

Dunbar Paul L Sch

School Improvement Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Dunbar Paul L Sch

1750 N 12th St
Philadelphia, PA 19122
(215)684-5065

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Dawn Moore
Superintendent: William Hite

Stakeholder Involvement

Name	Role
William Lawrence	Administrator
Dawn Moore	Building Principal : School Improvement Plan
Kate Morrow	Business Representative
Haydee Delgado	Community Representative
Susan Heyward Lofton	Ed Specialist - Other
Linnea Hunter	Ed Specialist - Other
Tim Adkins	Ed Specialist - School Counselor
Nate Diehl	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Nakia Short	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.
- Board meeting presentations
- Town hall meetings
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.

- Special all-school evening event to present improvement plan
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

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	1/13/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	1/31/2017 12:00:00 AM	Comprehensive plan monitoring visit

Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/14/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/27/2017 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

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.

Data and grade group meetings as well as various committee meetings allow the teachers to give valuable input. Teachers are also represented on the leadership teams and SAC meetings.

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	Yes
Summer School Program	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:

Test Participation Rate: Mathematics/Algebra I - All Students 99.49% ELA / Literature 100%,
Science/ Biology 100%

Accomplishment #2:

Promotion rate indicator 97.92%

Accomplishment #3:

Attendance rate indicator 90.86%

Accomplishment #4:

Increased parental involvement in the School Advisory Council (SAC) by 25%

Accomplishment #5:

36% of Students in grades K-8 met their mid year growth target ELA/ Literature level per their I-Ready diagnostic

Accomplishment #6:

30% of Students in grades K-8 met their mid year growth target Math level per their I-Ready diagnostic

Accomplishment #7:

93.1% Average Daily Attendance

School Concerns

Concern #1:

39% School Performance Profile Building Level Score Designation Focus
3.35% proficient or advanced on Mathematics PSSA

Grades 4, 5, 6, 7, 8, Significant evidence that the school did not meet the standard for PA Academic Growth
15.64% proficient or advanced on ELA / Literature PSSA Grades ,4,5,6,7,8 Significant evidence that the school did not meet the standard for PA Academic Growth
18.18% proficient or advanced in Science Significant evidence that the school did not meet the standard for PA Academic Growth in grade 4,5,6,7,8
11.8 % Chronically Tardy YTD
33 Suspensions YTD

Prioritized Systemic Challenges

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

Aligned Concerns:

39% School Performance Profile Building Level Score Designation Focus

3.35% proficient or advanced on Mathematics PSSA

Grades 4, 5, 6, 7, 8, Significant evidence that the school did not meet the standard for PA Academic Growth

15.64% proficient or advanced on ELA / Literature PSSA

Grades ,4,5,6,7,8 Significant evidence that the school did not meet the standard for PA Academic Growth

18.18% proficient or advanced in Science Significant evidence that the school did not meet the standard for PA Academic Growth in grade 4,5,6,7,8

11.8 % Chronically Tardy YTD
33 Suspensions YTD

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:

39% School Performance Profile Building Level Score Designation Focus
3.35% proficient or advanced on Mathematics PSSA
Grades 4, 5, 6, 7, 8, Significant evidence that the school did not meet the standard for PA Academic Growth
15.64% proficient or advanced on ELA / Literature PSSA
Grades ,4,5,6,7,8 Significant evidence that the school did not meet the standard for PA Academic Growth
18.18% proficient or advanced in Science Significant evidence that the school did not meet the standard for PA Academic Growth in grade 4,5,6,7,8
11.8 % Chronically Tardy YTD
33 Suspensions YTD

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:

39% School Performance Profile Building Level Score Designation Focus
3.35% proficient or advanced on Mathematics PSSA
Grades 4, 5, 6, 7, 8, Significant evidence that the school did not meet the standard for PA

Academic Growth
15.64% proficient or advanced on ELA / Literature PSSA Grades ,4,5,6,7,8 Significant evidence that the school did not meet the standard for PA Academic Growth
18.18% proficient or advanced in Science Significant evidence that the school did not meet the standard for PA Academic Growth in grade 4,5,6,7,8
11.8 % Chronically Tardy YTD
33 Suspensions YTD

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 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: 70% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 -June 2018

Specific Targets: 70% or more of all students will receive “C” or better on end of unit assessments

Type: Interim

Data Source: School Generated Benchmark:

: 2017 – 2018

Specific Targets: 70% or more of all students will score in the 75%-100% range on the Benchmark Assessments.

Type: Interim

Data Source: DRA data
September 2017 -June 2018

Specific Targets: 70% increase in the number of students to be identified at the “on level” reading level.

Strategies:

Informal/Formal Observations

Description:

The Principal will conduct informal and formal observations to ensure the consistent implementation of effective instructional practices across all classrooms. Peer observations will also be conducted to support the implementation of best practices. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Standards

Differentiated Instruction

Description:

Differentiated Instructed Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure challenging learning expectations for all students Teachers will proactively plan varied approaches to learning in order to increase the likelihood that each student will learn as efficiently as possible. This will ensure all teachers appropriately adjust lessons to address student needs.

SAS Alignment: Standards

Professional Development

Description:

Professional Development will be offered to all teachers, staff and leadership on research based practices in all content areas including but not limited to the following Common Core, Danielson Framework, Data Analysis Procedures, etc. to ensure all teachers have fundamental knowledge, understanding to implement strategies with fidelity. 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

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/iready>

SAS Alignment: Instruction

Implementation Steps:

Informal and Formal Observations- Create Calendar

Description:

Develop an observational calendar to ensure visitation of all classrooms.

Indicator of Implementation:

Monthly Observation Calendar

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

Informal and Formal Observations -Observation Protocol

Description:

Develop observation protocol based on the four domains Danielson framework to share with teachers prior to the observation.

Indicator of Implementation:

Protocol template

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

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

Leadership team will conduct observations based on the 4 domains of the Danielson Framework to witness consistent implementation of effective instructional practices across all classrooms.

Indicator of Implementation:

Post Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

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

Administrator will provide reflective feedback to teachers on their differentiated practices.

Indicator of Implementation:

Post Observation Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

Informal & Formal Observations- Instructional Coaching

Description:

Instructional Coaching will be provided to teachers on specific teaching strategies or problems, focusing on practical changes they can make in the classroom to ensure teachers appropriately adjust lessons to address student needs.

Cycle of Learning Schedule

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

Differentiated Instruction - Create Rosters

Description:

Roster teachers into PLCs (Professional Learning Community) to schedule time for teachers to provide support/strategies to adjust lessons to meet students' needs.

Indicator of Implementation:

Completed Roster

Agenda

Sign-in

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction Professional Development

Description:

Professional development on differentiated instruction will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips / Evaluation forms

Classroom observations

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 that reflect challenging learning expectations for all students 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 - Review Lesson Plans

Description:

Administrator will review lesson plans to ensure plans are differentiated by content, process and product that reflect challenging learning expectations for all students.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal/Formal Observations

Professional Development - Develop Calendar

Description:

Develop a professional development calendar including but not limited to the following: Common Core, Danielson Framework, Data Analysis Procedures, Classroom Management etc.

Indicator of Implementation:

Completed Professional Development Calendar

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development -Select Staff and Deliver PD***Description:**

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

Indicator of Implementation:

Agenda

Sign In Sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development- Monitor and Evaluate***Description:**

Leadership will use the observation process to monitor and evaluate the effectiveness and implementation of strategies taught during professional development sessions. This process will ensure that professional development has improved both teacher and student outcomes.

Indicator of Implementation:

Informal& Formal Observation, Student Achievement and Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

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 analyzed to ensure fidelity with the implementation by teachers and Administration

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: School Performance Profile

2017 – 2018

Specific Targets: Increase School Level Building Score

Type: Interim

Data Source: School Generated Benchmark:

: 2017 – 2018

Specific Targets: 70% or more of all students will score in the 75%-100% range on the Benchmark Assessments.

Type: Interim

Data Source: Early Warning Indicators

2017 – 2018

Specific Targets: Reduce the number of students with multiple indicators for course failures, attendance, truancy and behavioral

Type: Interim

Data Source: Response to intervention

(RTII) twice a month

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

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 70% or more all tested subjects for all student groups.

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 70% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 70% or more of all students will receive “C” or better on end of unit assessments.

Strategies:

Data Analysis Procedures:

Description:

Data Analysis procedures will be implemented to develop school wide-data protocols and provide professional development to teachers on how to effectively analyze student data that is focused on school improvement and the academic growth of all students. Teachers will analyze their student assessment data to identify students’ strengths and weaknesses in order to match appropriate interventions to individual student needs during the school day. School staff members will be provided professional development on how to adjust interventions when a student’s assessment results or other measures of performance indicate prescribed interventions have not been effective.

SAS Alignment: None selected

Implementation Steps:

Data Analysis Procedures -Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data. The team members will comprise of the leadership team and staff that will establish data protocols for the staff to use.

List of Data Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

*Data Analysis Procedures- Create Data Analysis Protocols***Description:**

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

Copy of Data Protocols

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures:

*Data Analysis Procedures- Professional Development on Data Analysis***Description:**

Data Analysis professional development will be offered to all teachers and staff on how to access student data, disaggregate the data, identify strengths and weakness and use the data analysis protocols to ensure that school staff members understand how to analyze student level data to adjust interventions. Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures- Create Schedule

Description:

Data analysis meeting times will be scheduled to ensure time to meet and discuss data, identify struggling students early, assign appropriate interventions and to adjust interventions when it is determined that prescribed interventions have not been effective.

Grade Group agendas

Sign-in Sheets

Benchmark Analysis Protocol Sheets

Lesson Plans

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures -Analyze Data

Description:

All teachers will analyze data and use data analysis results to ensure interventions are adjusted when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective.

Student Data, Sign-In sheets, Agendas

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures - Implement Interventions

Description:

Staff members will utilize additional time on task Tuesday –Thursday to implement interventions.

Data informed Instruction, Efficient Administrative Structure, RTII system documentation

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

Program Area(s): Student Services

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures - Monitor Progress

Description:

All teachers will use progress monitoring of interventions to ensure that student's assessment results or other measures of performance indicate prescribed interventions have been effective.

Benchmark Analysis Protocol Sheets

Lesson Plans

Learning Upgrade Report

First-in-Math Data

Progress Monitoring of RtII level 2 and 3 students.

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

Program Area(s): Student Services

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: Annual

Data Source: 2017-2018 KPI Dashboard

Specific Targets: Attendance will increase; Suspensions will decrease 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

Parent 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

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

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

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

Parent Outreach - Implementation

Description:

A SAC registration form will be distributed at the on-set of the school year for parents interested in participating on the SAC team. A monthly meeting schedule will be established with tentative focus topics based on a collaboration of parent, teacher and community partner surveys. Parents will be contacted via phone and email by the SISL and SAC Chair at least one week prior to all monthly meetings. Food and babysitting services will be provided.

SAC sign ups and monthly meeting sign ins, monthly SAC minutes from monthly meetings

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

Program Area(s):

Supported Strategies:

- Parent Outreach

Parent Outreach - Evaluate

Description:

Evaluation of the parent outreach program to ensure that the data is representative of success.

Sign in sheets

Data Tracker

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

Program Area(s):

Supported Strategies:

- Parent Outreach

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Dunbar Paul L Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Dunbar Paul L Sch in the Philadelphia City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Dunbar Paul L Sch in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Naomi Wyatt on 6/15/2016

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 6/14/2016

Board President

Affirmed by Naomi Wyatt on 6/15/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Per the I-Ready diagnostic mid-year reports: 36% of our K-8 students achieved their midyear growth target, 4% are on or above grade level (compared to less than 1% on the I-Ready benchmark diagnostic).

Per the I-Ready diagnostic mid-year reports: 30% of our K-8 students achieved their mid-year growth target, 2% are on or above grade level (compared to less than 1% on the I-Ready benchmark diagnostic).

Increased SPR Climate domain measure by 6 percentage points over the previous year (35%).

Increased active parental involvement on SAC by 25% (2 parents) from prior year (0 parents) as evidenced by monthly sign ins.

Describe the continuing areas of concern from the past year.

Based on I-Ready diagnostic reports, increase the percentage of all students meeting their targeted literacy growth and on grade level achievement by 10%. Baseline data YTD K 24% Grade 1 3% Grade 2 23% Grade 3 42% Grade 4 11% Grade 5 5% Grade 6 13% Grade 7 12% Grade 8 6%

Based on I-Ready diagnostic reports, increase the percentage of all students meeting their targeted math growth and on grade level achievement by 10%. Baseline data is K 23% Grade 1 3% Grade 2 9% Grade 3 8% Grade 4 26% Grade 5 0% Grade 6 14% Grade 7 4% Grade 8 3%

Increase Average Daily Attendance to 95% on KPI dashboard, bassline data is 93%.

Increase active parent participation on SAC by 4 parents. Conduct monthly parent workshops.

Describe the initiatives that have been revised.

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

2015-2016 Improvement Evaluation

Describe the success from the past year.

The successes from the last year include:

- Consistent leadership and vision/focus
- Strong community partnerships
- On-site behavioral health support from our School Therapeutic Services program through NET, Inc

- Weekly professional development
- Grade group/PLC common planning time (SLGQ #2)

Describe the continuing areas of concern from the past year.

The continuing areas of concerns from the first two years include:

- Dunbar School is located in a high crime area that houses 10% of Philadelphia's population, 20% of all shootings occur within the school's boundaries.
- The school is growing with limited capacity to house students from K-8 plus AS and ES classes.
- 16 % of students in School Therapeutic Services
- Low Benchmark scores in Reading and Math
- 24 % of students with Special Education IEP's
- Less than 1% parental involvement schoolwide and on the School Advisory Council (SAC)
- Low Standardized Test Scores: 80% basic and below in Reading; 92% basic & below in Math

Describe the initiatives that have been revised.

The prioritized needs of the school include the following: Character Education, Discipline, Social Services, Behavioral Health, Special Education, Professional Development, Progress Monitoring, and Parental Involvement.

The prioritized needs will be addressed through the following methods:

- Acquisition of an Assistant Principal to monitor classroom instruction. (SLGQ #4)
- The purchases of a classroom teacher will reduce class size.
- Materials for supplemental instructional intervention will support student learning and increase student achievement.
- Books and instructional aides will support the purchase of materials for parents to support home/school student learning.

- Professional development is funded through Title I. It is held for a full week in the summer and on Saturdays throughout the academic year as per the Promise Academy model.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 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. Common planning and data analysis time has been scheduled into the roster for the consistent review, monitoring and implantation of instructional practices for student achievement.

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 to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. 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. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development 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.

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.

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

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.

Describe the initiatives that have been revised.

As a result of quantitative and qualitative analysis of 2014 – 2015 strategies and action 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.