

Cooke Jay MS

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Cooke Jay MS

1300 W Loudon St
Philadelphia, PA 19141
(215)456-3002

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Tara Brown
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Tara Brown	Building Principal : School Improvement Plan
Deborah Azore	Community Representative
Tameron Dancy	Ed Specialist - Other
Joanne Wiess	Ed Specialist - Other
Sean Heist	Intermediate Unit Staff Member
Natalie Munson	Intermediate Unit Staff Member
Timothy Turner	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
- 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:

No

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	1/9/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs	1/31/2017 12:00:00 AM	Comprehensive plan

Design and Implementation		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	2/27/2017 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	4/6/2017 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.

Teachers participate in grade group meetings in which they analyze student data from Benchmarks, End-of-Unit Assessments and Intervention results to identify differentiated instructional practices that will support student achievement.

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:

School Indicators for promotion 98.76%
School Indicators for attendance 88.91%
Grade 7 has Moderate evidence that the school exceeded the standard for PA Academic Growth in Math
Decreased the number of Out of School Suspensions by 20%
Increased the number of students in grades K-2 reading on target by 20%

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 35.9. The Federal Designation is "Focus".

Concern #2:

2.55 % proficient or advanced in PSSA Mathematics achievement. Grade levels 4, 6 and 8 do not show a positive three-year trend in math achievement.

Concern #3:

12.22% proficient or advanced in PSSA ELA / Literature achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3 year average growth measure

Concern #4:

7.32% proficient or advanced in PSSA Science achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3-year average growth measure.

Concern #5:

Attendance YTD is 92.4%

Concern #6:

Suspensions YTD is 104

Concern #7:

Tardiness YTD 8.1% / Truancy YTD 28.4%

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:

2.55 % proficient or advanced in PSSA Mathematics achievement. Grade levels 4, 6 and 8 do not show a positive three-year trend in math achievement.

12.22% proficient or advanced in PSSA ELA / Literature achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3-year average growth measure

7.32% proficient or advanced in PSSA Science achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3-year average growth measure.

The School Performance Profile Building Level Score is 35.9. The Federal Designation is "Focus".

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:

2.55 % proficient or advanced in PSSA Mathematics achievement. Grade levels 4, 6 and 8 do not show a positive three-year trend in math achievement.

12.22% proficient or advanced in PSSA ELA / Literature achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3-year average growth measure

7.32% proficient or advanced in PSSA Science achievement. Significant evidence that the school did not meet the standard for PA Academic Growth in the 3 year average growth measure.

Attendance YTD is 92.4%

Suspensions YTD is 104

Tardiness YTD 8.1% / Truancy YTD 28.4%

The School Performance Profile Building Level Score is 35.9. The Federal Designation is "Focus".

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:

Attendance YTD is 92.4%

Suspensions YTD is 104

Tardiness YTD 8.1% / Truancy YTD 28.4%

The School Performance Profile Building Level Score is 35.9. The Federal Designation is "Focus".

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

Type: Annual

Data Source: PVAAS
September 2017- May 2018

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

Type: Interim

Data Source: End of Unit Assessments
Monthly
October 2017-June 2018

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

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction: All instructional staff will effectively differentiate instruction to all learners. In order to ensure consistent implementation of effective instructional practices all lessons will be differentiated by process, product, and content. Multiple instructional strategies (including, but not limited to structured and flexible grouping, and discussion and questioning techniques) will be used to actively engage all students.

SAS Alignment: Standards

*Informal and Formal Observations***Description:**

Informal and Formal Observations: Lesson plans (along with formal and informal observations) will be used by the leadership team to monitor the effective implementation of instructional strategies. The monitoring of instructional strategies will ensure that instructional practices fall under the umbrella of the Pennsylvania Framework for Teaching.

SAS Alignment: Standards

*Professional Development***Description:**

Professional Development: Professional Development based on research based strategies and best practices will be offered to ensure the implementation of instructional practices that are aligned with the Pennsylvania Framework for Teaching.

SAS Alignment: Standards

*Literacy Coaches***Description:**

A randomized controlled trial of 130 K-2 teachers in 78 schools (in four districts across three states – Illinois, New Jersey, and Pennsylvania) found that teachers in the intervention group performed statistically significantly higher on two dimensions of the Early Language and Literacy Classroom Observation (ELLCO) tool as compared to teachers in the control group. The two ELLCO dimensions with positive impacts of CLI coaching were (1) language and literacy and (2) classroom environment.

SAS Alignment: Instruction

I- Ready - Implementation

Description:

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

I-Ready quarterly diagnostic

I-Ready weekly monitoring of data

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

Program Area(s):

Supported Strategies:

- I- Ready

I- Ready Data Analysis

Description:

I-ready data will be monitored on a weekly and quarterly basis by teachers and Administration to ensure the fidelity of the implementation.

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

Program Area(s):

Supported Strategies:

- I- Ready

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.

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
- Professional Development

*Differentiated Instruction- Lesson Plans***Description:**

In order to ensure that all students are actively engaged, and that teaching and learning are aligned with the Pennsylvania Framework for Teaching teachers will develop lesson plans that differentiate practices by process, content, and product that reflect learning practices that are appropriate for all learners.

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:**

Administrator will review lesson plans and conduct formal and informal observations weekly to ensure that instruction is differentiated by content, process, and product to actively engage all learners.

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 - Observation***Description:**

In order to ensure that students are actively engaged and that teaching and learning meets the needs of all learners and is aligned with the Pennsylvania Framework for Teaching administrators will use the walk-through process to observe differentiated practices in each classroom.

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Informal and Formal Observations- Calendar***Description:**

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

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and Formal Observations -Observation Protocol***Description:**

A Walk-through protocol will be developed based on the Danielson Framework to facilitate the walk-through process. The protocol will be grade and subject specific to ensure that the needs of all learners are aligned with the Pennsylvania Framework for Teaching.

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Informal and Formal Observations -Walkthrough Protocol Communication***Description:**

Teachers will receive information about the walk-through process and expectations verbally and in writing.

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

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

In order to maintain that all learners receive appropriate instruction that is aligned with the Pennsylvania Framework for Teaching, the leadership team will utilize the walk-through protocol developed 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:

- Informal and Formal Observations

*Informal and Formal Observations- Principal Feedback***Description:**

In order to maintain that all learners receive appropriate instruction that is aligned with the Pennsylvania Framework for Teaching, the leadership team will utilize provide reflective feedback on the walk-through protocol developed based on the Danielson Framework.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

*Professional Development -Needs Assessment***Description:**

A professional development needs assessment will be conducted by Administrators to identify areas that need support to enhance teacher practice.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment to identify areas that need support in order to enhance teacher practice.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

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.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

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 to support enhanced teacher practice.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness of the Professional Development Session

Description:

Teachers will receive enhanced professional education, with attention given to the differentiated needs of students, based on the observation process. This will be used to increase all educators' teaching skills based on effective practice research.

Indicator of Implementation:

Year-long PD calendar

Lesson Plans

Title I Binder

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

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- Professional Development

Literacy Coaches

Description:

A literacy coach will be utilized to assist ELA students and teachers to improve test scores in all ELA assessments.

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

Program Area(s):

Supported Strategies:

- Literacy Coaches

I- Ready

Description:

Students will use I-Ready a minimum of 45 minutes per week per student.

I-Ready weekly data

I-Ready quarterly assessments

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: Interim

Data Source: D.R.A. (Developmental Reading Assessment) / Quarterly /

9/2017-6/2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Interim

Data Source: Gates-MacGinitie Reading Test, / Quarterly / 9/2017-6/2018

9/2017-6/2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Interim

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

9/2017-6/2018

Specific Targets: 10% or more students will increase in reading skills by one grade level

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects and all student groups.

Type: Annual

Data Source: PVAAS September 2017– May 2018

Specific Targets: Increase in the number of PVAAS reported grade levels will be meeting or exceeding the standard for PA Academic Growth in all subjects.

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

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

Leadership team will develop a school-wide roster that includes common planning time, to address data analysis, modifications adaptable practices that is focuses on school improvement for all student groups,

Calendar

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters**Description:**

A monthly professional development calendar will be developed and aligned to student data, observations, walkthroughs, and needs assessment to ensure the professional development opportunities 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:**

Leadership team will monitor common planning time to ensure that it is used effectively to analyze and discuss data, best practices, and student achievement

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:

Leadership Team will evaluate the effectiveness of common planning time to ensure that teachers are analyzing and discussing data, best practices, and student achievement.

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 will include the Principal, Assistant Principal, School Based Instructional Specialist (SBIS), Technology Teacher Leader (TTL), Assessment Coordinator, Roster Chair, Response to Intervention and Instruction (RTII) Champion, Department Chairs, Academy Coordinators, ESOL Coordinator, and Special Education Liaison. 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:

Leadership and the Data team will create data analysis protocols to ensure that teachers are effectively analyzing and using student data to inform instruction

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:

Leadership team will provide professional development to teaching staff on how to analyze data and use that data to enhance student learning.

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's 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 to increase student mastery.

PDE and Locally relevant student's 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:

Leadership team will evaluate data analysis procedures to ensure that teachers are effectively using data to drive instruction.

PDE and Locally Relevant Student Data

Agendas

Meeting Minutes

Lesson Plans

Formal/Informal Observations

Pre- & Post-Observations Meetings

Reflective Feedback Forms

Data Protocols

Data Room Updates

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Schoolnet

Suspension Data 9/2017 – 6/2018

Specific Targets: Decrease the number of monthly suspensions by 10%

Type: Interim

Data Source: Schoolnet

Truancy and Tardiness Data 9/2017 –6/2018

Specific Targets: Decrease the number of truant and tardy students monthly.

Type: Annual

Data Source: RTII Data 9/2017 –6/2018

Specific Targets: Decrease the number of students referred to Tiers II and III for suspensions, truancy and tardiness

Strategies:

Positive Behavior Support Program:

Description:

In an effort to create a safe, secure, and orderly learning environment for all learners, a Positive Behavior Support Program (PBS) will be implemented school wide. The school community (administrator, teachers, staff, parents, students, and community partners) will work together within the PBS framework to develop and implement evidence based academic and behavioral practices that improve academic and behavioral outcomes for all students. Intervention strategies that are designed to prevent problem behaviors and teach acceptable alternative behaviors will be implemented. The implementation of the PBS program will include a response team designated to address positive and proactive supports and interventions.

SAS Alignment: Safe and Supportive Schools

School-wide Attendance Incentive Program:

Description:

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

*Classroom Dojo***Description:**

At Class Dojo, we want to transform education for every kid in the world. To do this – and do it soon – we have a simple plan: connect teachers, parents, and students in every classroom, and work with them every day to bring the best ideas into their classrooms.

It's not about creating an “ideal” classroom, a one-size-fits-all model that everyone must fit, because there's no such thing. Instead, we believe that teachers, parents and students should have the power to create an incredible classroom that is best for them. And, we believe that when you give good people simple ways to do the right things, amazing things will happen.

That's how we believe we can transform education. Together. By helping every teacher, parent, and student in the world create an incredible classroom all their own. www.classdojo.com

SAS Alignment: Safe and Supportive Schools

*In School Suspension***Description:**

Vygotsky regarded the site of learning to be within a matrix of relational action. From this perspective, learning social responsibility will involve a focus on the learning environments that are made available in schools. Adapting the concept of restorative justice to a school context, restorative practice offers a range of relevant learning opportunities. These learning opportunities relate to episodes of wrong-doing, and to actions that reflect the values and principles of a socially responsible school culture. The importance of dialogue, respect for “the other” and social collaboration will be evident in school-based restorative practices. www.tandfonline.com

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Positive Behavior Support Program - Establish a Positive Behavior Support (PBS) Team

Description:

In order to provide positive and proactive supports and interventions to implement a safe and orderly learning environment, a response team will be created. They will consist of a community of school stakeholders: (administrators, staff, teachers, community partners, etc.)

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS team will establish practices, policies, and clear and precise expectations for the classrooms, hallways, cafeteria, auditorium, and recess time. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS team will share the positive behavior practices, policies, and expectations with the entire school community through Sheppard Sense assemblies. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program:

Positive Behavior Support Program - Implement and Reinforce PBS

Description:

Teachers and staff will implement and reinforce PBS practices, including how to behave in the classroom, auditorium, cafeteria, hallways and recess time. Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

*Positive Behavior Support Program - Monitor Progress of PBS***Description:**

Data (suspensions, climate, and behavioral trends) will be used to monitor the PBS program by the PBS Team (administrator, staff, teachers, parents, community partners). This monitoring will support and implement a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program:

*Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program***Description:**

The PBS Team will evaluate progress by reviewing school data on suspensions, truancy, tardiness and pink slips. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program:

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:

*Classroom Dojo - Professional Development***Description:**

The implementation of Classroom Dojo and PBIS school-wide will change the climate culture and contribute to the reduction in suspensions.

Professional Development for all staff

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

Program Area(s): Professional Education

Supported Strategies:

- Classroom Dojo

Classroom Dojo - Data analysis and Evaluation

Description:

Classroom Dojo success will be monitored throughout the year to see if a reduction in Early Warning Indicators is present.

Formal and Informal Observations

Walkthroughs

KPI Dashboard data

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

Program Area(s):

Supported Strategies:

- Classroom Dojo

In School Suspension - Implementation

Description:

The creation of the In School Suspension Program will enable students facing disciplinary actions to remain within the school to receive educational supports.

Weekly KPI dashboard reports SWIS Reports

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

Program Area(s):

Supported Strategies:

- In School Suspension

In School Suspension - Data and Evaluation

Description:

Student data and recidivism will be monitored throughout the year to monitor effectiveness of the program.

KPI dashboard data

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

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

- In School Suspension

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Cooke Jay MS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Cooke Jay 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 Cooke Jay 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.

20% of the scholars in grades K-2 are reading on target as indicated by AIMS web data

40% of the scholars in grades 3-5 have answered the questions as indicated by the CFU's and Benchmarks data

40% of the scholars in grades 3-5 have answered the questions as indicated on the CFU's and Benchmark Assessment data

Decrease the number of out of school suspension by 20% school wide, by using classroom DOJO, PBIS and the SWIS data to drive and encourage positive behaviors for all scholars.

Describe the continuing areas of concern from the past year.

Increase the number of scholars in grades K-2 to be reading on target by 20% as evidenced by AIMSweb. Baseline is K, 1st grade, 2nd grade

Increase the number of questions answered correctly on the CFU's and Benchmark Assessment in preparation for the PSSA's by 40% for scholars in grades 3-5.

Increase the number of questions answered on the CFU's and Benchmark Assessments in preparation for the PSSA's by 40% for the scholars in grades 3-5.

To decrease the total number of out of school suspensions by 20% by using the data from the SWIS data system, PBIS and classroom DOJO. Based on 103 suspensions YTD

Describe the initiatives that have been revised.

Revisions were made to guiding question #2 with the addition of Literacy Coaches and I-Ready. Guiding question #6 was revised to include Classroom Dojo and In-School Suspension.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Children's Literacy Initiative is the strongest component of the school programs. This program is supported with a Children's Literacy Coach and the teachers are provided with professional development and resources to implement the program. Teachers meet weekly, during grade group meetings, to assess the program and the student groupings. Reading Specialists have been purchased in Title One to support literacy throughout the school. (SLGQ 4)

Describe the continuing areas of concern from the past year.

The main challenge of the school program is math instruction, in grades 4-8. Climate is also a major concern. The SBTL has been purchased in Title One to support math curriculum. Climate Support Coordinator was purchased to support the school wide PBIS initiative. (SLGQ 4) (SLGQ6)

Describe the initiatives that have been revised.

The school has not revised any new initiatives. (SLGQ 4)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4 and 6, 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.

Goal 4- Effective Instructional Practices

Differentiated Instruction

-

The school plan will continue to address the need to increase differentiated Instruction. The instructional staff requires sufficient professional development on how to differentiate instruction in order to implement effective instructional practices to meet the needs of all students in all classrooms. The instructional and principal required professional development to address the instructional strategies and techniques needed to address the standards implemented in the Common Core. The principal required additional resources such as a reading specialist and a school based teacher leader to assist with providing professional development for the team of teachers at the Jay Cooke School.

The principal and School Based Teacher Leader will continue to receive professional development from the District and, attend PIL classes and do turn around training for the team of teachers at the Jay Cooke School. Additional resources, will include a reading specialist, school based teacher leader, and the opportunity to observe best practices at other K-8 schools with an emphasis on early literacy strategies. The leadership team members will also participate in providing turn around training to new teachers throughout the school year

The additional personnel and changes within the school schedules will assist and support teacher meetings grade group meetings and leadership meetings

Informal and Formal Observations

-

The school plan will continue to implement the use of Charlotte Danielson's strategies and techniques as it relates to quality teaching and recognizing effective classroom instruction. The principal is on a structured schedule that promotes time to complete both informal and formal teacher observations which promotes structured times for both pre- and post-observations. Providing adequate with teachers assists with improving instruction in the classroom.

The principal completes informal observations weekly. The teacher receives input from the principal both verbally and in writing about each informal observation. During Formal observations, the principal provides time with the teacher to discuss the pre-observation

and post observation. During these scheduled meeting times with the principal, the teacher has the opportunity to develop a clear understanding of the teaching standards and strategies needed to provide instruction in a proficient manner.

Professional Development-

Teachers will continue to receive professional development on effective Instructional Practices weekly during grade group meetings and monthly during the scheduled professional development meetings. These meetings are provided by both the principal and school based teacher leader (SBTL).

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

Goal 6, Safe and Supportive.

We had had success with our positive behavior program: 1) The PBIS program consist of the rules and regulations that is established with students K to 8 work but we still need a higher consistency rate to enhance school climate.

Areas of success for school climate include the daily 'shout outs' for the positive behaviors from both individuals and classes as they provide the positive behaviors in hall ways, lunchrooms and classrooms. The consultation with parents along with school wide reward and positive shout out system has improved the positive behaviors throughout the school day. Teachers are using the positive paws with primary student's K to 5. Students are providing positive behaviors- saying "excuse me", good morning" with less arguments and negative statements towards each other. Review of student data indicates we currently have less school suspensions. There are still serious incidents but less violent incidents , an improvement from the last school year.

Along with a school wide behavior program, the teachers are also implementing the program along with specific behavior plans for some students. Most plans are with students K to 5.

Conflict Resolution

Grades 6 to8 seem to respond to conflict resolution and parent meetings to discuss the fights and bullying among middle school children. Parents work closely with the school to relieve the fights among the middle school children.

The PBS system with middle school-The point system with grades 6 to 8 is also a positive method used to improve school climate among the middle school students. The points are directly related to positive activities (movies, skating, basketball games at school, assemblies, after school parties) and educational school trips that students get to enjoy throughout the school year.

School-wide Attendance Incentive Program

- Some evidence of our success was data from September to December. We have popcorn parties, pretzels and movies on Fridays the last 30 minutes of school for students who attend daily. We give out certificates for the week and month to students with 100% attendance. We use weekly messages to parents as well. We continue to work on other incentives to encourage students to come to school; Poor attendance is with K and grades 1st and 2nd. Parents consistently keep their children home in poor weather.

Describe the initiatives that have been revised.

Based on the implementation of strategies and evaluation of action steps associated with SLGQs 2, 4 and 6 we will continue to assess and amend the implementation of strategies to increase student achievement.