

Rhodes E Washington Sch
School Improvement Plan

07/01/2017- 06/30/2018

School Profile

Demographics

Rhodes E Washington Sch

2900 W. Clearfield Street
Philadelphia, PA 19132
(215)227-4402

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Andrea Coleman-Hill
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Rachel Mariano	Administrator
Andrea Coleman-Hill	Building Principal : School Improvement Plan
Gwendolyn Dorsey	Community Representative
Rasheed Clark	Ed Specialist - Other
Georgina Harris	Ed Specialist - Other
Valerie James	Ed Specialist - School Counselor
Natalie Green	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Jamie Green	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
- 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	1/19/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/14/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/24/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs	3/7/2017 12:00:00 AM	District wide School Drop-in

Design and Implementation		sessions: Work sessions to support schools with the SY 17-18 Goal setting
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	3/14/2017 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.

We currently have data binders in each classroom, data reviews during grade group meetings, and standardized assessments to pre-screen students who are thought to be exceptional. Teachers have regular EWI meetings. The current assessment plan includes Benchmark testing (ELA and Math), DRA-2 (K-3), AIMSWeb (K-8, ELA and Math), and Classroom Based Assessments in all core subject areas.

As we receive new curriculum, we will create data sheets to align with the curriculum based measurements, we will also continue to use data binders as an organic document, we will continue with data review meetings, EWI meetings, professional learning team dialogue, and snapshot PD around data and assessment.

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:

Mathematics/Algebra I - Meeting Annual Academic Growth Expectations -Indicators of Academic Growth PVAAS 88.0%

Accomplishment #2:

ELA/Literature - Meeting Annual Academic Growth Expectations - Indicators of Academic Growth PVAAS 93%

Accomplishment #3:

Promotion rate indicator - 99.82%

Accomplishment #4:

Attendance Rate indicator 88.12%

School Concerns

Concern #1:

51.2 School Performance Profile Building Level Score Designation: Focus

2.93% proficient or advanced on Mathematics PSSA

Grades 4,5 did not meet the standard for the three-year growth measure

15.09 % proficient or advanced on ELA/ Literature PSSA

Grades 4,5 did not meet the standard for the three year growth measure

13.97% proficient or advanced in Science

40.2% Truancy YTD

10.7% Tardiness YTD

109 Suspensions YTD

90.4% Average Daily Attendance

Concern #2:

Grade 3 ELA- Percent Proficient or Advanced 14.29%

Concern #3:

Mathematics/Algebra I - Percent of Required Gap Closure Met all students	18.48
ELA/Literature - Percent of Required Gap Closure Met all students	63.19
Science/Biology - Percent of Required Gap Closure Met all students	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	18.80
ELA/Literature - Percent of Required Gap Closure Met	64.86
Science/Biology - Percent of Required Gap Closure Met	0.00

Concern #4:

Science/Biology - Meeting Annual Academic Growth Expectations 58.5%

Prioritized Systemic Challenges

Systemic Challenge #1 (*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:

51.2 School Performance Profile Building Level Score Designation: Focus 2.93% proficient or advanced on Mathematics PSSA Grades 4,5 did not meet the standard for the three-year growth measure
15.09 % proficient or advanced on ELA/ Literature PSSA Grades 4,5 did not meet the standard for the three year growth measure
13.97% proficient or advanced in Science
40.2% Truancy YTD
10.7% Tardiness YTD
109 Suspensions YTD
90.4% Average Daily Attendance

Grade 3 ELA- Percent Proficient or Advanced 14.29%

Mathematics/Algebra I - Percent of Required Gap Closure Met all students	18.48
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Science/Biology - Percent of Required Gap Closure Met all students	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	18.80
ELA/Literature - Percent of Required Gap Closure Met	64.86
Science/Biology - Percent of Required Gap Closure Met	0.00

Science/Biology - Meeting Annual Academic Growth Expectations 58.5%

Systemic Challenge #2 (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:

51.2 School Performance Profile Building Level Score Designation: Focus
2.93% proficient or advanced on Mathematics PSSA
Grades 4,5 did not meet the standard for the three-year growth measure
15.09 % proficient or advanced on ELA/ Literature PSSA
Grades 4,5 did not meet the standard for the three year growth measure
13.97% proficient or advanced in Science
40.2% Truancy YTD
10.7% Tardiness YTD
109 Suspensions YTD
90.4% Average Daily Attendance

Grade 3 ELA- Percent Proficient or Advanced 14.29%

Mathematics/Algebra I - Percent of Required Gap Closure Met all students	18.48
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Science/Biology - Percent of Required Gap Closure Met all students	0.00

Indicators of Closing the Achievement Gap - Historically Underperforming Students

Mathematics/Algebra I - Percent of Required Gap Closure Met	18.80
ELA/Literature - Percent of Required Gap Closure Met	64.86
Science/Biology - Percent of Required Gap Closure Met	0.00

Science/Biology - Meeting Annual Academic Growth Expectations 58.5%

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:

51.2 School Performance Profile Building Level Score Designation: Focus
2.93% proficient or advanced on Mathematics PSSA
Grades 4,5 did not meet the standard for the three-year growth measure
15.09 % proficient or advanced on ELA/ Literature PSSA
Grades 4,5 did not meet the standard for the three year growth measure
13.97% proficient or advanced in Science
40.2% Truancy YTD
10.7% Tardiness YTD
109 Suspensions YTD
90.4% Average Daily Attendance

School Level Plan

Action Plans

Goal #1: 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: e-metric

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

Type: Annual

Data Source: PVAAS

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.

Type: Annual

Data Source: School Performance Profile

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Interim

Data Source: RTII

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

Type: Annual

Data Source: EWI

Specific Targets: Decrease the number of students listed for multiple course failures, suspension, truancy and tardiness.

Type: Interim

Data Source: End of Unit Assessments

Specific Targets: Increase the number of students scoring 70% or above on end of unit assessments.

Type: Interim

Data Source: DRA

Specific Targets: Increase the number of students scoring at benchmark (grade level).

Type: Interim

Data Source: Gates-Macginitie

Specific Targets: Increase the number of students scoring at grade level.

Strategies:

RTII

Description:

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

SAS Alignment: Assessment

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: Assessment

Common Planning Time

Description:

(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: Assessment

Implementation Steps:

1. RTII Universal Screener Training

Description:

Teachers and staff will be trained in administering Universal Screener to students.

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

2. *RTII - Universal Screener*

Description:

All students will be administered Universal Screener as the first step in identifying the students who are at risk for learning difficulties. Screening will be conducted three times per year to ensure a screener is in place to proactively identify students academically at risk.

Universal Screener

Universal Screener Results

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

3. *RTII-Professional Development*

Description:

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

Agenda

Sign-in Sheet

Title I binder

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

4. *RTII - Implementation*

Description:

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

Data Protocols

RtII Meeting Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

5. *RTII Prescribe Interventions*

Description:

Teachers and staff will review data to determine and prescribe appropriated interventions.

RTII Portal

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

RTII - Progress Monitoring

Description:

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

Assessment Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

Data Analysis Professional Development

Description:

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

Agendas

Sign in sheets

Exit Tickets

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis procedures

Data Analysis Procedures -Analyze Data

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

Assessment Protocol Sheets

Lesson Plans

Monitoring Tools

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis procedures

Data Analysis Procedures

Description:

All teachers will use data analysis results to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

Assessment Data

Lesson Plans

First in Math Data

Progress Monitoring Data

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis procedures

Data Analysis Procedures -Analyze Data

Description:

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis procedures

Data Analysis Procedures- Data Analysis Evaluation

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Data analysis procedures

Common Planning Time- Develop a Schedule

Description:

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

Calendar

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters

Description:

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

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

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

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

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common Planning Time is impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Goal #2: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

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

Type: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 10% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

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

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

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

Strategies:

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, sheltered instruction observation protocol (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: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

Danielson Framework

Description:

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

SAS Alignment: Instruction

Instructional Coaching

Description:

Instructional Coaching – Instructional Coaching will be implemented school-wide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the

instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms.

SAS Alignment: Instruction

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: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be offered to all teachers to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms.

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content and product. This will ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction - Lesson Plan Feedback

Description:

Administrators critically review lesson plans and provide written feedback to teachers to help them design standards-aligned differentiated instruction using research-based instructional practices.

Lesson Plan Feedback Forms

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

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership team will use an 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): Professional Education

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): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations –Conduct Walkthroughs

Description:

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

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal/Formal Observation - Reflective Feedback

Description:

Administrators, instructional coaches, and other members of the leadership team will provide specific feedback to teachers after classroom observations. The feedback will be regarding the implementation the instructional strategies taught in PDs to help guide teachers in effectively using research-based instructional practices and designing common core standards-aligned differentiated instruction.

Observation Feedback Forms

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:

Administrators will conduct a professional development needs assessment

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:

Administrator will review and analyze results from the needs assessment coupled with observation data and student level data to compile a list of professional development offerings.

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:

Develop a yearlong professional development calendar that will include areas highlighted by the needs assessment, observation and student data which includes a plan for professional development (PD) including topics, presenters and dates.

PD Schedule including topics, dates, and providers

Title One

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.

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:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Instruction Coaching

Description:

Identify content leaders to provide in school coaching for teachers in implementing best practices for effective instruction in core content areas

List of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching - Training

Description:

Training for coaches will occur through the School District of Philadelphia training calendar, Diplomas Now Coaching Institute, and ongoing professional development through PATTAN, Diplomas Now Instructional Facilitators, and Web –based instruction.

Title One and Diplomas Training logs, coaching cycle documentation, and improved teaching strategies (whole school).

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching – 2017-2018 Implementation

Description:

Leadership will schedule coaching opportunities for targeted teachers and staff to ensure consistent implementation of effective instructional practices across all classrooms.

Coaching schedules, Feedback Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Instructional Coaching Monitoring

Description:

Leadership will monitor through the walkthrough process and weekly coach's meetings with administration, all changes in student and teacher practice as a result of instructional coaching and offer additional intervention if required.

Instructional walk-throughs, coaching protocols, and reflective feedback forms

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Danielson Framework -Professional Development on Danielson Framework

Description:

Professional development on Danielson Framework will be offered to all teachers to ensure all teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

Teachers will develop learning activities, materials, assessments, and strategies based on their understanding of the Danielson Framework. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction

Description:

Administrators will provide feedback based on observations to ensure that all teachers appropriately adjust lessons to address student needs.

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

I- Ready - Implementation

Description:

A collaboration of teacher leaders, informal and formal observations, grade group meetings and the thorough adaptation of I-Ready will be used to develop small group instruction so that student's may receive individualized attention to increase the amount of students reading on grade level by 15%

I-Ready weekly assessments and quarterly diagnostic reports

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

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

- I- Ready

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

The effectiveness of I-Ready will be measured by data reports and professional observation.

I-Ready data

Formal and Informal Observations

Walkthroughs

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

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

- I- Ready

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: School Net

Specific Targets: Decrease the number of chronically tardy students

Type: Interim

Data Source: School Net

Specific Targets: Decrease the number of chronically truant students

Type: Interim

Data Source: Insight for School Improvement Dashboard

Specific Targets: Decrease the number of suspensions for truancy/tardiness, inappropriate language, mutual fighting, serious threats.

Strategies:

Restorative Practices

Description:

Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

SAS Alignment: Instruction

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: Instruction

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: None selected

Implementation Steps:

Restorative Practice Training

Description:

All school community members will be trained by the International Institute for Restorative Practices

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Establish the Restorative Practices, Policies, and Expectations

Description:

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. 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.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices

Description:

The Restorative Practices Team will share the practices, policies, and expectations with staff, teachers, leadership, students and other 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

Restorative Practices Documents

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Monitor Progress of Restorative Practices

Description:

The Restorative Practices Team will monitor progress of Restorative Practices by reviewing climate and suspension data, and discussing behavioral trends Student Behavior Data, EWI Meetings, Grade Group Meetings, Diplomas Now 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): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program

Description:

The Restorative Practices Team will evaluate the effectiveness of the Restorative Practices program 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.

Improved Student Behavior Data

Classroom Management Consistency Data

Consistently Shared Mission and Vision

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

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): Professional Education

Supported Strategies:

- 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): Professional Education

Supported Strategies:

- 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): Professional Education

Supported Strategies:

- 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/Events

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

Program Area(s): Professional Education

Supported Strategies:

- 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): Professional Education

Supported Strategies:

- Attendance Incentive Program

PBIS - 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

*PBIS - 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

*PBIS -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

PBIS -Implement and Reinforce

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

PBIS -Monitor Progress

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

PBIS -Evaluate the Effectiveness of the PBIS Program

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

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Rhodes E Washington Sch.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Rhodes E Washington 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 Rhodes E Washington 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.

A comparison of 2017 Quarter 1 & Quarter 2 DRA Data showed a 9% increase in 1st graders reading on grade level (16% to 25%) When comparing Q1 & Q2 DRA Kindergarten and 2nd Gr data there was a decrease. Kindergarten Q1 98% Q2 77% It is not uncommon to see a decrease of this nature in Kindergarten 2nd Gr. Q1 39% Q2 32%

Based on Quarter 2 2017 DRA data 32% of 2nd graders are reading on grade level Turnaround Network Math CFU2 had an overall proficiency rate of 51.4%. This is a 12% growth from CFU2. This growth may have been attributed to identifying the 2 lowest performing standards on CFUS and Benchmarks and structuring our small group instruction around re-teaching the standards that have the highest eligible content frequency. The standards were re-taught to those students identified as contributing to the lowest performing standard.

There are currently 90% of students reaching the 95% attendance target. 35% of students chronically truant and 16 % of students with zero out of school suspensions goal The goal for EWI in attendance is 67%. 8th graders EWI attendance is 86%. for 8th EWIs is 67%, Current status is 86%. Our goal for 7th grade is 67%, Current Status is 66%. Our goal for 6th grade is 67%. Current Status is 76%.

Describe the continuing areas of concern from the past year.

By June 2018 we will increase the percentage of K- 2nd grade students reading on grade level by 15% as measured by the comparison of Q1 to Q4 DRA2 data. By the end of the 2017-2018 school year there will be an 80% increase in the implementation SGI as measured by a 10% increase of 3-8 grade students that scored correct on inferencing standards as indicated on Benchmark 3. By continuing to refine the system of instructional intervention that is described in our Outcomes Description we will increase our Benchmark 3 proficiency by a minimum of 10%. We want to increase our individual EWI goals in each grade in grades 6-8 by at least 5%. It is our goal for each grade to meet this new more aggressive target.

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Instructional Coaching and I-Ready. Guiding question #6 was revised with the implementation of the Positive Behavior Support System (PBIS).

2015-2016 Improvement Evaluation

Describe the success from the past year.

The success from the past year includes the following:

- Every grade has common planning time daily with common vertical planning for grades K-5. One common planning time is built in as a 6TH prep to allow for weekly grade

group meetings for EWI, RtII, Data Reviews, and snapshot PD. RtII, PBIS, and Second Step are used.

- Many community partnerships are in place.
- Common Academic Focus: T. A. G., Vocabulary Building, Objectives with I. O. T., Gradual Release, Text Dependent Analysis, and 4 Square Writing. Interventions include First in Math, Study Island, and Lexia (Special Education only).
- We have a positive climate. (SLGQ #6)

Describe the continuing areas of concern from the past year.

The continuing areas of concern from the first two years includes:

- Academic gains are needed in the following areas: ELA Benchmark and PSSA scores, and Math Benchmark and PSSA scores (SLGQ #4).
- We are striving for a 95% average daily attendance rate.
- We are continuing to improve the rate of suspensions for those grade 7 frequent flyer discipline students (SLGQ #6).
- We will purchase First in Math, Study Island, and supplemental materials to meet ELA and Math needs of students. Lexia is used for IEP students (SLGQ #4).

Describe the initiatives that have been revised.

- Each teacher will continue to use data binders to record multiple data points to be used to inform instructional decision making and progress monitor (SLGQ #2)
- Each grade level team will form a professional learning team designed to facilitate data dialogue, plan and participate in EWI meetings, and benchmark and progress monitor as both classroom and grade level subgroups (SLGQ #4).
- We will continue to use Restorative Practice, PBIS and Second Step to reduce discipline referrals by 10% (SLGQ #6)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4, 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. Additionally, attendance has improved as a result of Attendance initiative.

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.

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.