Wright Richard R Sch

School Level Plan

07/01/2014 - 06/30/2017

Improvement Revision 2015-2016

School Profile

Demographics

Wright Richard R Sch
2700 W Dauphin St
Philadelphia, PA 19132
(215)684-5076

Federal Accountability Designation: Priority
Title I Status: Yes
Principal: Jeannine Payne
Superintendent: William Hite

Planning Committee

Name of Team Member	**Position/Representation**
Jeannine Payne	**Building Level Principal**
Desiree Lamarr	**Teacher**
Sheena Williams	**Parent**
	Business/Community Member
Kristin Maurer (Test Coordinator/ Math Lead)	**Educational Specialist**
Keesha Ransom	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
Dr. Ellen Linky	**Academic Recovery Liaison (ARL)-*Priority Schools***

Assurances

Title I Schools

Title I Priority or Focus Schools

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:

- Yearly letter to parents

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

Title I Schoolwide program

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

DOC file uploaded.

Needs Assessment

School Accomplishments

Accomplishment #1:

There is moderate evidence that the standard for PA Academic Growth was met in Math (82)

Accomplishment #2:

The PSSA test participation measure was met in all subjects.

Accomplishment #3:

There is moderate evidence that the standard for PA Academic Growth was met in Reading (83)

Accomplishment #4:

There is moderate evidence that the standard for PA Academic Growth was met in writing (75)

Accomplishment #5:

The percent of students scoring Advanced on the Math PSSA was 4.40%

Accomplishment #6:

The percent of students scoring Advanced on the Science PSSA was 5%

School Concerns

Concern #1:

47.3 School Performance Profile Building Level Score Designation: Priority
25.16% proficient or advanced on Mathematics PSSA Grades 3, 4, 5, 6, did not show a positive three year trend in Mathematics Black and ED student groups did not show a positive three year trend in Mathematics
19.62% proficient or advanced on Reading PSSA Grades 4 3, 5, 6, did not show a positive three year trend in Reading Black and ED student groups did not show a positive three year trend in Reading 23.81% proficient or advanced in Grade 3 Reading
30.19% proficient or advanced in Science
17.65% proficient or advanced in Writing
School did not meet the academic growth standard in Science, Reading, and Writing
26.1% Truancy YTD
28.8% Tardiness YTD
78 Suspensions YTD Mutual Fighting Assaults School Personnel
91.0% Average Daily Attendance

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 2014, January 2015, April 2015

Specific Targets: Study Island Progress Reports – Quarterly
November 2014, January 2015, April 2015

Type: Annual
Data Source: PSSA
September 2014 – May 2015

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 2014- May 2015

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 2014-June 2015

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

Strategies:

Differentiated Instruction

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

SAS Alignment: None selected

Informal and Formal Observations

Description:

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

SAS Alignment: None selected

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design

(ex. 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: None selected

Extended Learning Time:

Description:

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.

SAS Alignment: Instruction

Parent Involvement (PCE)

Description:

A Parent and Community Engagement System will be established to provide information and engage families as active partners in the educational process. Through the use of surveys and community feedback systems, at various points throughout the school year, the principal and other educators will proactively listen and respond to community concerns, as well as, enlist the participation of families and community stakeholders in dialogue pertaining to the educational choices for students. Parental involvement, including monthly parent meetings, Open Houses, classroom visitations by grades, informational sessions on the core curriculum, academic testing and grade expectations, and procedures. The Parent and Community Engagement System will engage families as active partners in the educational process, reduce barriers, and accelerate the academic, social, and emotional growth of students. This will ensure that the school fully ensures a safe and supportive environment for all students.

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

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

Reflective Feedback

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

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

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

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

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.

Walkthrough protocols

EDS system report

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback/Instructional Coaching

Description:

Administrator 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.

Educators Development Suite (via Schoolnet) Feedback Protocol

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

Program Area(s):

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

Program Area(s):

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

Program Area(s):

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

Program Area(s):

Supported Strategies:

- Danielson Framework

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

Description:

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Extended Learning Time

Description:

Extended Learning Time will be implemented to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gap

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Extended Learning Time:

Parent and Community Engagement System - Establish a Parent and Community Engagement (PCE) Team

Description:

Establish a community of school stake holders (school leadership, staff, teachers, parent volunteers and school community members) to create a Parent and Community Engagement team (PCE team). This will ensure that a team exists at school to actively involve parents and provide proactive supports and interventions to implement a safe and supportive environment for all students.

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Parent Involvement (PCE)

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) / Fountas & Pinnell Benchmark Assessment Quarterly /

9/2014-6/2015

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

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2014-6/2015

9/2014-6/2015

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

Type: Interim

Data Source: W.R.A.P. (Writing and Reading Assessment Profile) / Quarterly /

9/2014-6/2015

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

Type: Annual

Data Source: PVAAS

September 2014- May 2015

Specific Targets: 75 %of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Annual

Data Source: Emetric

September 2014- May 2015

Specific Targets: Increase up to 75 % or more in all tested grades and for all student groups

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase the number of students scoring proficient or advanced in grade 3 reading.

Strategies:

Grade Group Planning Time

Description:

Grade Group Planning Time (GGPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to develop common assessments for students and analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Assessment

Personalized Progress Monitoring Chart

Description:

Personalized Progress Monitoring Chart- Every student will have a Personalized Progress Monitoring Chart. The chart will identify student proficiency targets, monitor progress, and adapt instruction so each student will become proficient. The Personalized Progress Monitoring Chart process begins with establishing school wide priorities for the year based on the school wide data, analyzing individual student data and then measuring targeted growth that's aligned to the Student Learning Objective (SLO) for each student that will have identified instructional practices and support. The chart is shared with the student and family. It is a living document for the teacher to chart, edit student progress, identify interventions and prioritize student support throughout the current school year.

SAS Alignment: Assessment

Implementation Steps:

Grade Group Planning Time – Develop a Roster

Description:

	Identify on the master roster the Grade Group Planning Time (GGPT) for all teachers, once per day, to allow for data analysis, collaborate on lessons, modify and adapt identified instructional practices within their classrooms and students personalized learning plans in order to increase student mastery.
	Roster

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

Program Area(s):

Supported Strategies:

- Grade Group Planning Time

Grade Group Share Rosters

Description:

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Grade Group Planning Time

Grade Group Planning Time- Implementation of Practices

Description:

Grade Group Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt student personal learning plans in order achieve student mastery.

Agendas

Meeting Minutes

Administrator Shauneille Taylor

School Based Teacher Leaders

K-5 Teachers

Special Education Liaison

Teacher Intervention Liaison

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

Program Area(s):

Supported Strategies:

- Grade Group Planning Time

Grade Group Planning Time -Monitor

Description:

Instructional Team will monitor the effectiveness of Grade Group Planning Time to ensure that it is being used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

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

Program Area(s):

Supported Strategies:

- Grade Group Planning Time

Grade Group Planning Time- Evaluate

Description:

Instructional Team will evaluate if Grade Group Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Grade Group Planning Time

Student Learning Objectives- Professional Development

Description:

Teachers will be professionally developed on the implementation of Student Learning Objectives (SLO) to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

Early Warning Indicator Report

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

Program Area(s):

Supported Strategies:

- Personalized Progress Monitoring Chart

Student Learning Objectives- Implementation

Description:

Teachers will implement student learning objectives (SLO) to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

Schoolwide Data

Early Warning Indicator Report

Student Learning Plans

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

Program Area(s):

Supported Strategies:

- Personalized Progress Monitoring Chart

Student Learning Objectives- Monitor

Description:

Administrator will monitor the implementation of the student learning objectives (SLOs) to determine the effectiveness of interventions as determined through data analysis.

Schoolwide Data

Early Warning Indicator Report

Student Learning Objectives Mid-Year Check-in

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

Program Area(s):

Supported Strategies:

- Personalized Progress Monitoring Chart

Student Learning Objectives- Evaluate Effectiveness

Description:

Teachers will evaluate student achievement with the implementation of the student learning objectives (SLO) to determine the effectiveness of interventions as determined through data analysis

Schoolwide Data

Early Warning Indicator Report

Student Learning Objectives Mid-Year Check-in

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

Program Area(s):

Supported Strategies:

- Personalized Progress Monitoring Chart

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: Response to Intervention (RTII) –

Bi-Weekly

September 2014 – June

Specific Targets: Tier I and Tier II process will be implemented as a team effort and will reduce numbers of students entering into Tier I and Tier II by 5-10%

Type: Interim

Data Source: Track attendance daily & weekly

Student Computer Network (SCN)

Specific Targets: Increase attendance to maintain 95% or above

Decrease tardiness to maintain 25% or below

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase School Performance Profile Building Level Score by 5 points.

Strategies:

Response to Intervention (RTII) -

Description:

Response to Intervention (RTII) - The response to intervention process is the platform for teachers to identify key interventions that would support at-risk students. At-risk students that are chronically

late/truant and is academically challenged. Time given for a team approach to identify and remove barriers to learning.

SAS Alignment: None selected

Schoolwide Effective Behavior System (SWEBS) –

Description:

Schoolwide Effective Behavior System (SWEBS) – A comprehensive, school-wide set of strategies to support positive behavior and academic achievement for all students. SWEBS focuses on encouraging appropriate behavioral expectations and preventing problem behavior. During the first days of each school year, students are taught the school rules and learn ways to apply them throughout the building. Our kick-off event in the fall celebrates a new school year and the opportunity for all students to achieve academic and behavioral success.

As reinforcement, students intermittently receive a ticket when staff observe them following these rules and meeting the behavioral expectations. Tickets can be exchanged for a variety of predetermined items or privileges.

SAS Alignment: None selected

Climate Manager

Description:

Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

Conflict Resolution will be implemented as a method and process in facilitating the peaceful ending of conflict and retribution. Group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation with the dimensions of resolution

typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Response to Intervention (RTII) – Professional Development

Description:

Professional development on RTII will be offered to all staff to ensure that there is a consistent understanding of the establish systems and procedures related to intervention delivery, grade team time, etc.

Increased attendance decreased behavioral referrals and suspension rates.

Student Personal Learning Plans

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

Program Area(s):

Supported Strategies:

- Response to Intervention (RTII) -

Response to Intervention (RTII) – Implementation

Description:

Standards-aligned instruction for all students. Research-based Interventions for Math, Reading and Behavioral Health will be accessed by teachers and staff.

- Shared Ownership- All staff and team members assume an active role in students' assessment and instruction in the standards aligned system.
- Student Personal Learning Plans

Data Binders

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

Program Area(s):

Supported Strategies:

- Response to Intervention (RTII) -

Response to Intervention (RTII) – Monitor

Description:

Student progress and the effectiveness of supports are continually monitored; assessed. Teachers are successfully screening students to determine academic and behavioral status against grade-level benchmarks and identify those at risk for poor learning outcomes.

Student Data

Student Personal Learning Plans

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

Program Area(s):

Supported Strategies:

- Response to Intervention (RTII) -

Response to Intervention (RTII) – Evaluate

Description:

Teachers will implement RTII to determine effectiveness of research-based interventions and adjust instructional practices as determined through data analysis.

Student Data

Student Personal Learning Plans

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

Program Area(s):

Supported Strategies:

- Response to Intervention (RTII) -

School-Wide Effective Behavior System (SWEBS) – Professional Development

Description:

School community will be trained on the comprehensive, school-wide set of strategies to support positive behavior and academic achievement for all students.

Roster

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Schoolwide Effective Behavior System (SWEBS) –

School-Wide Effective Behavior System (SWEBS) – Implementation

Description:

Identify on the master roster the first days of each school year, students will be taught the school norms and learn ways to apply them throughout the building. The kick-off event in the fall celebrates a new school year and the opportunity for all students to achieve academic and behavioral success.

Increase of positive behaviors

Decrease of behavioral referrals to the office

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

Program Area(s):

Supported Strategies:

- Schoolwide Effective Behavior System (SWEBS) –

School-Wide Effective Behavior System (SWEBS) – Monitor Progress

Description:

School Leadership Collaboration Team will review classroom data to ensure that students intermittently receive a ticket when staff observes them following the school-wide norms and meeting the behavioral expectations.

- Increased number of tickets used for exchanged for a variety of predetermined items or privileges.
- Attendance increases based on the number of students participating in Wright Day.
- Increased number of Wright Bucks distributed

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

Program Area(s):

Supported Strategies:

- Schoolwide Effective Behavior System (SWEBS) –

School-Wide Effective Behavior System (SWEBS) – Evaluate

Description:

School Leadership Collaboration Team (SLCT) will monitor the effectiveness of SWEBS to monitor student behavior progress and share professional practices. This will ensure that all teachers modify and adapt classroom management practices within their classrooms to increase student mastery.

- Decrease number of discipline referrals

Increase of positive incentives (Specialists & Classroom teacher's monthly incentives)

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

Program Area(s):

Supported Strategies:

- Schoolwide Effective Behavior System (SWEBS) –

School-wide Attendance Incentive Program - Establish an 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.

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

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

Description:

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

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

PBS Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

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

Description:

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

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

(Climate Manager)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.

Start Date: 9/1/2015 **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Climate Manager

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Wright Richard R Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Wright Richard R 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 Wright Richard R Sch in the Philadelphia City SD for the 2014-2017 school-years.

Affirmed by Paul Kihn on 7/1/2015

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 8/2/2015

Board President

Affirmed by Paul Kihn on 7/1/2015

IU Executive Director

Evaluation of School Improvement Plan

Describe the success from the first year plan

SLGQs 2, 4, and 6 Successes include:

- The school principal is knowledgeable in effective instruction and spends significant time in all classrooms
- The School and Instructional Leadership Teams are engaged in important responsibilities of distributive leadership
- The school is making incremental instructional and behavioral progress in the majority of classrooms
- The teachers identified as "points of expertise" are knowledgeable and diligent in their responsibilities in their areas of expertise
- Team members take initiative
- Communicate organization changes effectively
- Built a vision in relation to both goals and change processes
- Encourage collaboration among faculty/staff
- Reinforced classroom learning at home by engaging families
- Employed systems for identifying interventions

Supported the district-wide instructional strategies through professional development and support for implementation

Describe the continuing areas of concerns from the first year plan

SLGQs 2, 4, and 6 Concerns include:

- Placement of a competent teacher in every classroom is a challenge.
- Handling extreme student and parent behaviors on a regular basis with existing staff is especially challenging because additional students and parents generally get involved.

- Increase and sustain student punctuality and attendance
- Accelerate urgency among staff, students and parents for increased (measured) academic progress
- Mobilizing data and effective practices as a strategy for improvement
- Knowing when to be cautious
- Establishing norms of conduct and behavior that engender collegiality and professionalism
- Establishing trusting relationships with negative/challenging members of the school community e.g. skeptics, cynics; distracters

Raising the bar and closing the gap of student achievement for all students regardless of socioeconomic factors etc.

Describe the initiatives that have been revised

Revised initiatives include:

- The school district needs to support the school in classrooms that need a shift in teachers
- Some instructional protocols may need to be simplified
- The student referral system needs refinement and enforcement
- The activities during the intervention periods need examination for effectiveness
- All teachers need to accelerate their students' learning into a mode of urgency

All teachers and students need a system by which they can own their own specific

2016 Title I Addendum

Planning:

An effective Title I schoolwide plan must include the involvement and input of members of the school community in order for plans to be comprehensive and effective. A planning team must be assembled to develop and implement a Title I schoolwide program. ESEA requires a yearlong planning period prior to the implementation of a Title I schoolwide plan, unless the LEA can demonstrate that less time was needed to properly develop and implement the plan. Below, provide information regarding the planning and development of the Title I schoolwide plan.

Note: Section 1114 (b)(2)(B) of the ***Title I law requires that the Plan be developed with the involvement of parents and other members of the community to be served, as well as teachers, principals and administrators.***

Planning Team:

Name of Team Member	**Position/Representation**
Jeannine Payne	**Building Level Principal**
Desiree Lamarr	**Teacher**
Sheena Williams	**Parent**
	Business/Community Member

Kristin Maurer (Test Coordinator/ Math Lead)	**Educational Specialist**
Keesha Ransom	**Intermediate Unit Member/Office of Federal Program Design and Implementation**
Dr. Ellen Linky	**Academic Recovery Liaison (ARL)-*Priority Schools***

SW Planning Period: X 1 Year Planning Period ☐ Less Than 1 Year Planning Period**

****If less than one year, provide a brief summary of the planning that took place and why the LEA believes the planning was adequate for developing an effective Title I schoolwide plan.**

N/A

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 a schoolwide program and requirements

1. ***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 the supports the schools in order to improve student achievement, educator equality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

2. Supply the dates of meetings, the type or topic of assistance, and who provided the assistance.

Date	Provider	Type of Assistance
2/25/16	IU26 Office Of Federal Programs	Google Doc Support
3/10/16	IU26 Office Of Federal Programs	Comprehensive Plan Session Support
3/18/16	IU26 Office Of Federal Programs	Budget drop-in sessions Support
3/28/16	IU26 Office Of Federal Programs	Budget Support/Needs assessment Support
4/5/16	IU26 Office Of Federal Programs	Comprehensive Plan Profile & Needs Assessments Support
4/11/16	IU26 Office Of Federal Programs	PDE Title I Addendum download
4/14/16	IU26 Office Of Federal Programs	PDE Title I addendum notification
4/15/16	IU26 Office Of Federal Programs	Comprehensive Plan Strategies & Action Steps and Title I Addendum Support
4/28/16	IU 26 Office Of Federal Programs	Comprehensive Plane and Title I Addendum Renewal--school visit
4/29/16	IU 26 Office Of Federal Programs	PDE Title I Addendum Renewal email reminder

Student Assessment of Progress

1. ***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.***

To include teachers in the decisions regarding the use of academic assessments to improve the achievement we create & distribute grade and class assignments to prepare 4th & 5th grade teachers to become subject specific. Assign Grades K-3 teachers to anticipated grades/ rooms for the 2016-17 school years to allow planning and preparation in cases where the instructional grades may be changing. Create schedule to provide common planning time/ smooth transitions between teachers for subject specific classes/ maximize subject priority prep assignments (Science

exploration/ gym for grades 3-5 & music for grades K-2 computers and gym balanced for everyone) PD/planning time to look at and analyze PSSA results for 2016 accomplished by the end of August. Looking at the creation/ utilization of assessment that best support instructional goals.

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

Yes_ Extended School Day/Tutoring Programs

- **Yes Reading**
- **Yes Math**
- **No _ Science**
- **No_ Before School**
- **Yes_ After School**
- **No_ Lunch/Study Periods**

No_ Summer School Program

- **No_ Reading**
- **No _ Math**
- **No_ Science**

Yes_ In-class Instructional Support

Yes Pull Out Instructional Support

Student Assistance

The schoolwide program must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

1. ***Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.***

Literacy: Identification will occur through baseline assessments and ongoing progress monitoring. Support will be provided through the purchase of research based

intervention program "Lexia", designation of funds for after school enrichment opportunities, and partnerships will be developed to provide enrichment opportunities.

Math: Identification will occur through baseline assessments and ongoing progress monitoring. Support will be provided through the purchase of research based intervention program "Odyssey" &"Think Through Math", designation of funds for after school enrichment opportunities, and partnerships will be developed to provide enrichment opportunities. Additionally there is an identified team of teachers and the principal who will attend a summer professional development opportunity around math instruction (content and methods of instructional support)
Science: There is a developing project/ grant opportunity with the United States Department of Agriculture that will provide project- based, and possibly service-learning project enrichment opportunities. Instructional interventions are monitored through reporting provided by programs, and followed up with by administration. Additional technology is being acquired to increase accessibility to intervention opportunities.

2. Describe how timely assistance and services will be provided for your struggling learner

Budget Timeline to purchase teachers to establish classroom of less than 30 students to allow more focused effective instruction. The allotted district teacher was 11, there is 1 Title 2 reduce class size teacher being allotted, and an additional teacher will be purchased. In addition EC/afterschool funds will be allotted for after school instructional opportunities- April 6th, Scheduling timeline to determine intervention/ enrichment/ focused direct instruction opportunity time during the day and decide teacher and grade room assignments to plan appropriate resources/ materials- starting March proceeding through the end of the school year. Baseline assessment to be completed by the end of September with continuous progress monitoring occurring to track achievement. In addition benchmark testing will allow check in as a school.

Highly Qualified Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified. In addition, a Schoolwide Plan must describe how it will recruit and retain Highly Qualified staff.

1. ***Describe strategies the school is using or going to use to recruit high-quality Highly Qualified Teachers to high-needs schools.***

Recruit- The principal will participate in at least one of the available recruitment initiatives sponsored by the district (either a “meet & greet” or a hiring fair). Site selection committee preparation- Meeting will be held in order to share information regarding the hiring timeline, positions available, and possible candidates. Materials- Points of pride information, fliers, pamphlets, etc. will be developed for distribution. Continuing communication of professional development opportunities through PaTTAN, SDP, In house, etc.

2. ***Describe strategies the school is using or going to use to retain high-quality Highly Qualified Teachers to high-needs schools.***

Principal attended a Professional development provided by the district in preparation for the hiring window. There was a breakout session titled retaining qualified teachers. The site selection committee has and will continue to meet in order to align expectations, and prepare for interviews. A facet of the interview process will included finding staff members that will feel supported by the programs, and resources available in the school. "Promotional material" will also be developed and used to communicate points of pride/ resources/ and programs. Exploring retention of talent will take place in leadership team meeting- ideas/ suggestion and school community communications.

Parent Involvement Activities

Describe the parent involvement activities to be conducted during Year 2 of the Title I Schoolwide Program. (Include information on the number of meetings held, topics to be covered, parents to be invited and method of evaluating effectiveness of activities.)

The school year will begin with a Back to School Night. Other events/ opportunities for families to come to the school include, for the 2016-17 school year this event will occur the week of September 26th, monthly parent meeting, quarterly report card conference, quarterly community engagement nights (which will offer dinner/ workshops/ giveaways), Donuts w/ Dads father figure focus event, Muffins w/ mom mother figure focus event, and there is a goal to redo and support a parent community space in the school. On Wednesday April 13 there will be a school district meeting to offer more information on how a school can possibly become a community school.

Describe the methods to be used to keep individual parents informed of their child’s academic achievement and the expectations of both students and parents. (Include frequency of activity or

communication, information to be shared, follow-up to be conducted and methods for making necessary changes to activities or communications.)

All community events will be scheduled according to the School District calendar and in cooperation with the network parent support person. Events will be listed on the monthly school calendar, Phone messenger phone calls will be set up. Report Card conferences have been determined by the district and will be put on the monthly school calendar.

Parent communications must be done in a way that is easily understood by parents. Does the school provide parent notifications in more than one language? If no, please explain.

No there are not interpreted documents provided on a regular basis. School is prepared to utilize specific interpreters if necessary, and has researched the access code id. In addition, we will utilize the Office of Multicultural Programs if applicable.

Transition Strategies for Students

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

1. ***Describe how the Schoolwide Program will coordinate transitions for preschool children into primary, where appropriate.***

In house head start students are invited to participate in school activities/ assemblies/ programs to help students and parents become more comfortable with the entire school community. Participating in School District initiated Kindergarten house will invite/ encourage parents to come in preparation for entering kindergarten students and become more comfortable with the school facility and the classrooms their children will be rostered to.

2. ***Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.***

Richard Wright Elementary is a K-5 school. Our 6th grade is picked up after transition in a building program that goes from K-8 in the geographic area. As Wright attains a full time counselor, and assumes a new 5th grade teacher team. The plan will include proposing a visitation/ shadowing day to assist students in viewing transition as a

continuation of their academic career as opposed to an ending of one program, and the beginning of another.

3. Describe on-going coordination with other community programs and agencies that support transitions for students.

Student Therapeutic Support Services are provided by ATA in Richard Wright School. This agency is supportive in transitioning children into and out of behavioral health clinical environments.

Coordination and Integration of Services and Programs

The purpose of a Title I 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;
  - **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? If yes, please complete chart below.**

Yes _ No X_

Please indicate below the funds to be integrated within this SWP:

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

ASSURANCES 1 THROUGH 12: *Read the Assurances and verify them by selecting the check box.*

- **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.

X **By checking the box, the school assures all of the preceding statements.**

ASSURANCE 13

Identify the ways in which the school is communicating with parents regarding school improvement efforts will occur via the following strategies. For every initiative checked, documentation must be captured in the Title 1 Binder.

Check all that apply

- ❑ · **School web site**
- ❑ · **School newsletter**
- ❑ · **PTA/PTO website**

X **District web page**

- ❑ · **Wiki Spaces, Yahoo, Face book, etc.**
- ❑ · **Board meeting presentations**
- ❑ · **Town hall meetings**
- ❑ · **District's annual report**

X **District report card**

- ❑ · **Press releases to local media**

X Yearly letter to parents

- ❑ **Periodic mailings/letters, postcards, etc.**
- ❑ **Short Message Systems (phone blasts)**
- ❑ **Short Message Systems (email blasts)**
- ❑ · **Invitations to planning (etc.) meetings**

X **Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.**

- ❑ · **Special all-school evening event to present improvement plan**

X **Monthly PTO meetings**

X **Regular Title 1 meetings**

- ❑ · **Parent advisory committee meetings**

X **Parent-Teacher Conferences**

- ❑ · **Home-school visits**
- ❑ · **School Improvement Brochure**

- ❑ · **Student Handbook**

Assurance for Priority Schools *ONLY* (Annually Updated SIP)

Have you completed an evaluation with the assistance of our Academic Recovery Liaison?

X **Yes, the school has completed an evaluation with the assistance of its Academic Recovery Liaison**

Evaluation of School Improvement Plan

Based upon the ESEA Waiver, a school designated, as Priority or Focus, will need to submit to PDE a self-evaluation of improvement plan efficacy. Priority Schools are required to have this done with the help of their ARL.

Success from the past year

Describe the success from the past year. Richard Wright Elementary School has low staff turnover that contributes to a stable school community that has taken an opportunity to come together to construct and implement a school vision. In September of 2015 the school community put together the following mission: Richard R. Wright is an educational community committed to providing a supportive environment (SLGQ #6) . Our students will develop a passion for learning that will result in a strong foundation which they can use to achieve future success, through the development of collaboration skills and exercising perseverance. In the 2014-15 School year Richard Wright achieved Model Progress 83% growth reported on the SPR. Richard Wright has a small, but dedicated core group of parent volunteers, and the goal is to grow that group to further strength the climate, and to engage parents and stabilize the entire school community (SLGQ 4).

Continuing areas of concerns

Describe the continuing areas of concerns from the first two years. Documented areas of concern include: Intervene level achievement in PSSA ELA / Math & Science (SLGQ #2 and 4). Of particular concern is a 3 year trend of decrease in climate and student/ parent / guardian engagement. Beginning this school year the addition of a climate manager has ensured a consistent system of discipline referral that supports the PBIS program in the school. The next area of concern is documented rise in discipline referrals during and after lunch. The PBIS team believes this is due to an insufficient adult to student ratio during the lunch and recess program, and a lack of a structured socialized recess program. In addition to the physical harm that may occur, classes lose instructional time in the afternoon recuperating from issues that arise during lunch and recess (SLGQ 4 and 6).

Revised Initiatives

Describe the initiatives that have been revised.

Climate goal (SLGQ #6)l- implementing a socialized (indoor & outdoor) recess program. Appropriately staffing and training staff to deal with conflict resolution.

Leadership (SLGQ #2 and 4)- implementing additional (and previously absent) math intervention programs to address low performance. Increasing instructional time through after- school program to address low ELA performance.