

Bryant William C Sch
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

Bryant William C Sch

6001 Cedar Ave
Philadelphia, PA 19143
(215)471-2910

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Gaddy Paulette
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Robert Shields	Academic Recovery Liaison : School Improvement Plan
Paulette Gaddy	Building Principal : School Improvement Plan
Karen Gordon	Community Representative
Jessica Goldstein	Ed Specialist - Other
Jennifer Yost	Elementary School Teacher - Regular Education
Sean Heist	Intermediate Unit Staff Member
Kellyanne McCarthy	Intermediate Unit Staff Member
Anissa Bibbs	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
- PTA/PTO website
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Board meeting presentations
- 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)
- 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	1/5/2017 12:00:00 AM	Comprehensive plan monitoring visit
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	2/24/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility
Office of Federal Programs Design and Implementation	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget
Office of Federal Programs Design and Implementation	4/6/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3

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.

Grade group meetings, data meetings, and professional development.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	No
Before School	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 administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

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

Needs Assessment

School Accomplishments

Accomplishment #1:

Mathematics/Algebra I - Meeting Annual Academic Growth Expectations 72%

Accomplishment #2:

Promotion rate indicator 98.75%

Accomplishment #3:

Attendance rate indicator 89.29%

Accomplishment #4:

Met the 3 year growth measure for Mathematics/Algebra 1

School Concerns

Concern #1:

SPP score of 47.3%
6.7% proficient or advanced on Mathematics PSSA
Grades , 5, 6, did not show a positive three year trend in Mathematics
20.1% proficient or advanced on ELA/Literature PSSA
Grades 5, 6, did not show a positive three year trend in ELA / Literature
School did not meet the academic growth standard in Science.
32.1% proficient or advanced in Science
40.8% Tardiness YTD
Suspension Rate 39 YTD
Average Daily Attendance 90.6%

Prioritized Systemic Challenges

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

Aligned Concerns:

SPP score of 47.3%
6.7% proficient or advanced on Mathematics PSSA
Grades , 5, 6, did not show a positive three year trend in Mathematics
20.1% proficient or advanced on ELA/Literature PSSA
Grades 5, 6, did not show a positive three year trend in ELA / Literature
School did not meet the academic growth standard in Science.
32.1% proficient or advanced in Science
40.8% Tardiness YTD
Suspension Rate 39 YTD
Average Daily Attendance 90.6%

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

Aligned Concerns:

SPP score of 47.3%
6.7% proficient or advanced on Mathematics PSSA
Grades , 5, 6, did not show a positive three year trend in Mathematics
20.1% proficient or advanced on ELA/Literature PSSA
Grades 5, 6, did not show a positive three year trend in ELA / Literature
School did not meet the academic growth standard in Science.
32.1% proficient or advanced in Science
40.8% Tardiness YTD
Suspension Rate 39 YTD
Average Daily Attendance 90.6%

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.

Aligned Concerns:

SPP score of 47.3%
6.7% proficient or advanced on Mathematics PSSA
Grades , 5, 6, did not show a positive three year trend in Mathematics
20.1% proficient or advanced on ELA/Literature PSSA
Grades 5, 6, did not show a positive three year trend in ELA / Literature
School did not meet the academic growth standard in Science.
32.1% proficient or advanced in Science
40.8% Tardiness YTD
Suspension Rate 39 YTD
Average Daily Attendance 90.6%

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

11/2017, 1/2018, 4/2018

Specific Targets: 10% increase in the number of students proficient/advanced in reading and math from baseline to end assessment

Type: Annual

Data Source: PSSA

9/2017 - 5/2018

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

9/2017 5/2018

Specific Targets: The All Student Group and the Historically Underperforming Student Groups will show a year or more worth of growth compared to previous school year

Type: Interim

Data Source: End of Unit Assessments

Monthly

10/2017 - 6/2018

Specific Targets: 15% increase in the number of students scoring proficient /advanced in reading and math compared to previous school year

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

Informal and Formal Observations

Description:

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

SAS Alignment: None selected

Professional Development

Description:

Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching.

SAS Alignment: None selected

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: None selected

I- Ready - Implementation

Description:

I-Ready will be used as an intervention on reading through built in scheduled time on a daily basis. Small groups will be determined by the DRA level is measured three times annually and the instruction will be differentiated based on the student level.

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

I-Ready Data Analysis and Evaluation

Description:

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

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

Children's Literacy Initiative (CLI) - Professional Development

Description:

Through grade group meetings with teachers, the CLI coach will be used to support to focus on the early literacy block to focus on guided reading and writing on a daily basis.

Professional Development

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) - Evaluation

Description:

Children's Literacy Initiative (CLI) will be observed through professional observation and evidenced by benchmark exams

Formal and Informal Observations

Walkthroughs

Benchmark exams

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

Program Area(s):

Supported Strategies:

- Children's Literacy Initiative (CLI)

Guided Reading Implementation

Description:

Through grade group meetings with teachers, the CLI coach will be used to support to focus on the early literacy block to focus on guided reading and writing on a daily basis.

Reading behaviors check sheet - Daily DRA 3 times annually

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

Program Area(s):

Supported Strategies:

- Guided Reading

Guided Reading Data Analysis

Description:

Student achievement will be monitored to correlate the effectiveness of the guided reading program.

CFU assessment

DRA

Exit tickets

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

Program Area(s):

Supported Strategies:

- Guided Reading

Blended Learning Professional Development

Description:

The blended learning practice will be implemented in all classrooms with fidelity by our Professional Learning Community

Professional Development Formal and Informal Observations, formative assessments CFU

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

Blended Learning - Implementation

Description:

Blended learning will be implemented and observed in all classrooms. Professional observations.

Formal and Informal Observations

Walkthroughs

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

Program Area(s):

Supported Strategies:

- Blended Learning

Small Group Instruction Implementation

Description:

Small groups will be determined by the DRA and Gates level is measured three times annually and the instruction will be differentiated based on the student level.

Formal and Informal Observations, formative assessments CFU

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

Program Area(s):**Supported Strategies:** None selected*Small Group Instruction Data Analysis***Description:**

Student data will be analyzed with the correlation of small group instruction to provide evidence for growth in achievement.

Teacher assessments

Exit tickets

CFU's

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

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

- Small Group 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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education, Student Services

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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Feedback from Instructional Walkthroughs

Description:

Leadership team will meet with teachers to discuss feedback from Walkthrough protocols to allow readjustment of instructional practices if needed.

Written feedback – informal observation form and/or conversation

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction
- Informal and Formal Observations

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:** 6/30/2018

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.

Walkthrough Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Walkthrough Protocol Communication

Description:

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

Agenda, Sign-In sheets

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Conduct Walkthroughs

Description:

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

Agenda, Sign-In sheets

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development - Needs Assessment

Description:

Administrators will conduct a professional development needs assessment.

Agenda, Sign-In sheets

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment Feedback, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Calendar

Description:

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

Year-long PD Calendar, Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Trainings

Description:

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

Year-long PD Calendar, title I Binder

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

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

- Professional Development

Professional Development - Monitoring the Effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Year-Long PD Calendar, Title-I Binder

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

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

- Professional Development

Professional Development - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity

Schedule of Instructional Coaches

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

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

- Professional Development

Danielson Framework - Professional Development on the 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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework - Develop Lesson Plans based on the 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:** 6/30/2018

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:** 6/30/2018

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:** 6/30/2018

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

- Danielson Framework

I- Ready

Description:

I-Ready will be used as an intervention on reading through built in scheduled time on a daily basis. Small groups will be determined by the DRA level is measured three times annually and the instruction will be differentiated based on the student level.

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

Program Area(s):

Supported Strategies:

- I- Ready

Children's Literacy Initiative (CLI)

Description:

Through grade group meetings with teachers, the CLI coach will be used to support to focus on the early literacy block to focus on guided reading and writing on a daily basis.

CPEL Data - Quarterly

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

Program Area(s):

Supported Strategies:

- Children's Literacy Initiative (CLI)

Guided Reading

Description:

Through grade group meetings with teachers, the CLI coach will be used to support to focus on the early literacy block to focus on guided reading and writing on a daily basis.

Reading behaviors check sheet - Daily DRA 3 times annually**Start Date:** 9/1/2017 **End Date:** 6/30/2018**Program Area(s):****Supported Strategies:**

- Guided Reading

*Blended Learning***Description:**

By utilizing I-Ready as well as small group instruction students will be able to have multiple levels of intervention and instruction to enhance their learning.

Formal and Informal Observations, formative assessments CFU**Start Date:** 9/1/2017 **End Date:** 6/30/2018**Program Area(s):****Supported Strategies:**

- Blended Learning

*Small Group Instruction***Description:**

Small groups will be determined by the DRA and Gates level is measured three times annually and the instruction will be differentiated based on the student level.

Formal and Informal Observations, formative assessments CFU **Start Date:**
9/1/2017 **End Date:** 6/30/2018

Program Area(s):**Supported Strategies:** None selected

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: Developmental Reading Assessment (DRA) / Quarterly 9/2017 - 6/2018

Specific Targets: 50% of students will increase reading skills by one level

Type: Interim

Data Source: Gates-MacGinite Reading Test – Quarterly 9/2017-6/2018

Specific Targets: 50% or more students will increase reading skills by one level.

Type: Annual

Data Source: PVAAS

9/2017-5/2018

Specific Targets: 100% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested areas for all students.

Type: Annual

Data Source: Emetric

9/2017-6/2018

Specific Targets: Increase up to 10% or more in the number of students scoring proficient or advanced all tested areas for all students.

Type: Annual

Data Source: SCN – School Computer Network

Specific Targets: Reduce the number of suspensions by 10%.

Type: Annual

Data Source: SCN – School Computer Network

Specific Targets: Reduce truancy and lateness by 10%.

Strategies:

Common Planning Time

Description:

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

SAS Alignment: None selected

Data Analysis Procedures

Description:

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

SAS Alignment: None selected

Responses to Intervention and Instruction (RTII)

Description:

- Response to Intervention will be implemented by all teachers, staff and leadership to integrate assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. This will help to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: None selected

Implementation Steps:*Common Planning Time- Develop a Schedule***Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, once per day, to allow for data analysis, modification, and adapt practices within classrooms. This will school-wide use of data that is focused on school improvement and the academic growth of all students

common planning time schedule

agenda

meeting minutes

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

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

- Common Planning Time

*Common Planning Time- 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:** 6/30/2018

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data, create protocols, identify interventions, monitor student progress, and share professional practices. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time –Monitor

Description:

Administration will monitor that Common Planning Time 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.

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common 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:** 6/30/2018

Program Area(s):

Supported Strategies:

- Common Planning Time

Data Analysis Procedures -Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

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

Copy of Data Protocols

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

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

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures -Analyze Data

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Monitor Data Analysis

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

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

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

PDE and Locally Relevant Student Data Lesson Plans

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

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

- Data Analysis Procedures

*RTII Professional Development***Description:**

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure fundamental understanding of framework to identify at-risk students early.

Agenda

Sign-in Sheet

Title I binder

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

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

- Responses to Intervention and Instruction (RTII)

RTII

Description:

Response to Intervention will be implemented school-wide by all teachers to ensure students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Response to Intervention meeting schedule

Data protocols

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

Program Area(s):

Supported Strategies:

- Responses to Intervention and Instruction (RTII)

Responses to Intervention and Instruction (RTII) – Planning Grade Group

Description:

Teachers will meet weekly to analyze multiple data sources to identify students that need additional supports with academics, behavior and attendance. RTII meetings will be held to identify student strengths, weaknesses and needed interventions and to develop individualized student plans to identify and monitor progress of the prescribed interventions to adjust instructional practices. This process will help to ensure school staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

Schedule RTII meetings

Agenda

Data Protocols

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

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

- Responses to Intervention and Instruction (RTII)

*Interventions - Responses to Intervention and Instruction (RTII) –
Monitoring*

Description:

Teachers will monitor student interventions on a weekly basis to determine effectiveness of intervention and make needed adjustments to intervention as indicated by data analysis and evaluation of interventions. This process will help to ensure school staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

Minutes of Meetings

Schedule RTII meetings

Agenda

Data Protocols

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

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

- Responses to Intervention and Instruction (RTII)

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: Annual

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Reduce the number of suspensions by the end of the school year

Type: Annual

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students

Type: Annual

Data Source: SchoolNet September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students.

Strategies:

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program: School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: None selected

PBIS

Description:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

SAS Alignment: Safe and Supportive Schools

Truancy Elimination Plan

Description:

Once a student accumulates 6 or more unexcused absences a second letter is sent to the parent and student, and a request is made to attend a “**Truancy Elimination Plan**” meeting.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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:** 6/30/2018

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

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

Calendar of School-wide Incentives

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

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

Description:

The Monitoring Team will 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.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

PBIS

Description:

Positive Behavioral Intervention System will be used as an incentive for students to perform, attend and behave throughout the school year.

KPI dashboard data monitored weekly

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

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

- PBIS

Truancy Elimination Plan

Description:

Using the truancy elimination plan, parent meetings, daily and weekly attendance incentives both for individuals and by class. Enforcing the compulsory attendance laws.

KPI dashboard data monitored weekly. Truancy referrals

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

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

- Truancy Elimination Plan

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Bryant William C Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Bryant William C 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 Bryant William C 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.

60% of students in grades K-2 are reading at target as evidenced by DRA assessments.
 37 % of students in grades 3-8 scored 50% or better on Benchmark assessments.
 37% of students in grades 3-5 scored 50% or better on benchmark assessments.
 # of students without an out-of-school suspension increased from 22% to 9%.
 Percentage of parents involved on the school's SAC committee.

Describe the continuing areas of concern from the past year.

Increase the number of students in grades K-2 reading at grade level by 25%. (Baseline is 60% of 178 students)
 Increase the number of students in grades 3-8 scoring 50% or better by 10% as evidenced by Benchmark assessments. (Baseline 37% for 158 students.)
 Increase the number of students scoring 50% or better in mathematics by 10% as evidenced by Benchmark assessments. (Baseline is 37% for 155 students)
 Reduce the amount of chronically truant students by 10% based on the baseline data of 38% chronically truant students in 16-17

Describe the initiatives that have been revised.

Revisions were made to guiding question #2 with the addition of I-Ready, Children's Literacy Initiative, Guided Reading, Blended Learning and Small Group Instruction. Guiding question #6 was revised to include Positive Behavior Support System (PBIS) and Truancy Elimination Plan.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The successes from the past year include the following:

1. The average daily attendance has increased from 88% to 91%.
2. The number of serious incidents has decreased from 85 to 21. (SLGQ #6)
3. The number of student expulsions decreased from 5 to 0. (SLGQ #6)
4. The number of tardy students has decreased from 8891 to 2932.

Describe the continuing areas of concern from the past year.

The data shows that student achievement in reading decreased from 30% to 13% in reading. The data shows that student achievement in mathematics decreased from 25% to 4%. The overall performance of students on the science assessment decreased from 18% to

16%. The number of students in grades K-3 reading grade level decreased from 39% to 34%.

Describe the initiatives that have been revised.

Based on the data, it shows that students consistently under-perform in the areas of reading, science and mathematics. In addition, based on data on school suspensions and student disciplinary referrals, there is a significant need to address school climate. Based on the data, the school will do the following:

1. Implement strategies to ensure all students are receiving instruction at a level consistent with the academic standards/expectations. (SLGQ #4)
2. Identify and support students experiencing difficulty with grade-level academic expectations.
3. Monitor instructional interventions.
4. Establish a plan of action to create an environment that improves safety, discipline, and non-academic factors that impact student achievement (student's social, emotional, and health needs). (SLGQ #6)
5. Establish a School Advisor Committee (SAC).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Some of the successes include:

- The on-going design and implementation of the District "Curriculum Engine"
- The implementation of District-wide instructional practices
- The development and implementation of district-wide benchmark assessments and data protocols.
- Related professional development to support the initiatives
- Alignment of the system for evaluation and supervision to support curricular initiatives and student achievement.

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

Based on the data and observations, the key challenges are:

- Consistent implementation of strategies to improve school climate.
- Consistent work and professional development with individual teachers to improve instruction in terms of rigor, and alignment with District curricula and state standards.

Describe the initiatives that have been revised.

No revisions will occur. More time is needed to address areas of the plan.