

Wright Richard R Sch
School Improvement Plan
07/01/2014 - 06/30/2018

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

Schoolwide Status: Yes

Principal: Jeannine Payne

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Dr. Ellen Linky	Academic Recovery Liaison : School Improvement Plan
Jeannine Payne	Building Principal : School Improvement Plan
Caron Forman	Elementary School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- District web page
- District report card
- Yearly letter to parents
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- 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	10/20/2016 12:00:00 AM	Overview of OFPD&I
IU 26	11/4/2016 12:00:00 AM	Goals and Leadership information
IU 26	12/6/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/13/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/27/2017 12:00:00 AM	PDE Monitoring Tool
IU 26	1/31/2017 12:00:00 AM	PDE Monitoring Tool
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 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.

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 2017-18 school year 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 (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 2017 accomplished by the

end of August. Looking at the utilization of diagnostic 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 time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

Federal Grant Program	Amount of Grant
------------------------------	------------------------

State/Local Grant Program	Amount of Grant
----------------------------------	------------------------

Needs Assessment

School Accomplishments

Accomplishment #1:

Indicators of Closing the Achievement Gap- All Students:	
Science/Biology – Percent of Required Gap Closure Met	100.00
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Science/Biology – Percent of Required Gap Closure Met	100.00
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	80.00
ELA/Literature - Meeting Annual Academic Growth Expectations	75.00
Other Academic Indicators:	
Promotion Rate:	94.54
Attendance Rate:	90.84

School Concerns

Concern #1:

2015-2016	
	45.9

SPP score of for Focus:	
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	6.62
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	13.42
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	26.42
Grade 3 ELA- Percent Proficient or Advanced	14.29
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	2.78
ELA/Literature – 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	12.19
ELA/Literature – Percent of Required Gap Closure Met	0.00

Indicators of Academic Growth PVAAS:	
Science/Biology - Meeting Annual Academic Growth Expectations	50.00
KPI Attendance:	91.7 %
Out-of-School Suspensions:	9.5%

Prioritized Systemic Challenges

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

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

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

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Specific Targets: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Type: Interim

Data Source: PSSA

September 2017 – May 2018

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

Type: Interim

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

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

Type: Interim

Data Source: Lexia and iReady data reports

Sept 2017- 2018

Specific Targets: ELA- PSSA proficient advanced achievement at 10% or higher. Below Basic/ Basic reduced by a minimum of 5% of the reported results from the (TBD) 2016-17 school year. Reading Level of 2nd grade students to be 60% or greater on level.

Type: Interim

Data Source: PSSA score and Lexia report

Sept 2017- 2018

Specific Targets: Use of a standardized diagnostic assessment in 100% of students to determine baseline reading levels to use in the achievement results of looping in the K-2 grade span beginning in the 2017-18 school year.

Type: Interim

Data Source: PSSA and Benchmark data

Sept 2017- 2018

Specific Targets: Math- PSSA proficient advanced achievement at 10% or higher. Below Basic/ Basic reduced by a minimum of 5% of the reported results from the (TBD) 2016-17 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: Instruction

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching 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: Instruction

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

Lexia

Description:

Lexia is a district approved researched based intervention. So it has been vetted as an effective approach. The evidence that it ia best to meet our goal is the percnetage of students tht have made growth from below grade level performnace to on level and above level performnace. Kindergarten from 81%below level to 4%, 1st Grade- From *6% below grade level to 46%, 2nd grade from 86% below grade level to 55%. 4th grade from 80% below grade levele to 59%.

SAS Alignment: Instruction

*iReady***Description:**

iReady is a district approved researched based intervention that has been adopted by the turnaround network to systematically assess students and provide diagnostic data to guide instruction.

SAS Alignment: Instruction

*Guided reading***Description:**

Guided reading is a instructional best practice that structures a small group environemnet to most accurately assess student reading progress, and guide future instructional objectives.

SAS Alignment: Instruction

*Increased instructional time/ EC***Description:**

Increased instructional time is a state/ federal mandate measured during monitoring to ensure implementation of an appropriately supportive instructional program.

SAS Alignment: Instruction

Implementation Steps:*Differentiated Instruction Professional Development***Description:**

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include 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: 9/1/2017 **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 plans are differentiated by content, process and product that actively engages and meets student learning needs.

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction – Observation***Description:**

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- Calendar***Description:**

A year-long walkthrough calendar will be developed to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

Walk through protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

Description:

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

Walkthrough protocols

EDS system report

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

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

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

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

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

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

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

Program Area(s):

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

Program Area(s):

Supported Strategies:

- Parent Involvement (PCE)

*Lexia***Description:**

During June of 2017 the Wright school teachers of grades K-2 will participate in a early literacy professional development series that will build a common knowledge base for ELA instructional practice. The PD opportunity will include a level classroom library that will provide materials to support a variety of student reading levels. The addition of both a SBTL, and a literacy specialist will support teacher instruction through the facilitation of grade group meetings and team classroom visits. In terms of school staffing the number of Student support assistants will increase from 3 to 5. Four hour SSA positions will support small group instruction and monitoring of interventions (Lexia and iReady) in grades K and 1st grades 1 each in Kindergarten classrooms, and 2 to support 1st grade.

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

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

- Lexia

*iReady***Description:**

During June of 2017 the Wright school teachers of grades K-2 will participate in a early literacy professional development series that will build a common knowledge base for ELA instructional practice. The PD opportunity will include a level classroom library that will provide materials to support a variety of student reading levels. The addition of both a SBTL, and a literacy specialist will support teacher instruction through the facilitation of grade group meetings and team classroom visits. In terms of school staffing the number of Student support assistants will increase from 3 to 5. Four hour SSA positions will support small group instruction and monitoring of interventions (Lexia and iReady) in grades K and 1st grades 1 each in Kindergarten classrooms, and 2 to support 1st grade.

In order to systematically assess the reading levels of all students from grades K-3 a SBTL has been budgeted for the 2016-17 school year. Each quarter the SBTL will be responsible for pulling and performing DRAs for students in order to ensure consistent administration. The results will be compared to the diagnostic results of the iReady program to determine accuracy. These assessments will allow a clear foundation for the measure of growth and provide a clearer instructional goal setting. In between assessing students as a member of the leadership team the SBTL will conduct team classroom visits and meet with teacher grade groups to address instructional areas of opportunity and facilitate student RTII.

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

Program Area(s):

Supported Strategies:

- iReady

Guided Reading

Description:

In terms of school staffing the number of Student support assistants will increase from 3 to 5. Four hour SSA positions will support small group instruction and monitoring of interventions (lexia and iReady) in grades K and 1st grades 1 each in Kindergarten classrooms, and 2 to support 1st grade. Wright will also renew/continue to contract with AARP/Experience corps to provide individual and small group reading support in grades 1st and 2nd.

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

Program Area(s):

Supported Strategies:

- Guided reading

Increased instructional time/ EC

Description:

During the 2016-17 school year Wright School was given the MathCounts grant which included a week of professional development and \$20,000 in EC to support

math instruction. This supported consistently aligned achievement math performance (school to district) on the benchmarks. The results of the 2017 PSSA are TBD. In the 2017-8 school year Wright school will again set aside funds for increased instructional time in Math EC and include a new math diagnosis tool in order to guide instruction. Although a math lead has been designated for the school, we will further investigate ways of using the position to better support teachers/ instruction.

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

Program Area(s):

Supported Strategies:

- Increased instructional time/ EC

iReady- Math

Description:

Although a math lead has been designated for the school, we will further investigate ways of using the position to better support teachers/ instruction. In the 2017-18 school year Wright school community will use iReady as a diagnostic and intervention tool in math. The SBTL for the school will be able to pull students obtain baseline and growth data and support teachers in providing appropriately focused instruction. The online piece of iReady will be useful across the technology available and the follow-up lessons available in the system will be utilized by teachers to support their instructional program.

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

Program Area(s):

Supported Strategies:

- iReady

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 /

9/2017-6/2018

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

9/2017-6/2018

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 /

9/2017-6/2018

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

Type: Interim

Data Source: PVAAS

September 2017- June 2018

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

Type: Interim

Data Source: Emetric

September 2017- June 2018

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

Type: Interim

Data Source: School Performance Profile

2017– 2018

Specific Targets: Increase School Performance Profile Building Level Score.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

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 through out 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: 9/1/2017 **End Date:** 6/29/2018

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

Program Area(s):**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: 9/1/2017 **End Date:** 6/29/2018

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

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

Program Area(s):

Supported Strategies:

- Grade Group Planning Time

Student Learning Objectives- Professional Development

Description:

Teachers will be professionally develop 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: 9/9/2017 **End Date:** 6/29/2018

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

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

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

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 2017 – June 2018

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

2017 – 2018

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

Type: Interim

Data Source: PMD/ Schoolnet

Sept 2017- June 2018

Specific Targets: Decrease of students with multiple suspension by 5% of (TBD)reported results of 2016-17 year. Increase of 3% of students with attendance of >95% over (TBD)reported results of 2016-17 year.

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: Safe and Supportive Schools

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: Safe and Supportive Schools

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

PBIS

Description:

Technical Brief Every Student Succeeds Act: Why School Climate* Should Be One of Your Indicators Center for Positive Behavioral Interventions and Supports November 29, 2016 With the new Every Student Succeeds Act (ESSA), State education agencies (SEA) have a great opportunity to revisit and update their state-wide school improvement plans. A particularly important emphasis of ESSA is school climate and safety, which are so integrally linked to academic achievement, active student and teacher engagement, and tiered systems of support for all students, but especially students with high failure risk (e.g., students with disabilities English language learners, students from disadvantaged and diverse backgrounds and environments). Because of the importance of

school climate and safety to the academic enterprise, a number of questions and answers are presented to guide SEAs and local education agencies (LEAs) in considering School Climate and Safety as one of their ESSA indicators. The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the Elementary and Secondary Education Act of 1965, which provides Federal funds to improve elementary and secondary education in the Nation's public schools. 20 U.S.C. 6301. Under ESSA, States set their own ambitious goals, and measurements of interim progress, for academic outcomes. ESSA also requires States to have robust, multi-measure statewide accountability systems, which include indicators of academic achievement, graduation rates (for high schools) or academic progress (for elementary and middle schools), and progress towards English language proficiency. ESSA also gives States the flexibility to choose new statewide indicators that create a more holistic view of student success. Under this flexibility, States have the opportunity to select a new valid, reliable, and comparable indicator of "School Quality or Student Success", which may include a school climate and safety indicator. 20 U.S.C. 6311(c). 34 CFR § 200.14(b)(5). States must ensure that this new indicator measures the performance of all students in all public schools (including public charter schools), allows for comparisons between subgroups of students, demonstrates variation across schools in the State, and is likely to increase graduation rates or academic achievement.

SAS Alignment: Safe and Supportive Schools

RTII/ MTSS

Description:

Response to Instruction and Intervention (RtII): An Introduction Definition RtII is an early intervening strategy and carries dual meaning in Pennsylvania. It is a comprehensive, multi-tiered, standards aligned strategy to enable early identification and intervention for students at academic or behavioral risk. RtII may be considered as one alternative to the aptitude- achievement discrepancy model for the identification of students with learning disabilities after the establishment of specific progress measures. RtII allows educators to identify and address academic and behavioral difficulties prior to student failure. Monitoring student response to a series of increasingly intense inter- ventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities. The goal of RtII is to improve student achievement using research-based interventions matched to the instructional need and level of the student. Regulatory Support The No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) support the involvement of all students in the general education curriculum and the use of research-based interventions to improve student achievement. Additionally, IDEA 2004 permits school districts to use a process to intervene early with struggling students and to determine if a child responds to scientific, research-based intervention as a part of the evaluation procedures for students with learning disabilities. In Pennsylvania, this assessment and instructional framework is known as Response to Instruction and Intervention (RtII).

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

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

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

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

Program Area(s):

Supported Strategies:

- Response to Intervention (RTI) -

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

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

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

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 teachers monthly incentives)

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

Program Area(s):

Supported Strategies:

- Schoolwide Effective Behavior System (SWEBS) –

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:

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

Program Area(s):**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: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

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

Program Area(s):

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

Program Area(s):**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: 9/1/2017 **End Date:** 6/29/2018

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

- Climate Manager

*PBIS***Description:**

For the past 3 years Wriht school has been involved in a grant opportunity to support PBIS with the Deveroux services. With the support of a district PBIS coach the school has utilized a data tracking system SWIS to analyze discipline referrals and strategically plan responses in order to support a positive school climate. The SWIS program has been purchased for the 2017-18 school year the PBIS/ SCC team has been put in place, and the data sources for attendance and suspension are district provided. Student Incentives have been researched and will be purchased.

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

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

- PBIS

RTII/ MTSS

Description:

The data provided by the SWIS program will support selecting appropriate interventions available in the RTII/MTSS system. While the district RTII/ MTSS system documents what interventions and how they are administered SWIS data gives us (on the behavioral side) frequency/ type of events, and helps develop student population to focus on.

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

Program Area(s):

Supported Strategies:

- RTII/ MTSS

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 2014-2018 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.

Our climate, in the 2016-17 school year the SPR climate rating increased 5% from 9%. The SDP reported an increase from 0% to 16% in participation in the parent survey during the 2015-16 school year. In that survey there was a reported a 76% Model rating of parents with percentage of positive responses.

Describe the continuing areas of concern from the past year.

In literacy we need to increase ELA- PSSA proficient advanced achievement at 10% or higher. Below Basic/ Basic reduced by a minimum of 5% of the reported results from the (TBD) 2016-17 school year. Reading Level of 2nd grade students to be 60% or greater on level and use of a standardized diagnostic assesment in 100% of students to determine baseline reading levels to use in the achievement results of looping in the K-2 grade span beginning in the 2017-18 school year. in math we need to increase Math- PSSA proficient advanced achievement at 10% or higher. Below Basic/ Basic reduced by a minimum of 5% of the reported results from the (TBD) 2016-17 school year. For our climate we need to decrease of students with multiple suspension by 5% of (TBD)reported results of 2016-17 year. Increase of 3% of students with attendance of >95% over (TBD)reported results of 2016-17 year.

Describe the initiatives that have been revised.

SLGQ 4:Lexia, iReady, Guided reading, Increased instructional time/ EC, were added in response to guiding question # 4.

SLGQ 6: PBIS, and RTII/ MTSS were added in response to guiding question 6.

2015-2016 Improvement Evaluation

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).

Describe the continuing areas of concern from the past year.

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).

Describe the initiatives that have been revised.

Climate goal (SLGQ #6)- 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.

2014-2015 Improvement Evaluation

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 concern 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; distractors

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