

Taylor Bayard Sch
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Taylor Bayard Sch

3698 N Randolph St
Philadelphia, PA 19140
(215)227-4435

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: David Laver

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Nick Rotoli	Academic Recovery Liaison : School Improvement Plan
David Laver	Building Principal : School Improvement Plan
Theresa Livingston	Ed Specialist - Other
Alan Foo	Ed Specialist - Other
Leah Perrucci	Ed Specialist - Other
Keesha Ransom	Intermediate Unit Staff Member
Kenia Alvarado	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:

- District web page
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

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

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

The Office of Federal 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	9/23/2016 12:00:00 AM	Overview of OFPD&I
IU 26	10/14/2016 12:00:00 AM	PVAAS Training
IU 26	12/9/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	12/23/2016 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.
IU 26	3/21/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support

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.

At Taylor Elementary school teachers are included in the decisions regarding the use of academic assessments to improve the achievement by: leadership Team meetings and grade level common planning time to review student data, including Aimsweb, IRLA, Benchmarks, PSSA and teacher made assessments .

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	No
Reading	No
Math	No
Science	No

Before School	No
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:	
ELA/Literature - Meeting Annual Academic Growth Expectations	71.00
Other Academic Indicators:	
Promotion Rate:	100.00
Attendance Rate:	90.62
Out-of-School Suspensions:	5.1 %

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	42.5
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	8.61
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	12.70

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	21.62
Grade 3 ELA- Percent Proficient or Advanced	19.48
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	25.63
ELA/Literature – Percent of Required Gap Closure Met	42.44
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	26.32
ELA/Literature – Percent of Required Gap Closure Met	38.02
Science/Biology – Percent of Required Gap Closure Met	0.00
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00

Science/Biology - Meeting Annual Academic Growth Expectations	50.00
KPI Attendance:	91.6 %

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: Annual

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

September 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, IRLA and DRA2 data

Sept 2017- June 2018

Specific Targets: Increase percent of students reading on grade level by 10% as measured by the DRA

Type: Interim

Data Source: Aimsweb Math data

Sept 2017- June 2018

Specific Targets: Increase students scoring proficient or advanced on the math PSSA by 10%

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: 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: Standards

Informal and Formal Observations

Description:

Informal and Formal Observations: 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: Standards

Professional Development

Description:

Professional Development: Professional Development on research based strategies and best practices in all content areas 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: Standards

small group instruction

Description:

The use of guided practice/small group instruction allows for effective instruction of students following the teaching of a particular skill (sometime new and sometimes not) Guided practice allows for active application of the information/skill working to be mastered. Small group allows for teachers to differentiate for students across the class around a particular skill. This allows teachers to help students develop particular skills which they are well in.

SAS Alignment: Instruction

100 Book Challenge Program

Description:

Independent reading at the students' independent level has been proven to greatly increase student fluency in reading. All students spend 30 minute each day in school participating in 100 Book Challenge.

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

Guided Math groups

Description:

The use of guided practice/small group instruction allows for effective instruction of students following the teaching of a particular skill (sometime new and

sometimes not) Guided practice allows for active application of the information/skill working to be mastered. Small group allows for teachers to differentiate for students across the class around a particular skill. This allows teachers to help students develop particular skills which they are well in.

SAS Alignment: Instruction

OGAP Math Instruction Model

Description:

OGAP is a systemic and intentional formative assessment system in mathematics grounded in the research on how students learn mathematics. Through extensive professional development, supported by tools and resources, teachers learn how to use formative assessments in their classrooms and analyze the resulting information about student thinking to guide subsequent instruction. OGAP is not a curriculum, but is designed to be used with an existing curriculum on a regular basis.

SAS Alignment: Instruction

Pathways

Description:

Math Pathways & Pitfalls books are aligned to the Common Core State Standards (CCSS) for Mathematics in the domains of Operations & Algebraic thinking and Numbers and Operations. We offer four volumes with the following mathematical topics:

Early and whole number concepts with algebra readiness for grade K and grade 1;
Place value and whole number operations with algebra readiness for grade 2 and grade 3;
Fractions and decimals with algebra readiness for grade 4, grade 5, and grade 6;
and percents, ratios and proportions with algebra readiness for grade 6, grade 7, and grade 8.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students.

This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Indicator of Implementation:

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 differentiated practices by process, content and product. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Indicator of Implementation:

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 by content, process, and product and actively engage and meet student learning needs.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction-Accountability

Description:

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

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

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.

Indicator of Implementation:

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal/Formal Observation Protocol Communication with Staff

Description:

Administrator and SBTL will share the observation protocol with instructional staff emphasizing the need for differentiated instruction and student engagement to ensure consistent implementation of effective instructional practices that meets the needs of all students

Agendas, minutes, exit slips

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations
- Professional Development

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.

Indicator of Implementation:

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 -Conduct Walk Throughs

Description:

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

Indicator of Implementation:

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:

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

Feedback Protocol

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

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 research based strategies/best practices with fidelity 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.

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 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..

Indicator of Implementation:

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 needs assessment 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..

Indicator of Implementation:

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 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..

Indicator of Implementation:

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 attend district wide PD on Differentiated instruction and best practices for effective, rigorous instruction. They will then facilitate and deliver turn-around training to all staff 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):

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.

Indicator of Implementation:

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 - Professional Development Trainings***Description:**

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

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 - Professional Development Trainings***Description:**

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

Year-long PD Calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Peer Coaching

Description:

A roster will be established which provides all staff with the opportunity to observe collegial best practices in areas of concern.

Reflective Feedback,

Peer to Peer Meetings

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

Program Area(s):

Supported Strategies:

- Professional Development

Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process and a review of data 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

Observation Feedback via the EDS System

Data Protocols

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

Program Area(s):

Supported Strategies:

- Professional Development

Small Group Instruction

Description:

At Taylor, all classrooms implement a 120 minute literacy block which includes: Guided Reading, independent reading, read alouds, shared reading, and writers' workshop. Foundational Skills Toolkits, purchased from American Reading Company, will be used to support Guided Reading. SSAs will support k-3 and special education students with both small group instruction and approved literacy interventions. Student progress will be monitored by the classroom teacher, reading specialists, teacher lead and principal.

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

Program Area(s):

Supported Strategies:

- small group instruction

100 Book Challenge Program

Description:

Foundational Skills Toolkits, purchased from American Reading Company, will be used to support Guided Reading.

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

Program Area(s):

Supported Strategies:

- 100 Book Challenge Program

Lexia

Description:

AIMSWEB reading data will be used 3 times per year to develop both in class reading groups and indentify which students will participate in literacy interventions, including Experience Corps, Lexia and additional small group instruction with our reading specialists. Experience Corps volunteers work with individual students who are below grade level 2/3 times per week. Reading Mastery is also implemented with small groups of students 3-5 times per week. Taylor also has two full time reading specialists, who pull below level readers 2-5 times per week for additional support.

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

Program Area(s):

Supported Strategies:

- Lexia

Guided Math Groups

Description:

All classrooms will implement a 90 minute math block: whole group instruction of a skill, Guided Math instruction, independent practice, Pathways and cooperative group work. All students will take the Aimsweb math assessment in Spetember. Based on these results, teachers will develop groups for small group instruction, which will happen each day following the teaching of particular math skills to the whole class.

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

Program Area(s):

Supported Strategies:

- Guided Math groups

*OGAP Math Instruction Model***Description:**

Our teacher math lead will conduct on-going professional development for all teachers, as well as arrange for peer visits among teachers to observe best practices.

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

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

- OGAP Math Instruction Model

*Pathways***Description:**

All students will have access to the Pathways an on-line math intervention program that provide support students in the areas that they demonstrate weakness.

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

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

- Pathways

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: SchoolNet

Suspensions/Serious incident reports(Monthly reports beginning 10/17 through 6/18)

Specific Targets: 15 – 20 % decrease in the total number of suspensions/ serious incidents for the overall population by the end of the year - Performance

Type: Interim

Data Source: RTII –Monthly beginning 9/17 through 6/18

Specific Targets: 20% increase in the percentage of students who meet their individual behavioral goals - Performance

Type: Interim

Data Source: SchoolNet

Monthly Attendance Reports

Specific Targets: 10% decrease in the percentage of students who are chronically absent and/or chronically tardy

Type: Interim

Data Source: SWIS data tracker

Sept 2017- 2018

Specific Targets: Decrease students with out of school suspension by 5%

Strategies:

Positive Behavioral Intervention and Support Program:

Description:

Positive Behavioral Intervention and Support Program (PBIS) funded through Project ACCESS 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 PBIS 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 PBIS 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: None selected

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: None selected

School-wide PBIS

Description:

We are entering our 5th year as a PBIS school. This model has helped us to establish a single school culture where all students and staff follow the same school wide expectations: Be Responsible, Be Respectful and Be Safe. We have seen an improvement in overall school climate since implementing this program.

SAS Alignment: Safe and Supportive Schools

weekly RTII meetings

Description:

RTII's underlying premise is that schools should not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, schools should provide targeted and systematic interventions to all students as soon as they demonstrate the need.

SAS Alignment: Safe and Supportive Schools

Playworks

Description:

Partnership with Playworks has helped us introduce socialized recess this past year. There has been a reduction in fights and other negative behaviors during recess since this was initiated.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

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

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

PBIS – Establish Monthly Meeting dates

Description:

Monthly team meetings to review suspensions/discipline case reports in order to determine most challenging students and to ensure that the school implements consistent rewards and consequences for behaviors as outlined in the SDP Code of Conduct.

10% decrease in discipline case reports; meeting agendas and minutes; progress monitoring of RTII behavioral goals

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

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

Description:

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

PBS Expectations Documents

PBS Posters

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

School-wide Behavior Support program

Description:

All staff will participate in a school-wide Behavior Support program provided by the Devereux Foundation and Children's Hospital which will provide Professional Development and training to ensure a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students. Program will also support parents and at risk students.

Agendas and minutes from PD; decrease of 10% in suspensions and discipline case reports; progress monitoring of RTII behavioral goals

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

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

Description:

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

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

*Positive Behavior Support Program - Implement and Reinforce PBS***Description:**

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

Calendar of school-wide incentives

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

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

- Positive Behavioral Intervention and Support Program:

*Positive Behavior Support Plan***Description:**

Assemblies will be held for each grade to present clear and consistent school rules, policies and procedures. Presentation to each grade will explain the school wide positive behavior support plan as well as rewards, consequences, and incentives in order to implement a positive behavioral support system that supports and proactively intervenes to ensure a safe and supportive environment for all students.

Assembly schedule; incentive charts in classrooms

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

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

- Positive Behavioral Intervention and Support Program:

Parent Engagement

Description:

Back to School Night presentation on School-wide Behavior Support Plan and Parent workshops will be held to present clear and consistent school rules, policies and procedures. Presentation will explain the positive behavior support plan as well as rewards, consequences and incentives to achieve positive school climate and to ensure positive home support.

Sign in sheets; Agendas; Title 1 Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and Support Program:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

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

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Positive Behavioral Intervention and 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 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 Behavioral Intervention and Support Program:

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

Description:

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

Attendance Monitoring Team Members

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

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

- School-wide Attendance Incentive Program:

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

Description:

Administrators will review and implement with fidelity school-wide policy, procedures and routines that address the School-wide Attendance & Behavior Plan, to ensure each member of the school community promotes, enhances and sustains a shared vision of positive attendance and school climate. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

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 - Implement Attendance Incentive Program

Description:

The Monitoring team will implement a program where students will be recognized monthly through assemblies and teacher and principal recognition program. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Calendar of School-wide Incentives

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 meet monthly to analyze data to monitor the effectiveness of the school-wide attendance and behavior program. The leadership team will make adjustments as indicated by data. This process will help to ensure that the school monitoring team gathers and shares accurate and reliable perceptual data about school attendance and climate from students, staff and parents as part of a continuous improvement process.

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 PBIS***Description:**

Taylor will continue to implement our PBIS program in all grade levels. This will include school wide assemblies in September and January to teach students the expectations of the school. Classroom teachers will also teach monthly lessons around school-wide expectations. Students will continue to earn incentives based on meeting school wide expectations.

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

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

- School-wide PBIS

*weekly RTII meetings***Description:**

Weekly RTII intervention meetings will continue to be held to look at individual students who have multiple office referrals in order to develop interventions for them. Guidance counselors will continue to hold weekly, tier two support groups for students who are struggling with behaviors. We will also continue to implement the check in/check out intervention with individual students as needed.

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

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

- weekly RTII meetings

Play Works

Description:

Playworks will continue to lead socialized recess. Dean and Climate Support Staff will continue to support recess and lunch, as well as work with Playworks implementing socialized recess. Suspension and office referral data will be reviewed monthly to determine the best strategies to be used in deploying staff.

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

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

- Playworks

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Taylor Bayard Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Taylor Bayard 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 Taylor Bayard 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 early literacy based on Aisweb data, students in grade 1-5 showed an average gain of 45% in words read per minute. In comparison with the end of last year, there has been a 6% increase in the amount of students who have not had an out of school suspension.

Describe the continuing areas of concern from the past year.

We need to increase percent of students reading on grade level by 10% as measured by the DRA. In math, we need to increase students scoring proficient or advanced on the math PSSA by 10%. We also need to decrease students with out of school suspension by 5%.

Describe the initiatives that have been revised.

SLGQ 4: Small group instruction, 100 book challenge, Lexia, OGAP Math instruction model, guided math groups, Pathways, were added in response to guiding question 4.
SLGQ 6: PBIS, Playworks and weekly RTII meetings were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Schoolwide implementation of 100 Book Challenge independent reading program
Schoolwide implementation of PBIS Schoolwide identification of struggling reading and providing interventions as needed to remediate (SLGQ #4 and 6).

Describe the continuing areas of concern from the past year.

Meeting the social/emotional/behavioral needs of Tier 3 student and Increase math/reading PSSA scores (SLGQ #4)

Describe the initiatives that have been revised.

Change of math program to align with Common Core. Increase differentiation and small group math instruction. Purchase of Foundational Skills program for guided reading small group instruction. Implementation of science and social studies thematic units in all grades (SLGQ #4)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 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. Use of Data Informed instruction to analyze RTII data, Dibels, DRA, benchmarks and teacher made assessments at grade group meetings to determine student groupings and most appropriate instructional strategies to improve student learning.

School wide implementation of Professional Development especially focused on Guided Reading to differentiate reading instruction for all students.

The school has been successful in the use of school wide PBIS program in partnership with Children's Hospital of Philadelphia. The use of the SWIS system to collect and analyze student data around school climate and academic achievement has been instrumental in identifying and proactively addressing behavior concerns.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2, 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 2,4,and 6 to ensure increased academic performance of all students

All grade levels are continuing to build their capacity in the area of consistently analyzing and using student data to differentiate instruction for all students.

Describe the initiatives that have been revised.

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