

Clemente Roberto MS

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Clemente Roberto MS

122 W Erie Ave
Philadelphia, PA 19140
(215)291-5400

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Edward Penn
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Nicholas Rotoli	Academic Recovery Liaison : School Improvement Plan
Edward Penn	Building Principal : School Improvement Plan
Christina Tannon	Community Representative
Malinda Barno	Ed Specialist - Other
Letia Parks	Ed Specialist - Other
Nate Diehl	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Marianita Jimenez	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.
- Monthly PTO meetings

- 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:

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	1/11/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	1/25/2017 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	2/10/2017 12:00:00 AM	PDE Monitor Preparation
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	2/23/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/1/2017 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 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	4/10/2017 12:00:00 AM	Conference call to assist with 2017-2018 School Planning 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.

Teachers create diagnostic, formative and summative common assessments that are modeled after the open ended response questions on the PSSA-to evaluate and track student progress during the year based on the common core standards. These assessments allow teachers to adjust homogenous small groups within their classes in order to effectively implement small group instruction, differentiate, and ensure all learners advance.

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	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Mathematics/Algebra I - Meeting Annual Academic Growth Expectations 88.75%

Accomplishment #2:

Test Participation Rate Mathematics/Algebra I - All Students 99.46%

Accomplishment #3:

Test Participation Rate: ELA/Literature - All Students 100%

Accomplishment #4:

Test Participation Rate: Science/Biology - All Students 100%

Accomplishment #5:

Cohort graduation rate indicator 100%

Accomplishment #6:

Science/Biology - Percent of Required Gap Closure Met in all students 100%

Accomplishment #7:

Science/Biology - Percent of Required Gap Closure Met in historically underperforming students 100%

Accomplishment #8:

Attendance rate indicator 95.5%

Accomplishment #9:

PSAT/Plan Participation 100%

School Concerns

Concern #1:

63.1 School Performance Profile Building Level Score Designation Focus

Concern #2:

30.81% proficient or advanced on Mathematics PSSA

Grades 6, 8, did not show a positive three-year trend in Mathematics

Concern #3:

54.07% proficient or advanced on ELA / Literature PSSA

Grades 6, 7, 8, did not show a positive three-year trend in ELA / Literature

Concern #4:

43.7% Science/Biology - Percent Proficient or Advanced on PSSA/Keystone

Concern #5:

55.2% Truancy YTD

Concern #6:

45.2% Tardiness YTD

Concern #7:

98 Suspensions YTD

Concern #8:

85.4 % Daily Attendance rate

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:

63.1 School Performance Profile Building Level Score Designation Focus

30.81% proficient or advanced on Mathematics PSSA

Grades 6, 8, did not show a positive three year trend in Mathematics

54.07% proficient or advanced on ELA / Literature PSSA

Grades 6, 7, 8, did not show a positive three-year trend in ELA / Literature

43.7% Science/Biology - Percent Proficient or Advanced on PSSA/Keystone

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:

63.1 School Performance Profile Building Level Score Designation Focus

30.81% proficient or advanced on Mathematics PSSA

Grades 6, 8, did not show a positive three-year trend in Mathematics

54.07% proficient or advanced on ELA / Literature PSSA

Grades 6, 7, 8, did not show a positive three year trend in ELA / Literature

43.7% Science/Biology - Percent Proficient or Advanced on PSSA/Keystone

55.2% Truancy YTD

45.2% Tardiness YTD

98 Suspensions YTD

85.4 % Daily Attendance rate

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:

55.2% Truancy YTD

45.2% Tardiness YTD

98 Suspensions YTD

85.4 % Daily Attendance rate

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly
November 2017, January 2018, April 2018

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

Type: Annual

Data Source: PSSA
September 2017 – May 2018

Specific Targets: 10% 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: 10% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Instructional Coaching:

Description:

Instructional Coaching will be implemented school-wide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around differentiated and evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

SAS Alignment: Standards

*Informal/Formal Observations***Description:**

Informal/Formal Observations will be implemented to endure a supervisory program that includes informal/formal observations to assess effective instructional practices across all classrooms. The goal is to gain insight into instructional practices, learning activities, the curriculum taught, and the types of teacher and student interactions that occur during the course of instruction. Observations will signal teachers that principals care about them and the work they do. Observations will ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom to increase student achievement.

SAS Alignment: Standards

*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: Standards

*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.

<http://www.curriculumassociates.com/products/rea d>

SAS Alignment: Instruction

Implementation Steps:

Informal and Formal Observations- Calendar

Description:

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

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching:

Informal and Formal Observations -Observation Protocol

Description:

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

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching:

*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.

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching:

*Informal and Formal Observations -Conduct Walkthroughs***Description:**

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching:

*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.

Indicator of Implementation:

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.

Indicator of Implementation:

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 -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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Instructional Coaching – Develop a Team

Description:

Leadership will identify instructional coaches based on their strengths and expertise in adjusting lessons based on the needs of the students to coach all staff on the school's instructional focus areas. This will 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):

Supported Strategies:

- Instructional Coaching:

Instructional Coaching – Create a Calendar

Description:

Leadership will develop a coaching calendar that will enable coaches to establish time to connect with teachers and staff that require instructional coaching on a regular schedule. This will 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

Calendar

Teacher-Coach Assignments

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

Program Area(s):

Supported Strategies:

- Instructional Coaching:

Instructional Coaching – Share the Calendar

Description:

Leadership will share the coaching calendar with teachers and staff that require instructional coaching. This will 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

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

Program Area(s):

Supported Strategies:

- Instructional Coaching:

Instructional Coaching – Implement Coaching

Description:

The coaches would work 1-1 with their assigned teachers and staff regularly to coach them on adjusting instruction to meet their students' needs. This will ensure students are actively engaged and instructional practices 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:

- Instructional Coaching:

Instructional Coaching – Monitor Coaching

Description:

Lesson plans

Observation feedback protocols Administrators will observe for differentiated practices in classroom and in the lesson plan review to monitor that the coaching process is effectively meeting the learning needs of all students across all classrooms and aligned with the PA Framework of teaching

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

Program Area(s):

Supported Strategies:

- Instructional Coaching:

Instructional Coaching – Evaluate Coaching

Description:

Leadership will use the observation process to evaluate that instructional coaching increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students and make adjustments if necessary.

Walk Through Protocol

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

Program Area(s):

Supported Strategies:

- Instructional Coaching:

I- Ready - Implementation

Description:

Use coaches in conjunction with the teachers to ensure that each student is receiving 45 minutes of active I-ready instruction. 3. Make use of I-ready to differentiate instruction for students based on their diagnostic levels

I-Ready - quarterly diagnostics, weekly assessment**Start Date:** 9/1/2017 **End Date:** 6/30/2018**Program Area(s):****Supported Strategies:**

- I- Ready

*I- Ready - Data Analysis***Description:**

I-Ready data will be reviewed on a weekly and quarterly basis by teachers and Administrators to ensure the fidelity of the 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 school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Results

Specific Targets: 80% of at-risk students will increase

25-30% of his/her scale score on PSSA Exam 2017-2018 school year.

Type: Interim

Data Source: Attendance - Monthly

(September 10th – June 10th)

Specific Targets: 80% of at-risk students will reduce absences by 20% each cycle as evidenced in Student-Net, Schoolnet and Castor/Pollux data sources.

Type: Interim

Data Source: Suspensions - Monthly

(September 10th – June 10th)

Specific Targets: 80% of at-risk students will reduce absences by 20% each cycle as evidenced in Student-Net, Schoolnet and Castor/Pollux data sources.

Type: Interim

Data Source: RTII Tracker- Schoolnet

September 2017 – June 2018

Specific Targets: Reduce the number of students assigned Tier II and Tier III interventions

Strategies:

*RTII –***Description:**

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RtII will be the comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students.

SAS Alignment: None selected

*Data Informed Instruction***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. 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.

SAS Alignment: None selected

*Implementation Steps:**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:

- RTII –

RTII Implementation

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:

- RTII –

RTII Monitoring

Description:

Response to intervention will be monitored by members of the leadership team and school counselors to ensure that teachers and staff are effectively identifying and supporting students who are academically at risk.

RTII Meeting schedule

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

Program Area(s):

Supported Strategies:

- RTII –

RTII Evaluation

Description:

Teacher/staff use of Response to intervention will be evaluated by the leadership team to ensure that the interventions are effectively used to address the needs of at risk students.

RTII Meeting schedule

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

Program Area(s):

Supported Strategies:

- RTII –

Data Informed Instruction -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 Informed Instruction

Data Informed Instruction- 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 Informed Instruction

Data Informed Instruction- 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 Informed Instruction

Data Informed Instruction -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 Informed Instruction

Data Informed Instruction- 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 Informed Instruction

*Data Informed Instruction- 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 Informed Instruction

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: 2017-2018 KPI Dashboard Assessments

Specific Targets: Increased attendance, Decreased suspensions for all students compared to 2016-2017

Strategies:

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

Student Outreach

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:

- PBIS

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

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:

- PBIS

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:

- PBIS

Positive Behavior Support Program - Implement and Reinforce PBS Hide Details

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:

- PBIS

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:

- PBIS

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

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:

- PBIS

Student Outreach - Implementation

Description:

Reaching out to families through the student advisory council, parent meetings, phone calls, home visits, emails and letters

SAC Meeting minutes, Parent Surveys, Messenger data tracker

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

Program Area(s):

Supported Strategies:

- Student Outreach

Student Outreach - Evaluation

Description:

Measure the effectiveness of the student outreach strategy by determining the amount of responses and attendance at events

Sign in sheets

Data tracker

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

Program Area(s):

Supported Strategies:

- Student Outreach
-

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Clemente Roberto MS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Clemente Roberto MS 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 Clemente Roberto MS 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.

Decreased the number of students scoring proficient on Benchmark by 2.4% from 34.6 to 32.2

Decreased the number of students scoring proficient on Benchmark by 3.8% from 36.3 to 32.5

Increased the number of students attending school 95% or more of the time by 10.2% from 16.8 to 27%

Increased parental involvement at monthly meetings and during SAC meetings.

Describe the continuing areas of concern from the past year.

Increase the number of students scoring proficient on Benchmark by 10% from 32.2 to 42.2 overall and specific by grades 6th - 33.7 to 43.7 7th - 32 to 42 8th - 30.7 to 40.7

Increase the number of students scoring proficient on Benchmark by 10% from 32.4 to 42.4 overall and specific by grades 6th - 40.2 to 50.2 7th - 27 to 37 8th - 28.8 to 38.8

Increase the number of students attending school 95% or more of the time by 10.2% from 16.8 to 27% overall and specific by grades 6th - 18.7 to 28.7 7th - 14.9 to 24.9 8th - 13.5 to 23.5

Increased parental involvement at monthly meetings and during SAC meetings by 75 %

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of I-Ready and to Guiding question #6 with the implementation of Positive Behavior Support System (PBIS) and the Student Outreach Program.

2015-2016 Improvement Evaluation

Describe the success from the past year.

There is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students: 8th grade students met PA Growth/PVAAS in Math, 7th Grade students met the PA growth standard in Reading and Math. (SLGQ #4)

There is a system in the school (PBIS) that ensures a safe and supportive environment for all students. School has remained off "Persistently Dangerous List " (decrease in suspensions and serious incidents). (SLGQ #6)

Describe the continuing areas of concern from the past year.

Further 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. (SLGQ #4)

Further 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. (SLGQ #2)

Describe the initiatives that have been revised.

The school's prioritized needs will be addressed through the acquisition of an Assistant Principal to support school climate, PBIS, teacher developments and instructional practice feedback. (SLGQ #6)

The addition of an Art Teacher will strengthen and enrich the program offering of art appreciation and design.

The school SSA will supplement instruction through small flexible grouping of students based on needs. In addition, the Climate Support Specialist will assist with climate support by reducing suspension rate and increase daily attendance rate. (SLGQ #6)

Next year we will implement the blended learning model to strengthen our interventions in both Reading and Math.

Researched based intervention programs such as ST Math and Achieve 3000 will be used to provide enrichment and intervention to students in all grades.

Early intervention will be possible as a result of diagnostic assessments using Star Reader and Star Math.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data using data analysis protocols to support re-teaching and enrichment. Professional Development in data informed instruction have been instrumental in increased student achievement within certain classrooms in the school.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible. The implementation of differentiated practices was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Specifically, we have seen growth in several classes' district Benchmark scores and Accelerated Math Diagnostics. Specifically, students in certain sections have made a 10% increase in quarterly accelerated reading and math assessments, scored 70% or more at end of unit assessments.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 2 and 4 Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with increased focus on using differentiated small and large group strategies to ensure increased academic performance of all students. There are still certain classrooms across the school that are not making the growth targets set for them.

Many sections are not meeting the 10% target growth goal on accelerated reading and accelerated math or hitting a 70% or higher on end of unit assessments.

Teachers will use a specific student work analysis framework so that they are able to successfully analyze student work and data and maintain consistency across classrooms. This will ensure that end of unit assessment data across classrooms is more consistent and more students are able to meet with target score of over 70%.

Leadership team will identify specific teachers that need additional coaching based on collected data (Benchmark scores, formative assessments, quarterly accelerated assessments) so that their students are able to make the growth goals both on the end of unit assessments and the quarterly accelerated math and reading assessments. Teachers will adjust instructional practices based on recommendations from teacher coaches.

The leadership team will provide professional development opportunities for teachers whose students are not meeting target growth goals. The topic of these professional development sessions will be determined by the instructional coaches based on classroom visits so that students are able to meet the target growth goals

Describe the initiatives that have been revised.

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