

McMichael Morton Sch
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

McMichael Morton Sch

3543 Fairmount Ave
Philadelphia, PA 19104
(215)823-8205

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Brian Wallace
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Stephen Waldren	Academic Recovery Liaison : School Improvement Plan
Brian Wallace	Building Principal : School Improvement Plan
Christian Edge	Community Representative
Erica Jones	Ed Specialist - Other
Brian Roberts	Ed Specialist - Other
Melanie Bartlett	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Donna McCree	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.
- 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.
- Regular Title 1 meetings
- Parent advisory committee meetings

- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

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

Provider	Meeting Date	Type of Assistance
Office of Federal Programs Design and Implementation	1/6/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	1/20/2017 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	3/2/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/7/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget 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.

Through weekly grade group meetings teachers implement instruction based on the needs of the students through data driven reports. Professional Learning Communities are prevalent within the school and are supported through professional development.

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

ELA/Literature - Meeting Annual Academic Growth Expectations 81%

Accomplishment #2:

Promotion rate indicator 99.75%

Accomplishment #3:

Attendance Rate indicator 91.08%

School Concerns

Concern #1:

47.9 School Performance Profile Building Level Score Designation Priority
14.08% proficient or advanced on Mathematics PSSA
Grades 5,, 7, and 8 did not show 2016 growth
21.57% proficient or advanced on ELA / Literature PSSA
Grades 5, and 8 did not show a positive three year trend
27.69% Proficient or Advanced in Science.
Truancy YTD is 35.8%
Tardiness YTD is 34.6%
Suspensions YTD 76

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:

47.9 School Performance Profile Building Level Score Designation Priority
14.08% proficient or advanced on Mathematics PSSA Grades 5,, 7, and 8 did not show 2016 growth
21.57% proficient or advanced on ELA / Literature PSSA Grades 5, and 8 did not show a positive three year trend
27.69% Proficient or Advanced in Science.
Truancy YTD is 35.8%
Tardiness YTD is 34.6%
Suspensions YTD 76

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

Aligned Concerns:

47.9 School Performance Profile Building Level Score Designation Priority
14.08% proficient or advanced on Mathematics PSSA Grades 5,, 7, and 8 did not show 2016 growth
21.57% proficient or advanced on ELA / Literature PSSA Grades 5, and 8 did not show a positive three year trend
27.69% Proficient or Advanced in Science.
Truancy YTD is 35.8%
Tardiness YTD is 34.6%
Suspensions YTD 76

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: 20% 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: 20% 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: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

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

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

SAS Alignment: None selected

*Responsive Classroom***Description:**

The Responsive Classroom, a research based program, will be implemented to create a safe, joyful and challenging learning environment for every child. Through the use of responsive classroom techniques, teachers will learn to effectively organize physical space, manage classroom procedures, and use positive teacher language to manage student behavior. This will ensure that all teachers effectively organize physical space, manage classroom procedures, or manage student behavior.

SAS Alignment: None selected

*I- Ready***Description:**

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

SAS Alignment: None selected

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Teachers will be trained in differentiating instruction to meet the needs of all learners in the areas of small group instruction, flexible grouping, tiered lessons, student learning centers and multiple assessments to ensure they are meeting the needs of all students across all classrooms.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will turn in lesson plans with evidence of differentiation and using multiple instructional practices and strategies to ensure they are meeting the needs of all students across all classrooms.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

Administrators will review lesson plans to ensure plans are differentiated by content, process and product that actively engages and meets student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Principal will observe teacher's lessons on a weekly basis to ensure all students learning needs are met through differentiation strategies and that teachers are consistently implementing multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage OR meet student learning needs.

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

*Differentiated Instruction – Evaluate***Description:**

Administrators will evaluate differentiated practices through observation and student data to ensure that teachers are implementing the strategies presented during PD sessions with fidelity. .

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction – Next Steps***Description:**

Teachers will be given the next steps for continuing or modifying differentiation strategies.

Next step strategy form

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.

Walkthrough schedules

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

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

- Informal and Formal Observations

*Informal and formal observations -Observation Protocol***Description:**

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

Walk through protocol

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

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

- Informal and Formal Observations

*Informal and formal observations -Walkthrough protocol communication***Description:**

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

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walkthroughs

Description:

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

Walkthrough Report

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

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

- Informal and Formal Observations

*Informal and formal Observation-Instructional Coaching***Description:**

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

Schedule/Agenda of Instructional Coaching Session

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

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

- Informal and Formal Observations

*Responsive Classroom-Professional Development***Description:**

Teachers will be trained in the research-based program The Responsive Classroom in order to create a safe, joyful and challenging learning environment for every child in order to ensure that all teachers effectively organize physical space, manage classroom procedures, or manage student behavior.

Agendas, sign-in sheets, surveys

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

Program Area(s): Professional Education

Supported Strategies:

- Responsive Classroom

Responsive Classroom-Implement

Description:

Teachers will use information learned at PD and practice all strategies within the classroom to effectively organize physical space, manage classroom procedures, or manage student behavior.

Walkthrough Feedback Form

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

Program Area(s):

Supported Strategies:

- Responsive Classroom

Responsive Classroom-Monitor

Description:

Principal will monitor the implementation of The Responsive Classroom strategies on a weekly basis to ensure consistent implementation with fidelity.

Walkthrough Feedback Form

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

Program Area(s):

Supported Strategies:

- Responsive Classroom

Responsive Classroom-Evaluate

Description:

Principal will evaluate with classroom teacher and determine whether the implement was successful and suggest next steps for teacher.

Evaluation Form

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

Program Area(s):

Supported Strategies:

- Responsive Classroom

I- Ready - Implementation

Description:

Create IReady baseline for assessments. Create individual action plan for each student. Rotate students through IReady and small group instruction based on their level and instructional need. Assess daily with exit tickets Meet daily to analyze data to revise student individual action plan

Exit tickets

Teacher Assessments

I-Ready assessments I-Ready diagnostics

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 tracked by teachers and Administrators to ensure the fidelity of the implementation.

I-Ready weekly assessments

I-Ready quarterly diagnostics

Formal and Informal Observations

Walkthroughs

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

Program Area(s):

Supported Strategies:

- I- Ready

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

Indicators of Effectiveness:

Type: Annual

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: 10% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: 10% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Annual

Data Source: School Net

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 10%

Type: Annual

Data Source: School Performance Profile

September 2017- May 2018

Specific Targets: Increase in the School Performance Profile by 5 points.

Type: Interim

Data Source: RTII

2017 -2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for suspension, tardiness and truancy.

Strategies:

Safe Schools Implementation Programs:

Description:

The Safe Schools Implementation Programs include various research-based programs that help establish a positive school culture of dignity, respect, social responsibility. These programs will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. These programs will ensure a positive behavioral support system and interventions are implemented school-wide, and enhance and sustains a safe and supportive environment and promote an environment that is conducive to learning for all students.

SAS Alignment: None selected

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

Implementation Steps:

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

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a PBS team that will develop clear and consistent uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Safe Schools Implementation Programs:

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

Description:

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

- Safe Schools Implementation Programs:

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

Description:

The PBS team will share the PBS practices, policies, and expectations 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

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Safe Schools Implementation Programs:

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:

- Safe Schools Implementation Programs:

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBS Team will monitor progress of PBS 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:

- Safe Schools Implementation Programs:

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

Description:

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

- Safe Schools Implementation Programs:

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:

Administrators will review and implement with fidelity school-wide policy, procedures and routines that address the School-wide Attendance & Behavior Plan, to ensure each member of the school community promotes, enhances and sustains a shared vision of positive attendance and school climate. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

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:

The Monitoring team will implement a program where students will be recognized monthly through assemblies and teacher and principal recognition program. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

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 meet monthly to analyze data to monitor the effectiveness of the school-wide attendance and behavior program. The leadership team will make adjustments as indicated by data. This process will help to ensure

that the school monitoring team gathers and shares accurate and reliable perceptual data about school attendance and climate from students, staff and parents as part of a continuous improvement process.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for McMichael Morton Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for McMichael Morton 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 McMichael Morton 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.

Bench-Mark # 1 40 % Bench-Mark # 2 40% 15% increase from the 2015-2016 school year.
Bench-Mark # 1 40% Bench-Mark # 2 40% 15% increase from the 2015-2016 school year.

Describe the continuing areas of concern from the past year.

Increase the number of Students Performing proficient on 2017-2018 PSSA by 20%.
Increase the number of Students Performing proficient on 2017-2018 PSSA by 20%
Decrease the number of students referred to the Discipline Process by 70% . Baseline 50 referrals per week.
Maximizes Parent and Community Involvement and for a total of 25 Families will complete the FAST Program.

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Responsive Classroom and I-Ready.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Several areas of success from past year include increased attendance rate (increase of 3%) and DRA levels (49 to 59). We also experienced a decrease in tardy rate (down 3,938 occurrences), decreased suspension rate (133-57). (SLGQ #6). We also have had a Principal has been stable for four years.

Describe the continuing areas of concern from the past year.

Our areas of concern are our PSSA achievement and benchmark data. We would like to increase these areas by 10%.

Describe the initiatives that have been revised.

New initiatives to increase academic achievement are hiring a Math and ELA SBTL and targeted professional based on grade group specific needs that are determined by benchmark data and pre and post test data. (SLGQ #2)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

McMichael School used focused instruction and Instructional Practices to increase reading scores significantly on the PSSA Reading Test by 8%.

McMichael has begun to increase the students' attendance rate. And has reduced the numbers of serious incidents occurring.

100% of all teaching staff has received 3 informal observations during the first quarter.

Professional Development has been implemented to insure that teachers are using multiple instructional strategies (e.g. questioning, discussion, structured grouping, flexible grouping, and differentiated instruction) that actively engage OR meet student learning needs, and that teacher are using the best instructional practices.

School Level Guiding Questions (SLGQs) 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.

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.

Teachers were trained in a research-based program The Responsive Classroom in order to create a safe, joyful and challenging learning environment for every child in order to ensure that all teachers effectively organize physical space, manage classroom procedures, or manage student behavior.

The PBS team has identified and established a system within the school that fully ensures a safe and supportive environment for all students.

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

Each class at McMichael will continue to increase the number of the students reading on grade level by 10% each marking period.

Each class at McMichael will continue to increase the number of performing math on grade level by 10% each marking period.

McMichael will continue to increase the number of the students who are attending school each day. The school will also reduce the number of students who chronically truant.

The PBS team will continue to establish practices, policies and expectations in order to ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Describe the initiatives that have been revised.

The McMichael team along with the (ARL) agree that that there are no changes that need to be made to the current Comprehensive School Improvement Plan.