

Barry Comm John Sch
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

Barry Comm John Sch

5900 Race St.
Philadelphia, PA 19132
(215)581-5501

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Derrick Hardy
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Robert Shields	Academic Recovery Liaison : School Improvement Plan
Derrick Hardy	Building Principal : School Improvement Plan
Jordan Broutman	Community Representative
Deanna Lewis	Ed Specialist - Other
Jessica Nicholls	Ed Specialist - Other
Melanie Bartlett	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Shivon Callicut	Parent

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan

- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

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 Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision- making process that supports the schools in order to improve student achievement, educator quality, and administrative leadership. Technical assistance is provided to guide a data driven, strategic planning process that includes the development of a needs assessment, comprehensive plan, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
Office of Federal Programs Design and Implementation	1/26/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/3/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan

		Submission Process
Office of Federal Programs Design and Implementation	2/14/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/28/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget
Office of Federal Programs Design and Implementation	4/5/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3
Office of Federal Programs Design and Implementation	1/11/2017 12:00:00 AM	Comprehensive plan monitoring visit

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers meet in grade bands and reviewed student academic data. The data captured established as baseline for student support through small group instruction and classroom instructional differentiation. Teachers administered assessments to determine student academic proficiency. The results from these assessments provided the academic blueprint for instructional planning.

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	Yes
Summer School Program	Yes
Reading	Yes
Math	Yes

Science	Yes
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Meeting annual growth expectations in Mathematics/Algebra 1 70%

Promotion rate indicator 97.35%

Attendance rate indicator 90.06%

Test participation rate Mathematics/ Algebra 1 all students 91.37%

Test participation rate ELA / Literature all students 92.60%

Test participation rate Science/Biology all students 90.84%

Exceeded the 3 year standard growth measure in Mathematics/ Algebra 1

School Concerns

Concern #1:

37.5 School Performance Profile Building Level Score Designation Priority

2.07% proficient or advanced on Mathematics PSSA

10.72% Proficient or Advanced on PSSA/Keystone ELA/Literature

14.15% Proficient or Advanced on PSSA/Keystone Science/ Biology

13.4% Proficient or Advanced Grade 3 ELA

Mathematics/Algebra I -0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

Mathematics/Algebra I - 0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

58% ELA/Literature - Meeting Annual Academic Growth Expectations PVAAS

58% Science/Biology - Meeting Annual Academic Growth Expectations PVAAS

89.4% Average **Daily** Attendance YTD

45.2% Truancy YTD

41.1% Tardiness YTD

98 suspensions YTD

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

Aligned Concerns:

37.5 School Performance Profile Building Level Score Designation Priority

2.07% proficient or advanced on Mathematics PSSA

10.72% Proficient or Advanced on PSSA/Keystone ELA/Literature

14.15% Proficient or Advanced on PSSA/Keystone Science/ Biology

13.4% Proficient or Advanced Grade 3 ELA

Mathematics/Algebra I - 0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

Mathematics/Algebra I - 0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

58% ELA/Literature - Meeting Annual Academic Growth Expectations PVAAS

58% Science/Biology - Meeting Annual Academic Growth Expectations PVAAS

89.4% Average **Daily** Attendance YTD

45.2% Truancy YTD

41.1% Tardiness YTD

98 suspensions YTD

Systemic Challenge #2 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

37.5 School Performance Profile Building Level Score Designation Priority

2.07% proficient or advanced on Mathematics PSSA

10.72% Proficient or Advanced on PSSA/Keystone ELA/Literature

14.15% Proficient or Advanced on PSSA/Keystone Science/ Biology

13.4% Proficient or Advanced Grade 3 ELA

Mathematics/Algebra I -0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

Mathematics/Algebra I - 0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

58% ELA/Literature - Meeting Annual Academic Growth Expectations PVAAS

58% Science/Biology - Meeting Annual Academic Growth Expectations PVAAS

89.4% Average **Daily** Attendance YTD

45.2% Truancy YTD

41.1% Tardiness YTD

98 suspensions YTD

Systemic Challenge #3 (*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

Aligned Concerns:

37.5 School Performance Profile Building Level Score Designation Priority

2.07% proficient or advanced on Mathematics PSSA

10.72% Proficient or Advanced on PSSA/Keystone ELA/Literature

14.15% Proficient or Advanced on PSSA/Keystone Science/ Biology

13.4% Proficient or Advanced Grade 3 ELA

Mathematics/Algebra I -0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

Mathematics/Algebra I - 0% of Required Gap Closure Met

ELA/Literature - 0% of Required Gap Closure Met

Science/Biology - 0% of Required Gap Closure Met

58% ELA/Literature - Meeting Annual Academic Growth Expectations PVAAS

58% Science/Biology - Meeting Annual Academic Growth Expectations PVAAS

89.4% Average **Daily** Attendance YTD

45.2% Truancy YTD

41.1% Tardiness YTD

98 suspensions YTD

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: At least 50% of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

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: Annual

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

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

*Informal and Formal Observation***Description:**

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

SAS Alignment: None selected

*Children's Literacy Initiative (CLI)***Description:**

CLI is a 501(c)(3) non-profit organization that provides educators with training and coaching in the most effective practices for early literacy instruction for prekindergarten through third grade. Our workshops and institutes build teachers' understanding of literacy and the art and science of teaching children how to read and write. By focusing on professional skills that improve over time and are not lost when administrations, buildings, or curricula change, CLI helps create a sustainable, school-wide culture of literacy that introduces students to the joys of reading, writing, and life-long learning. www.cli.org

SAS Alignment: None selected

I- Ready

Description:

Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be offered to all teachers. The teacher leader and special education teachers will share and model strategies for differentiation in a mock setting to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in Sheets

Exit Slip

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated 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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Lesson Plan Review

Description:

Administrator and teacher leader will review lesson plans to ensure that plans are differentiated, and are aligned to the Common Core and actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Implement

Description:

The teachers will differentiate instruction for all students by providing them with tasks that meet their learning styles, strengths and challenges and actively engage and meet student learning needs.

Student work

Lesson plans

observations

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

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction-Observation

Description:

Administrators will observe differentiated practices in classroom using the walkthrough process. Informal and formal observations will be conducted on a daily basis by administrators and teacher teams to monitor implementation, determine level and frequency use of differentiated strategies as identified in lesson plans.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Feedback

Description:

Administrators and the School-Based Teacher Leader will provide feedback on observed actions employed by the teacher to determine effectiveness and how differentiated practices were being implemented in their classroom

Reflective Feedback, observation protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Coaching

Description:

Administrators and the School-Based Teacher Leader will provide additional peer to peer support and coaching to teachers who are still struggling to differentiate effectively.

Instructional Coaching schedule

Resources

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

Program Area(s): Student Services

Supported Strategies:

- Differentiated Instruction

Informal and formal observation 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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Observation Protocol

Description:

Leadership will use the Educational Development Suite (EDS) as an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Conduct Walkthroughs

Description:

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

Walkthrough protocol, reflective feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Informal and formal Observation - Post Conference (Feedback)

Description:

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

Feedback Protocol

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

Program Area(s): Student Services

Supported Strategies:

- Informal and Formal Observation

Informal and formal Observation - Peer Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity through peer-peer coaching.

Schedule of peer Coaches

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

Program Area(s): Student Services

Supported Strategies:

- Informal and Formal Observation

Children's Literacy Initiative (CLI) - Professional Development

Description:

Provide clear examples of Turnaround Network required learning environment components to all teachers and support staff. Conduct walkthrough observations (instructional rounds) bi-weekly for accountability and quality assurance. Design a school-wide master teaching schedule that provides a minimum of 6.0 preparation periods for teachers per week wherein the additional preparation period is used for grade level planning (grade group.) Request clear evidence of implementation of the balanced literacy instructional teaching block in all lesson plans in grades K-8. Request clear evidence of Turnaround Network required Small Group Instruction rotations in all literacy lesson plans in grades K-8.

Quarterly check ins - Look for rubric 0-4

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

Program Area(s): Professional Education

Supported Strategies:

- Children's Literacy Initiative (CLI)

Children's Literacy Initiative (CLI) - Implementation and Data Analysis

Description:

CLI will be observed and data analyzed to ensure the fidelity of the program.

Formal and Informal Observations

Walkthroughs

Exit tickets

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

Program Area(s):

Supported Strategies:

- Children's Literacy Initiative (CLI)

I- Ready - Implementation

Description:

The I-Ready add on materials and the I-ready tool box will be utilized by teachers to provide individualized instruction to students during whole group and small group (differentiated) instruction

I-Ready quarterly diagnostic

I-Ready weekly monitoring of data

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

Program Area(s):

Supported Strategies:

- I- Ready

I- Ready Data Analysis

Description:

I-Ready will be monitored by teachers and Administration on a weekly and quarterly basis to ensure proper implementation.

I-Ready weekly assessments

I-Ready quarterly diagnostics

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

Program Area(s):

Supported Strategies:

- I- Ready

Goal #2: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: SchoolNet

ISI dashboard

October 2017 June 2018

Specific Targets: 20% decrease in the number of students who commit and repeat level one offenses.

Type: Interim

Data Source: SchoolNet

Suspension

October 2017-June 2018

Specific Targets: Decrease in the number of students who are suspended by 20%

Type: Interim

Data Source: SchoolNet

October 2017 June 2018

Specific Targets: Decrease in the number of students who are tardy and/or truant by 20%.

Type: Annual

Data Source: SchoolNet October 2017-June 2018

Specific Targets: Increase daily attendance to 97%.

Type: Interim

Data Source: Early Warning

Indicators

October 2017-June 2018

Specific Targets: Decrease the number of students listed for multiple course failures, suspension, truancy and tardiness.

Type: Interim

Data Source: RTII

October 2017-June 2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.

Strategies:

Positive Behavior Support Program:

Description:

Positive Behavior Support Program (PBIS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

SAS Alignment: None selected

RTII:

Description:

RTII will be implemented to support chronically absent students and tardy students, and those that demonstrate at risk behaviors. The RTII process will involve implementing supports and interventions which could also include the involvement of their families. Teachers will receive professional development on using the RTII process to monitor the climate data, and consistently follow the identified protocols. This will ensure a safe and supportive environment for all students.

SAS Alignment: None selected

MTSS - Student Support System

Description:

Multi-tiered Systems of Support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification for students who are at risk for poor learning outcomes. The increasingly intense tiers (e.g. Tier 1, Tier 2, and Tier 3), sometimes referred to as levels of prevention represent a continuum of supports. Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.

SAS Alignment: None selected

*Student Advisory Team (SAC)***Description:**

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis¹ and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.² The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races.³ www.nea.org

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Positive Behavior Support Program – Identify a coach***Description:**

The leadership team will identify a PBIS coach who will be responsible for creating the policies, expectations and professional development on the PBIS program.

PBIS Coach

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBIS Team, will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc.

PBIS Expectations Documents

PBIS Posters, Appropriate behavior poster, bullying posters

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The COACH will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members.

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

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

Calendar of school-wide incentives

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

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

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program:

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

Description:

The PBIS COACH will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates.

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program:

RTII- Create a team

Description:

The leadership team will establish an RTII TEAM, includes SISL, Counselors, administrator, nurse and identify a RTII champion to lead the initiative.

RTII TEAM MEMBERS

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

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

- RTII:

RTII- Review climate data

Description:

The RTII team will review climate and suspension data weekly, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

Sign in sheets, agenda, rtii meeting schedule, meeting minutes

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

Program Area(s):

Supported Strategies:

- RTII:

RTII- Identify interventions

Description:

The RTII team will meet with teacher grade level teams to identify interventions for the at- risk students at specific grades and determine how the interventions are helping.

Sign in sheets, agenda, rtii meeting schedule, meeting minutes, student intervention plan.

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

Program Area(s):

Supported Strategies:

- RTII:

RTII- Implement interventions

Description:

The teachers will implement the identified interventions for their at-risk students at specific grades and determine how the interventions are helping.

Student intervention plan.

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

Program Area(s):

Supported Strategies:

- RTII:

RTII- Monitor Interventions

Description:

The RTII and the principal will monitor that the interventions are being implemented as indicated by the student goals being accomplished in the student intervention plan.

Student intervention plan.

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

Program Area(s):

Supported Strategies:

- RTII:

RTII- Evaluate Interventions

Description:

The principal will review the RTII/ Student report to ensure that there is a decrease in the number of students who are been identified at risk and need support. The RTII team will consider moving students to the next tier level if interventions are not effective.

Student intervention plan.

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

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

- RTII:

*MTSS - Student Support System***Description:**

Monthly review of student misconduct referrals (EH-20) to generate a list / roster of students needing MTSS support as a result of code of conduct infractions

KPI Dashboard daily monitoring

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

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

- MTSS - Student Support System

*Student Advisory Team (SAC)***Description:**

Parental contacts will be provided to all parents encouraging them to commit to participating in their child's academic experiences. The SAC team will also be developed to support all of the initiatives within the school and monitor parental involvement activities. Monthly parent workshops will be held to keep parents informed, during these meetings parental contacts will be collected. The SAC team will conduct monthly meetings to address various initiatives related to academics and climate. Success of these initiatives will be measured through SAC meeting minutes. Develop an annual calendar with monthly parent learning sessions in the Barry Parent Resource Room. Topics will include literacy, math, writing and science homework tips. Recruit and incentivize parents to attend the monthly learning sessions that may have an immediate impact on student achievement.

Monthly SAC meeting minutes **Start Date:** 9/1/2017 **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Student Advisory Team (SAC)

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Barry Comm John Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Barry Comm John 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 Barry Comm John Sch in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Naomi Wyatt on 6/15/2016

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 6/14/2016

Board President

Affirmed by Naomi Wyatt on 6/15/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Barry School has reduced the total number of out of school suspensions by 10% during the 2016-2017 school year. As of February 1, 2017 Barry School has accumulated 98 out of school suspensions. This total is a reduction of 45% when compared to the 10 month total number of suspensions during the 2015-2016 school year.

Barry School has increased the percentage of students demonstrating quarterly benchmark standards mastery by 10% during the 2016-2017 school year. As of February 28, 2017, Barry School has achieved 32% mastery on 2016-17 ELA Benchmark 2. This percentage is a decrease by 1% when compared to the end of the year Benchmark 3 percentage for the 2015-2016 school year.

Barry School has increased the percentage of students demonstrating quarterly benchmark standards mastery by 10% during the 2016-2017 school year. As of February 28, 2017, Barry School has achieved 33.6% mastery on 2016-17 Math Benchmark 2. This percentage is a decrease by 0.3% when compared to the end of the year Benchmark 3 percentage for the 2015-2016 school year.

Barry School has increased the total number of parent engagement activities that occur throughout the school year during the 2016-2017 school year.

Describe the continuing areas of concern from the past year.

By June 2018, Barry school will increase the percentage of students with zero (0) out of school suspensions to 85% as evidenced by KPI dashboard data.

By May 2018, Barry school will increase literacy achievement to 50% mastery as evidenced by district benchmark data through standards aligned and rigorous small group instruction. By all grade levels

By May 2018, Barry school will increase math achievement to 50% mastery as evidenced by district benchmark data through standards aligned and rigorous small group instruction.

By June 2018, Barry school will increase parent participation and attendance by 50% from the previous year through quarterly parent engagement events.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 2 with the addition of I-Ready and Children's Learning Initiative (CLI)

2015-2016 Improvement Evaluation

Describe the success from the past year.

1. Significant growth in implementation of small group instruction through planning and coaching from Children's Literacy Initiative. (SLGQ #4)
2. Strong Kindergarten program demonstrated by a decrease in the number of students reading at a Intensive and an increase in the number of students reading on target. : 68%

students reading on Target 17% at Strategic, and 15% at intensive as demonstrated on AIMSweb.

3. Implementation of school-wide detailed instructional schedule. (SLGQ #4)

Describe the continuing areas of concern from the past year.

1. Frequent teacher turnover and novice teachers
2. Inconsistency in instructional implementation across the testing grades.
3. The need for continued professional development on common assessments (development and implementation) to support growth in reading and math.
4. Consistent implementation across grades 1 - 8 behavior expectation outlined in Positive Behavioral Interventions & Supports PBIS. (SLGQ #6)

Describe the initiatives that have been revised.

1. Climate and Safety (slight decrease in student infractions with a climate manager this year). (SLGQ #6)
2. Consistent implementation of instructional practices across grades 1 - 8 in reading and math. (SLGQ #4)
3. Targeted professional development on effective teacher instructional linked to student academic outcome in reading and math. (SLGQ #4)
4. Will include a climate coordinator to support increase of repeated level one student infractions. (SLGQ #6)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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

Differentiation is occurring in classrooms. Teachers are using choice boards and small group instruction to scaffold instruction.

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

Data Informed Instruction: Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students'

next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Teachers are receiving feedback from administration and the leadership walkthrough team. Feedback is used to guide instructional planning and re-teaching. Teachers are using the District Benchmark Analysis Protocol to develop a strategic response to student performance.

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

Teachers are assigned to grade group weekly. This dedicated time is used for instructional planning, review district academic initiatives as it aligns to their classroom data, and assess their daily instructional practices as it pertains to meeting the academic needs of their students.

Positive Behavior Support Program: Positive Behavior Support Program (PBIS) will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively utilize the PBS framework to guide the selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. This includes a range of intervention strategies that are designed to prevent problem behaviors, while teaching socially appropriate alternative behaviors. The PBS program will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive and proactive supports and interventions.

Barry currently has implemented PBIS throughout the building. An elected student group meets with the PBIS Coach to assist in planning monthly incentives. Students meet once a week when their teachers are in grade group meetings to learn about anti-bullying techniques and how to solve their differences without resorting to physical or mental harassment.

RTII: RTII will be implemented to support chronically absent students and tardy students, and those that demonstrate at risk behaviors. The RTII process will involve implementing supports and interventions which could also include the involvement of their families. Teachers will receive professional development on using the RTII process to monitor the climate data, and consistently follow the identified protocols. This will ensure a safe and supportive environment for all students.

Monthly RTII reports are discussed at weekly RTII meetings and as well as teacher grade group meetings. Plans are reviewed as well as recommendations made for additional academic or behavioral support for students. In addition, the RTII team

meets weekly to inform the school community of logistical data.

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

With the above referenced items in place inconsistency in designing coherent instruction exist across some grades. To that end, the school leadership team will continue to focus on the following:

- **Explicit Instruction**
- **Guided Reading**
- **Differentiated Instruction**
- **Administration will be continuing to provide feedback on instructional delivery via teacher formal and informal observation**

Describe the initiatives that have been revised.

None at this time. The School Leadership Team will continue to implement outlined strategies as well as focus on the areas of concerns for this Comprehensive Plan has not been in effect for one calendar year.