedures-Professional Development on Data Protocols and Analysis***Description:**

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

Agenda**Sign in Sheets****PD Evaluation sheet and schedule****Title I Binder**

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

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

- Data Analysis Procedures-

*Data Analysis Procedures-Analyze Data***Description:**

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

PDE and Locally relevant students data

Lesson Plans

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

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

- Data Analysis Procedures-

*Data Analysis Procedures - Adjust Practices***Description:**

Teams will work collaboratively to identify and adjust ongoing teaching and learning. Small instructional groups will then be a focus to implement these practices. Standards-aligned assessments will be discussed by teachers and students at the classroom level to provide feedback that is used to adjust ongoing learning. This will ensure that teachers use established protocols to analyze appropriate data for informing decisions for improving student learning.

Lesson Plans, Agenda, Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures-

*Data Analysis Procedures-Monitor Data Analysis***Description:**

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally relevant students data

Lesson Plans

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

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

- Data Analysis Procedures-

*Data Analysis Procedures-Data Analysis Evaluation***Description:**

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally Relevant Student Data

Agendas

Meeting Minutes

Lesson Plans

Formal/Informal Observations

Pre- & Post-Observations Meetings

Reflective Feedback Forms

Data Protocols

Data Room Updates

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Common Planning Time- Develop a Schedule

Description:

Develop a master schedule to include Common Planning Time (CPT) for all grade groups to allow for data analysis, modification, and adapt practices within classrooms. This will ensure use of established protocols to analyze appropriate data for informing decisions for improving student learning.

Schedule

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

Program Area(s):

Supported Strategies:

- Common Planning Time -

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. Data will be used as the ongoing tool that adjusts instruction in order to accommodate students' strengths and weaknesses. Teachers will also meet in grade

groups/Common Planning Time (CPT), and other forums to review, analyze, and disaggregate data to make decisions related to curricular content and instructional practices.

Agendas

Lesson plans

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time -

Common Planning Time -Monitor

Description:

Leadership will monitor that Common Planning Time is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices, including small group instruction through formal and Informal observations. This will ensure that implementation is present in classroom practices and a school-wide use of data that is focused on school improvement and the academic growth of all students.

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time -

Common Planning Time- Evaluate

Description:

Leadership will evaluate the effectiveness of Common Planning Time through the Formal and Informal Observations process to ensure that implementation is present in classroom practices. This will ensure that a school-wide use of data that is focused on school improvement and the academic growth of all students.

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time -

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. PBS team will develop and monitor the implementation of a discipline process that allows for students to be reengaged with the school community as soon as possible.

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

Program Area(s): Professional Education

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.

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

Program Area(s): Professional Education

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.

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

Program Area(s): Professional Education

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.

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

Program Area(s): Professional Education

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.

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

Program Area(s): Professional 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.

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

Program Area(s): Professional Education

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 an attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

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

Program Area(s): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: KPI attendance data and Suspension data

Sept 2017- June 2018

Specific Targets: 95% of students will meet their attendance goal. 95% of students will not receive an out of school suspension.

Strategies:

City Year

Description:

City Year workers focus on students with attendance issues and work directly with them to improve their attendance. Students meet regularly with City Year workers to set goals and receive incentives for meeting their attendance goals.

SAS Alignment: Safe and Supportive Schools

Bethune Bear Incentive Program

Description:

Program supports students in meeting attendance goals. Through the use of a token economy and ongoing incentives and rewards students are acknowledged for improving their attendance and for meeting ongoing attendance goals. The program has shown results in decreasing the number of students with chronic

absenteeism and for engaging students around a common goal of attending school 95% of the time or more.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

City Year

Description:

At the beginning of the year, all students will receive attendance counseling and be informed about attendance initiatives. Students who demonstrate attendance issues will be identified using first marking period data. These students will be paired with one of the City Year groups in grades 3-8 and with the attendance counselor in grades K-2. The identified supports will work with students to address their absentee rates

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

Program Area(s):

Supported Strategies: None selected

Bethune Bear Incentive Program

Description:

The Bethune Bear Incentive program is focused around students who have shown difficulty in meeting attendance goals. The school counselor and dean of students works with students to address these attendance issues. Teachers also make consistent phone calls and participate in ensuring that students arrive to school on time each day.

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

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Bethune Mary McLeod Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bethune Mary McLeod 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 Bethune Mary McLeod 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.

In the talent area, 90% of effective teachers were retained at Bethune Elementary School. In early literacy, Number of students who are currently in need of intensive support is 41% and compared to the 2015-2016 school year 2nd benchmark scores are currently at 36.7%. In math, 2nd benchmark scores are currently at 37.5 which is an increase compared to 2015-2016 school year . In climate, compared to the 2015-2016 school year, 33% of students have met attendance targets.

Describe the continuing areas of concern from the past year.

In early literacy we need to increase the number of K-3 students reading on target by 20% (Baseline is 295-students) and for students in grades 4-8 who take the PSSA will see an increase of 40% on the constructed response and extended response section of the PSSA. . In math we need, Describe Goal: Increase the number of 6-8 gradestudents achieving Math proficiency by10% (Baseline, 80%- students),as evidenced by the PSSA. In the area of climate, we need 95% of students will meet their attendance goal. 95% of students will not receive an out of school suspension.

Describe the initiatives that have been revised.

SLGQ 4: Small group instruction , lexia and guided reading, Compass Learning, First in Math, Achieve 3000, Classroom leveled librabies and a writing curriculum were added in response to the guiding question 4.

SLGQ 6: Bethune Bear Incentive program were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The successes of the past years at Mary Bethune Elementary school are as follows: Over 95% test participation in sub groups (IEP, African American and Latino), attendance rate over 90%, suspension rate has decreased and over 95% of classes taught by highly qualified teachers.

Describe the continuing areas of concern from the past year.

The continuing areas of concerns from the past two years at Mary Bethune elementary school is as follows for SLGQ #2 and 4:

- School Performance Index of under 50.
- Still on watch and intervene in most areas.

- All students, black Latino and IEP did not score growth on the PSSA for math or literacy.
- 18% advanced or proficient on Reading PSSA.
- Chronically truant rate is higher than 10%
- Total suspension number is over 30 for the year

Describe the initiatives that have been revised.

As an ongoing initiative to address SLGQ #2 and 4 Mary Bethune elementary school continues to have:

- Schoolwide PBIS model implemented and revised to address ongoing incentives
- Staff incentives to increase staff attendance rate
- Professional Learning Community meetings held weekly to support teacher instructional planning
- Professional development provided to teachers to support implementation of curriculum. .

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 4 and 2 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.

Bethune Elementary School has reorganized our instructional leadership team and is currently providing additional support and training for ILT members. These ILT members are then facilitating professional learning communities for their grade teams. Grade teams are using actual benchmark data to restructure and align instruction to the needs of students. Strategy 2 is completed through the scheduling of common planning time for all teachers in grades K-8 which allows regularly scheduled time for teachers in grades K-8 to meet and discuss data and plan instruction. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

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

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

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

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

Due to the limited implementation period of SLGQ 6, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes. At this time Bethune is beginning to utilize schoolwide behavior systems in order to address and improve the safety and climate of the building. Through the use of locally relevant data we have identified attendance and safety/climate as an area of concern. We are working to create and implement a building wide positive behavior program that acknowledges and rewards positive student behavior and provides additional resources and supports for students who are in need.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4, and 6 we will continue to assess and amend the implementation of strategies to increase student achievement. As we begin to implement school wide positive behavior systems we are reviewing and comparing suspension and attendance data and making appropriate changes as necessary in order to improve the climate of the building.