

Roosevelt Theodore MS
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

Roosevelt Theodore MS

430 E Washington Ln
Philadelphia, PA 19144
(215)951-4170

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Matthew Hayes
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Nick Roitoli	Academic Recovery Liaison : School Improvement Plan
Matthew Hayes	Building Principal : School Improvement Plan
Rick Hampton	Community Representative
Janet Middleton	Ed Specialist - Other
Corey Orlando	Ed Specialist - Other
Sean Heist	Intermediate Unit Staff Member
Patti Nelson	Intermediate Unit Staff Member
Delena Wallace	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	1/24/2017 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 Design and Implementation	3/1/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility
Office of Federal Programs Design and Implementation	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget
Office of Federal Programs Design and Implementation	4/7/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3

Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Professional Development on effectively using the SAS site. Teachers will plan common assessments during common planning time.

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

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

Promotion rate indicator 99.29%

Accomplishment #2:

Attendance rate indicator 86.37%

Accomplishment #3:

Grade 7 had Moderate evidence that the school exceeded the standard for PA Academic Growth in Math

Accomplishment #4:

Decrease in student tardiness by 17% from the 2015-2016 school year

Accomplishment #5:

Decrease in Out of School Suspensions by 21% from the 2015-2016 school year

School Concerns

Concern #1:

The School Performance Profile Score is 34.3 The Federal Designation is "Priority".

Concern #2:

Proficient and Advanced Achievement for Math is .38%

Concern #3:

Proficient and Advanced Achievement for ELA/Literature is 7.39%

Concern #4:

Proficient and Advanced Achievement for Science is 7.69%

Concern #5:

The school did not meet the AMO Test Participation rate for Math (75.94%), ELA/Literature (75.47%), Science (75.76%)

Concern #6:

The school did not meet the Standard for PA Academic Growth PVAAS in Math (50.00), ELA / Literature (54.00), and Science (50.00)

Concern #7:

Attendance YTD is 85.8%

Concern #8:

Suspensions YTD are 196

Concern #9:

Tardiness YTD is 31.7%

Concern #10:

Truancy YTD is 57.9%

Concern #11:

Across the indicators for closing the achievement gap in historically underperforming students, the percent of required gap closure met in Mathematics (0.82), ELA/Literature (17.63), and Science/Biology (8.82) had a negative trend.

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:

The School Performance Profile Score is 34.3The Federal Designation is "Priority".

Proficient and Advanced Achievement for Math is .38%

Proficient and Advanced Achievement for ELA/Literature is 7.39%

Proficient and Advanced Achievement for Science is 7.69%

The school did not meet the AMO Test Participation rate for Math (75.94%), ELA/Literature (75.47%), Science (75.76%)

The school did not meet the Standard for PA Academic Growth PVAAS in Math (50.00), ELA / Literature (54.00), and Science (50.00)

Across the indicators for closing the achievement gap in historically underperforming students, the percent of required gap closure met in Mathematics (0.82), ELA/Literature (17.63), and Science/Biology (8.82) had a negative trend.

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:

The School Performance Profile Score is 34.3The Federal Designation is “Priority”.

Attendance YTD is 85.8%

Suspensions YTD are 196

Truancy YTD is 57.9%

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA 2015

Specific Targets: 10% increase in the number of students scoring proficient or advanced in all tested subjects and student groups

Type: Annual

Data Source: PVAAS

2014-2015

Specific Targets: 10% increase in growth in PSSA Reading and Math

Type: Annual

Data Source: Emetric

014-2015

Specific Targets: Increase up to 10% or more in all tested subjects for student groups.

Type: Annual

Data Source: Dibels

September 2014- June 2015

Specific Targets: Decrease the number of at risk students by 10%.

Type: Annual

Data Source: School Performance Profile

September 2014- June 2015

Specific Targets: Increase in school performance profile building level score

Type: Annual

Data Source: Early Warning Indicators

2014 – 2015

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

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: None selected

Informal and Formal Observations

Description:

Administrator will conduct informal and formal observations to fully ensure the consistent implementation of effective instructional practices across all classrooms.

SAS Alignment: None selected

Professional Development

Description:

Professional Development on research based instructional practices in reading and math will be offered to all staff, teachers and leadership to fully ensure the consistent implementation of effective instructional in reading and math practices across all classrooms.

SAS Alignment: None selected

Implementation Steps:

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

A professional development calendar will be developed that addresses areas highlighted by the needs assessment, observation and student data.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

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 based upon informal/formal observations and review of student data.

Year-long PD calendar

Title I Binder

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Implement

Description:

Professional development will be implemented by offering training to teachers in conducting the alignment of common core and curriculum frameworks and differentiated and research based instructional practices.

Agenda

Professional Development

Exit Slips

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Monitor

Description:

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

Yearlong PD calendar

Title 1 Binder

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Informal and Formal Observations- Calendar

Description:

Develop a year-long walkthrough calendar to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Create Observation Protocol

Description:

Leadership team will establish an observation protocol to conduct effective classroom visits using Danielson's Observation framework.

Observation tools

Teacher feedback documents

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Conduct Observations

Description:

The administrator and leadership team will conduct effective classroom visits using Danielson's Observation framework to ensure consistent implementation of effective instructional practices.

Agenda

Sign-in sheet

Teacher feedback documents

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Feedback

Description:

Leadership team will provide reflective feedback upon completion of observations.

Observational Protocol

Observation Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observation - Instructional Coaching

Description:

Leadership will assign instructional coaches to support teachers or staff who struggle with implementing strategies with fidelity.

Coaching Logs

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Differentiated Instruction Professional Development

Description:

Differentiated Instruction professional development will be offered to all teachers and staff to ensure effective implementation of Differentiated Instruction in all classrooms.

Agenda

Sign-in sheets

Exit Slips

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices that reflect challenging learning expectations for all students.

Lesson Plans

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

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: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

Administrators will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective Feedback

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

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: PSSA 2017-2018

Specific Targets: 6% increase in the number of students scoring proficient or advanced in all tested subjects and student groups

Type: Interim

Data Source: PVAAS

2017-2018

Specific Targets: 6% increase in growth in PSSA Reading and Math all tested areas

Type: Annual

Data Source: Emetric

2017-2018

Specific Targets: Increase up to 6% or more in all tested subjects for student groups.

Type: Interim

Data Source: Dibels

September 2017- June 2018

Specific Targets: Decrease the number of at risk students by 10%.

Type: Annual

Data Source:

September 2017- June 2018

Specific Targets: Increase in school performance profile building level score

Strategies:

Professional Development

Description:

Professional Development: Professional Development on research based instructional practices in reading and math will be offered to all staff, teachers and leadership to fully ensure the consistent implementation of effective instructional in reading and math practices across all classrooms.

SAS Alignment: None selected

Informal and Formal Observation

Description:

Informal and Formal Observations: Administrator will conduct informal and formal observations to fully ensure the consistent implementation of effective instructional practices across all classrooms.

SAS Alignment: None selected

Differentiated Instruction

Description:

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

SAS Alignment: None selected

I- Ready

Description:

Proven to Predict. i-Ready is proven to predict student performance on state assessments. ... A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

www.curriculumassociates.com

SAS Alignment: Instruction

CLI Early Literacy Coach

Description:

CLI is a 501(c)(3) non-profit organization that provides educators with training and coaching in the most effective practices for early literacy instruction for prekindergarten through third grade. Our workshops and institutes build teachers' understanding of literacy and the art and science of teaching children how to read and write. By focusing on professional skills that improve over time and are not lost when administrations, buildings, or curricula change, CLI helps create a sustainable, school-wide culture of literacy that introduces students to the joys of reading, writing, and life-long learning.

SAS Alignment: Instruction

Implementation Steps:

Professional Development

Description:

Administrator will conduct a professional development needs assessment

Needs assessment Title 1 Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development Calendar

Description:

A yearlong professional development calendar will be developed that addresses area highlighted by the needs assessment, observations, and student data.

Yearlong PD calendar

Title 1 Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development

Description:

Staff and leadership will be selected to facilitate and deliver professional development over the course of the year based upon informal/formal observations and review of student data

Year long PD calendar

Title 1 Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Implement

Description:

Professional development will be implemented by offering training to teachers in conducting the alignment of common core and curriculum frameworks and differentiated and research based instructional practices.

Exit slips, Agendas, Professional development

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Professional Development- Monitor***Description:**

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

Yearlong PD calendar

Title 1 Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

*Informal and formal observations- Create a calendar***Description:**

Develop a year-long walkthrough calendar 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 Observation

Informal and formal observations- create a protocol

Description:

Train leadership team will establish an observation protocol to conduct effective classroom visits using Danielson's Observation framework .

Observation tools

Teacher feedback documents

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Informal and formal Observations-Conduct Observations

Description:

The administrator and leadership team will conduct effective classroom visits using Danielson's Observation framework to ensure consistent implementation of effective instructional practices.

Agenda/sign-in

Teacher feedback documents

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Informal and Formal Observation

Description:

Leadership team will provide reflective feedback upon completion of observations

Observational Protocol

Observation Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Informal and Formal Observation

Description:

Leadership will assign instructional coaches to support teachers or staff who struggle with implementing strategies with fidelity.

Coaching Logs

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observation

Differentiated Instruction Professional Development

Description:

Differentiated Instruction professional development will be offered to all teachers and staff to ensure effective implementation of Differentiated Instruction in 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

Description:

Teachers will develop lesson plans that include differentiated practices that reflect challenging learning expectations for all students.

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 that plans are differentiated by content, process, and product and 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:

- Differentiated Instruction

*Differentiated Instruction – Observation***Description:**

Administrators will observe differentiated practices in classroom using the walkthrough process to ensure students are actively engaged and meet the learning needs of all students across all classrooms and aligned with the PA Framework of teaching.

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

*I- Ready - Professional Development***Description:**

Train teachers on how to utilize the I-Ready Program for efficient and accurate diagnostic results.

Professional Development

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

Program Area(s):

Supported Strategies:

- I- Ready

I-Ready Implementation

Description:

Students will use I-Ready for at least 45 minutes per week in both Reading and Math to improve content knowledge and test scores.

I-Ready weekly assessments

I-Ready Quarterly Diagnostics

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

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

- I- Ready

*CLI Early Literacy Coach - Implementation***Description:**

CLI Early Literacy Coach will be implemented and developed with the staff through Professional Development.

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

Program Area(s): Professional Education

Supported Strategies:

- CLI Early Literacy Coach

*Children's Literacy Initiative (CLI) - Data and Assessment***Description:**

The CLI will be evaluated through Formal and Informal Observations, teacher assessments and exit tickets. Student progress will be monitored weekly and quarterly.

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

Program Area(s):

Supported Strategies:

- CLI Early Literacy Coach

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

Indicators of Effectiveness:

Type: Interim

Data Source: SchoolNet

September 2014 – June 2015

Specific Targets: Increase daily attendance by 10% with the use of a truancy elimination plan.

Type: Interim

Data Source: ISI Dashboard

September 2014 – June 2015

Specific Targets: Use a PBIS program to decrease suspensions and serious incidents by 20%.

Type: Interim

Data Source: SchoolNet

September 2014 – June 2015

Specific Targets: Reduce the number of chronically truant students.

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

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

Strategies:

Positive Behavior Support Intervention Program

Description:

Positive Behavior Support Program will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators and school community members will collaboratively use the PBIS framework to guide the selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. The PBIS program will also address the truancy and tardiness issues and help increase daily attendance rates. This will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive supports and interventions.

SAS Alignment: None selected

Implementation Steps:

Positive Behavior Support Program-Establish A Positive Behavior Support Team

Description:

Establish a community of school stakeholders (school leadership, staff and teachers) to create a PBIS team that will develop clear and consistent uniform expectations for academic and behavioral 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.

PBIS Team

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support Intervention Program

School Wide Evaluations

Description:

Roosevelt School PBIS team will conduct a school wide evaluation to assess and evaluate the current needs of the school's school wide behavior plan.

Survey Feedback

Evaluation Data

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Intervention Program

Prioritizing the Survey Feedback

Description:

The principal along with the PBIS Team will review the data from the staff surveys and prioritize 3 area that we will focus on to implement and monitor around PBIS. (ex Lunchroom, recess yard, hallways).

Priority List of PBIS Areas

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support Intervention Program

Staff Positive Behavior Support Training

Description:

The Roosevelt PBIS Team will provide training to staff members on various components of the school Wide Positive Behavior Support model and use of Roosevelt Bucks and Tickets and bucks and ticket redemption for students.

PD Material

Meeting Agenda

Sign In sheets

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support Intervention Program

Identify At-Risk Students in Need of Intensive PBIS

Description:

School staff will identify those children who currently have behavior plans in place or those in need of intensive behavior supports.

Teachers

Principal

PBIS Team

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Positive Behavior Support Intervention Program

Positive Behavior Support and Intervention Plan – Implement and Reinforce

Description:

The Roosevelt Staff will implement the outlined PBS plan that will include school wide expectations. It will be explained to all students and promoted school wide. Students will understand how they can earn and redeem Roosevelt Bear Tickets and Implement procedures for truancy to reduce the rate of chronically truant students.

Reduction in the number of serious incidents, and out of school suspensions per the ISI dashboard

Start Date: 9/1/2014 **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Intervention Program

Monitor and Evaluate Effectiveness of PBIS

Description:

The principals, teachers and PBIS team members will evaluate the effectiveness of the PBIS plan and raise as needed to meet the needs of the school.

ISI Dashboard Data

Start Date: 9/1/2014 **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- Positive Behavior Support Intervention Program

Goal #4: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: SchoolNet

September 2017 – June 2018

Specific Targets: Increase daily attendance by 10% with the use of a truancy elimination plan.

Type: Interim

Data Source: ISI Dashboard

September 2017 – June 2018

Specific Targets: Use a PBIS program to decrease suspensions and serious incidents by 20%.

Type: Interim

Data Source: SchoolNet

September 2017 – June 2018

Specific Targets: Reduce the number of chronically truant students

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

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

Strategies:

Positive Behavior Support Program

Description:

Positive Behavior Support Intervention Program(PBIS) Positive Behavior Support Program will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators and school community members will collaboratively use the PBIS framework to guide the selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. The PBIS program will also address the truancy and tardiness issues and help increase daily attendance rates. This will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive supports and interventions. Positive Behavior Support

Intervention Program(PBIS) Positive Behavior Support Program will be implemented school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators and school community members will collaboratively use the PBIS framework to guide the selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavioral outcomes for all students. The PBIS program will also address the truancy and tardiness issues and help increase daily attendance rates. This will ensure that the principal and all other educators implement a system that includes a response team for the implementation of positive supports and interventions.

SAS Alignment: None selected

Implementation Steps:

Positive Behavior Support Program-Establish A Positive Behavior Support Team.

Description:

Establish a community of school stakeholders “school leadership, staff and teachers) to create a PBIS team that will develop clear and consistent uniform expectations for academic and behavioral 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.

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

School Wide Evaluations

Description:

Roosevelt School PBIS team will conduct a school wide evaluation to assess and evaluate the current needs of the school’s school wide behavior plan.

Survey Feedback

Evaluation Data

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Prioritizing the Survey Feedback

Description:

The principal along with the PBIS Team will review the data from the staff surveys and prioritize 3 area that we will focus on to implement and monitor around PBIS. (ex Lunchroom, recess yard, hallways)

Priority List of PBIS areas

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Staff Positive Behavior Support Training

Description:

The Roosevelt PBIS Team will provide training to staff members on various components of the school Wide Positive Behavior Support model and use of Roosevelt Bucks and Tickets and bucks and ticket redemption for students.

PD Material

Meeting Agenda

Sign In sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

*Identify at-risk Students in need of Intensive PBIS***Description:**

School staff will identify those children who currently have behavior plans in place or those in need of intensive behavior supports.

Teachers

Principal

PBIS Team

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

*Positive Behavior Support and Intervention Plan – Implement and Reinforce***Description:**

The Roosevelt Staff will implement the outlined PBS plan that will include school wide expectations. It will be explained to all students and promoted school wide. Students will understand how they can earn and redeem Roosevelt Bear Tickets and Implement procedures for truancy to reduce the rate of chronically truant students.

Reduction in the number of serious incidents, and out of school suspensions per the ISI dashboard

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

*Monitor and Evaluate Effectiveness of PBIS***Description:**

The principals, teachers and PBIS team members will evaluate the effectiveness of the PBIS plan and raise as needed to meet the needs of the school.

ISI Dashboard Data

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

Program Area(s): Professional Education

Supported Strategies:

- Positive Behavior Support Program

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Roosevelt Theodore MS.

Assurance of Quality and Accountability

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

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

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

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Roosevelt Theodore MS in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Decrease in student tardiness by 17%, Increase in student attendance of 95% or more by 70% (15% - 2015-2016 v. 26.5% 2016-2017)

CFU #2 assessment had 44.3% of students in grades 3-8 scoring at the proficient level

CFU #2 assessment had 34.9% of students in grades 3-8 scoring at the proficient level

Roosevelt Out-of-school suspensions have decreased by 21% this year due to our PBIS program and Climate Staff. 2015-2016 - 29% of students received OSS, 2016-2017 - 22% of students received OSS

Describe the continuing areas of concern from the past year.

60% of students will make 1.0 - 1.5 years reading growth as measured by AIMSWEB in grades 1-6.

To increase students Math performance in grades 4-8 on the PSSA by 6% and measured by benchmark assessments 1-3.

To decrease the number of suspensions by 10% school-wide as evidenced by PBIS data. Baseline is 78%

To decrease school-wide chronic truancy by 20% as evidenced by School Net KPI data. Baseline 57.9%

Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of I-Ready and Children's Literacy Initiative. 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 current school program has been strengthened through a partnership with the Children's Literacy Initiative. The initiative has provided an Early Literacy Specialist. The Early Literacy Specialist has worked with K-3 teachers to improve literacy instruction, data recording, and has provided professional development.

The school is in its second year of implementing Positive Behavior Intervention Support (P.B.I.S.). This program has provided opportunities for students to be recognized for exhibiting desired behaviors. The current school program has benefited from the support of a School Improvement Support Liaison. The SISL has improved the level of parental support through weekly parent meetings and consistent parent workshops. The SISL has also established an annual Literacy Night designed to improve parent's participation in their children's literacy. The evening also served as a platform for community partners to engage

with parents.

Describe the continuing areas of concern from the past year.

The school has faced a challenges in the area of discipline and not having multiple interventions for students violating school rules and the Student Code of Conduct. Additionally, the school was unable to fill the vacancy for a Intervention Teacher.

Describe the initiatives that have been revised.

The school-wide plan will also focus on improving the school's climate and safety by providing profession development for all faculty and staff on effectively implementing P.B.I.S., retaining a Conflict Resolution Specialist, and implementing the use of an In School Suspension program to provide another intervention for students violating the Student Code of Conduct and school rules. (SLGQ #6)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Roosevelt Elementary School has experienced a 20% decrease in serious incidents. This can be attributed to the implementation of a PBIS program. Our program implementation included Check in/Check out Mentoring program for students with intensive need for PBIS. In addition, our percent of Chronically Truant students has decreased from 53.5% to 37.3%. Better tracking and communication with home by support staff. After 3 unexcused absences, students are moved to Tier 2 Interventions. The Community Relations Liaison meets with families of frequently absent students. Attendance is up from last year but down the past month (December '14). Average Daily Attendance - 89.7% Instructionally, implementation of Effective Instructional Practices has been a focus. Lesson plans are collected and checked weekly by the Principal and Assistant Principal collect and give feedback on these each week. Grade group meetings are held weekly to review data, and instructional practices.

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

Structures are in place to increase our average daily attendance: Attendance Policy, RTII Champions, and Community Relations Liaison. However, we have not met our goal of 95%. We continue to strive for that goal by monitoring what has been implemented and continuously look new strategies that will help us increase our daily attendance.

Describe the initiatives that have been revised.

Due to limited implementation time period we will do not plan to revise our plan.