

South Philadelphia HS
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

South Philadelphia HS

2101 S Broad St
Philadelphia, PA 19148
(215)952-6220

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kimlime Chek-Taylor
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Stephen Waldron	Academic Recovery Liaison : School Improvement Plan
Kimplime Chek-Taylor	Building Principal
Janelle Harper	Community Representative
Jennifer Bianco	Ed Specialist - Other
Jeffrey Judge	High School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Charlotte Petrina	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
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Home-school visits
- 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
IU26/Office of Federal Programs Design and Implementation	10/28/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation
IU26/Office of Federal Programs Design and Implementation	11/29/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/21/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/9/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/31/2017 12:00:00 AM	Progress Monitoring Visit for PDE
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis
IU26/Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	3/01 & 3/07: District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU26/Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	3/13-3/17: Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.
IU26/Office of Federal	5/1/2017	3/20-3/31: Budget Meetings: Support

Programs Design and Implementation	12:00:00 AM	schools in finalizing FY17 budget.
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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.

Based on results from the Keystones, teachers are identifying students that will need extra support. We have a Keystone Content Specialist who is working with teachers to improve the instructional program

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	No
Reading	No
Math	No
Science	No
Before School	No
After School	No
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	No
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administrated by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Academic Indicators:

Attendance Rate	79.38
PSAT/Plan Participation	100.00
Out of school suspensions	40%
9th graders who received quality credits	65%

School Concerns

Concern #1:

SPP score of for Focus: 36.9

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	14.91
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	21.82
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	7.84
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	43.79
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	3.13

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	20.97
ELA/Literature – Percent of Required Gap Closure Met	32.09
Science/Biology – Percent of Required Gap Closure Met	24.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	11.33
ELA/Literature – Percent of Required Gap Closure Met	21.68
Science/Biology – Percent of Required Gap Closure Met	12.54

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	50.00

Other Academic Indicators:

Cohort Graduation Rate	55.18
Promotion Rate	N/A
Advanced Placement, International Baccalaureate, or College Credit	50.00

KPI Attendance: 85.5 %

Out-of-School Suspensions: 13.4%

Prioritized Systemic Challenges

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

Aligned Concerns:

SPP score of for Focus: 36.9

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
14.91

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone
21.82

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone
7.84

Industry Standards-Based Competency Assessments- Percent Competent or Advanced
43.79

Grade 3 ELA- Percent Proficient or Advanced N/A

SAT/ACT College Ready Benchmark 3.13

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 20.97

ELA/Literature – Percent of Required Gap Closure Met 32.09

Science/Biology – Percent of Required Gap Closure Met 24.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met 11.33

ELA/Literature – Percent of Required Gap Closure Met 21.68

Science/Biology – Percent of Required Gap Closure Met 12.54

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations
50.00

ELA/Literature - Meeting Annual Academic Growth Expectations 50.00

Science/Biology - Meeting Annual Academic Growth Expectations 50.00

Other Academic Indicators:

Cohort Graduation Rate	55.18
Promotion Rate	N/A
Advanced Placement, International Baccalaureate, or College Credit 50.00	

KPI Attendance: 85.5 %

Out-of-School Suspensions: 13.4%

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

SPP score of for Focus: 36.9

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 14.91	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 21.82	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 7.84	
Industry Standards-Based Competency Assessments- Percent Competent or Advanced 43.79	
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	3.13

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	20.97
ELA/Literature – Percent of Required Gap Closure Met	32.09
Science/Biology – Percent of Required Gap Closure Met	24.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	11.33
ELA/Literature – Percent of Required Gap Closure Met	21.68
Science/Biology – Percent of Required Gap Closure Met	12.54

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	50.00

Other Academic Indicators:

Cohort Graduation Rate	55.18
Promotion Rate	N/A
Advanced Placement, International Baccalaureate, or College Credit	50.00

KPI Attendance: 85.5 %

Out-of-School Suspensions: 13.4%

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:

SPP score of for Focus: 36.9

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	14.91
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	21.82
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	7.84
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	43.79
Grade 3 ELA- Percent Proficient or Advanced	N/A

SAT/ACT College Ready Benchmark 3.13

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	20.97
ELA/Literature – Percent of Required Gap Closure Met	32.09
Science/Biology – Percent of Required Gap Closure Met	24.00

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	11.33
ELA/Literature – Percent of Required Gap Closure Met	21.68
Science/Biology – Percent of Required Gap Closure Met	12.54

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 50.00	
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	50.00

Other Academic Indicators:

Cohort Graduation Rate	55.18
Promotion Rate	N/A
Advanced Placement, International Baccalaureate, or College Credit 50.00	

KPI Attendance: 85.5 %

Out-of-School Suspensions: 13.4%

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

2017-2018

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

Type: Annual

Data Source: PVAAS

2017-2018

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 2014-June 2015

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

Type: Interim

Data Source: Failure Reports

Specific Targets: Increase the percentage of 9th grade students earning quality credits each marking period by 5%

Type: Interim

Data Source: Teacher Made Assessments

Specific Targets: Increase the percentage of 9th grade students earning quality credits each marking period by 5%

Type: Interim

Data Source: Compass Reports

Specific Targets: Increase the percentage of 9th grade students earning quality credits each marking period by 5%

Type: Interim

Data Source: RTII Data

Specific Targets: Increase the percentage of 9th grade students earning quality credits each marking period by 5%

Type: Interim

Data Source: Check-Ins

Specific Targets: Increase the percentage of 9th grade students earning quality credits each marking period by 5%

Type: Interim

Data Source: Informal Observation

Specific Targets: Describe Goal: Increase the number of student's scoring proficient or advanced on the Literature Keystone by 5% (Baseline is 23%)

Type: Interim

Data Source: Lesson Plans

Specific Targets: Describe Goal: Increase the number of student's scoring proficient or advanced on the Literature Keystone by 5% (Baseline is 23%)

Strategies:

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: Standards

Curriculum Engine

Description:

This resource was used with the lowest 25% of students, increasing reading levels from intensive to strategic.

SAS Alignment: Instruction

Compass Learning

Description:

This strategy used in our 9th grade classes. Data for individual students showing growth. Compass Learning is also used a supplement tool for the classroom.

SAS Alignment: Instruction

Small Group Instruction

Description:

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice*, 16(4), 203-212.

SAS Alignment: Instruction

Implementation Steps:

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership team will create 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):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walk Throughs

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):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation - Feedback

Description:

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

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal Observation-Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity 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.

Schedule/Agenda of Instructional Coaching Session

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Leadership team will determine professional development needs based on data review findings.

Needs Assessment

Title I Binder

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

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

- Professional Development

*Professional Development -Analyze Data from Needs Assessment***Description:**

Administrators will meet regularly to review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

- Professional Development

Professional Development- Calendar

Description:

Leadership will work with school based leaders to develop and implement professional development in conjunction with district directives.

Year-long PD calendar

Title I Binder

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

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.

Year-long PD calendar

Title I Binder

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

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

- Professional Development

*Professional Development-Instructional Coaching***Description:**

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

Schedule/Agenda Instructional Coaching Sessions

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

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

- Professional Development

*Danielson Framework -Professional Development on Danielson Framework***Description:**

All teachers have consistent understanding of all elements of instructional design to meet the learning needs of all students

Sign-in sheets

Exit Slips

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

Program Area(s):

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):

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):

Supported Strategies:

- Danielson Framework

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

Description:

Administration will conduct walk-throughs , and informal and formal observations 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):

Supported Strategies:

- Danielson Framework

Curriculum Engine

Description:

Teachers and Reading Specialist will use the Curriculum Engine to plan their daily lessons.

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

Program Area(s):

Supported Strategies:

- Curriculum Engine

Curriculum Engine- Progress monitoring

Description:

Curriculum engine will be monitor through weekly lesson plans, weekly look fors, and weekly informal observations.

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

Program Area(s):

Supported Strategies:

- Curriculum Engine

Compass Learning-Small Group

Description:

Small groups will be based on students' skills identified from Compass Learning.

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

Program Area(s):

Supported Strategies:

- Compass Learning

Compass Learning- Access

Description:

Students will have access to Chromebooks during small group instruction.

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

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

- Compass Learning

Compass Learning-Support

Description:

Computer teacher will support compass learning during technology class and support the RTII process.

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

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

- Compass Learning

Small Group Instruction- Student Identification

Description:

Reading Specialist will give pre-reading assessment to determine students' reading level. Students will be grouped based on their reading levels.

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

Program Area(s):

Supported Strategies: None selected

Small Group Instruction-Lesson Plans

Description:

Teachers will submit weekly lesson plans to indicate their small group instruction.

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

Program Area(s):

Supported Strategies: None selected

Small Group Instruction-Pull Out/Push In

Description:

Reading Specialist will pull out/push in small groups during instructional

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

Program Area(s):

Supported Strategies: None selected

Small Group Instruction-Progress Monitoring

Description:

Bi-weekly reports will monitor the growth of students' success.

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

Program Area(s):

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams

2017-2018

Specific Targets: Increase in the number of students scoring proficient or advanced on Keystone Exams.

Type: Annual

Data Source: PVAAS

2017-2018

Specific Targets: 20% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects.

Type: Annual

Data Source: Emetric

2017-2018

Specific Targets: Increase up to 10% or more of students scoring proficient or advanced in all tested subjects for all student groups.

Type: Annual

Data Source: School Performance Profile 2017-2018

Specific Targets: Increase in Graduation Cohort Rate

Type: Interim

Data Source: Early Warning INdications

2017-2018

Specific Targets: Reduction in the number of students listed for multiple course failures, chronically truant, tardy and suspensions.

Strategies:

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: Instruction

Credit Recovery:

Description:

Credit recovery will be provided to struggling students to extend learning opportunities, increase academic achievement, and provide interventions based upon student needs. This will reduce barriers, accelerate the academic growth of students, and ensure that students who enter school as 9th graders will complete the academic program and graduate.

SAS Alignment: Instruction

Implementation Steps:

Data Analysis Procedures-Create Data Analysis Protocols

Description:

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

Copy of Data Protocols

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures-Professional Development on Data Protocols and Analysis

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.

Agenda

Sign in Sheets**PD Evaluation sheet and schedule****Title I Binder****Start Date:** 9/1/2017 **End Date:** 6/30/2018**Program Area(s):****Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures-Analyze Data***Description:**

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

PDE and Locally relevant students data

Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/6/2018**Program Area(s):****Supported Strategies:**

- Data Analysis Procedures-

*Data Analysis Procedures-Monitor Data Analysis***Description:**

Leadership team will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

PDE and Locally relevant students data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures-Data Analysis Evaluation

Description:

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 students data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Credit Recovery – Create Student Profiles

Description:

The Leadership Team and guidance counselors will utilize available data systems and assess student credit profiles to identify and enroll students in credit recovery.

List of students who need credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

*Credit Recovery- Create Schedule and Subjects***Description:**

The Leadership Team and guidance counselors will determine the subjects to be offered, size of classes, and number of classes needed to be offered.

Student Credit Profile Report

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

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

- Credit Recovery:

*Credit Recovery –Create Schedule and Subjects***Description:**

The Leadership Team and school guidance counselors will create a weekly schedule and determine the credit recovery master schedule based on identified needs including curriculum tiers, number of classes, daily hours of instruction, weeks needed for projected completion and the number of teachers needed to teach classes .

Schedule

Teacher Records

Teacher List

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

Credit Recovery – Sign Up Students

Description:

Guidance counselors will sign students up for credit recovery program. Credit recovery meets either after school, Saturdays, or in the PASS program (a special program for students who are over-aged and under-credited that meets during the school day).

Completed registration forms of students for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

Credit Recovery – Recruit certified teachers

Description:

The Leadership Team will recruit teachers that are credentialed in each subject that is being offered for credit recovery to teach the credit recovery classes. Leadership team will advertise teaching positions for credit recovery. Leadership team will select teachers to deliver credit recovery instruction after school.

Faculty list of teachers for credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

*Credit Recovery- Parent Communication***Description:**

Guidance counselors will provide students with a parent letter to be taken home, as well as send the letter via postal service to the parents to communicate with them about the credit recovery program availability to students.

Parent Letter

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

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

- Credit Recovery:

*Credit Recovery- Parent Orientation***Description:**

Parent orientation will be offered to all parents and students who will be participating in the Credit Recovery Program.

Sign In sheets

Agenda

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

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

- Credit Recovery:

Credit Recovery – Implementation

Description:

School will implement credit recovery program and ensure that students master course content. Credits recovery will occur after school, on Saturdays, or in the PASS Program (a special program for students who are over-aged and under-credited that meets during the school day).

- Student sign in sheets
- Student work

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

Credit Recovery – Awarding of Credits

Description:

Teachers will compile lists of students who successfully complete the credit recovery program. The roster office will award students credits based on the teacher evaluations.

Updated credits for students who complete the program

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

Program Area(s):

Supported Strategies:

- Credit Recovery:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Principals Information Board

Suspension Data

September 2014- June 2015

Specific Targets: 20% reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

Specific Targets: 20% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2017-2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 20%

Type: Interim

Data Source: Parent Logs

Specific Targets: Describe Goal: Decrease the number of out of school suspensions by 10%

Type: Interim

Data Source: Student Plans

Specific Targets: Describe Goal: Decrease the number of out of school suspensions by 10%

Strategies:

Positive Behavior Support Program:

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, attendance, truancy, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

SAS Alignment: Safe and Supportive Schools

Restorative Practices:

Description:

Restorative justice practices as a subset of restorative practices. Restorative justice practices are *reactive*, consisting of formal or informal responses to crime and other wrongdoing after it occurs. The definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing.

SAS Alignment: Safe and Supportive Schools

Conflict Resolution

Description:

This intervention was utilized whole school, resulting in a 40% decrease in our discipline referrals through mediation

SAS Alignment: Safe and Supportive Schools

Parent Conferences

Description:

This strategy has resulted in a reduction in suspensions by 40%.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

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

List of PBS Team Members

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS Team, including the Leadership Team will develop clear and consistent behavior expectations, policies and practices for the entire school population to

include hallway, cafeteria, classroom expectations, etc. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

PBS Expectations Documents

PBS Posters

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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

Description:

The PBS team will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

*Positive Behavior Support Program - Implement and Reinforce PBS***Description:**

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

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

- Positive Behavior Support Program:

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

The PBS Team will monitor progress of PBS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- Positive Behavior Support Program:

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

Description:

The PBS Team will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates. This will ensure that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program:

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):

Supported Strategies:

- Restorative Practices:

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

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):

Supported Strategies:

- Restorative Practices:

Restorative Practices - Implement and Reinforcement of Restorative Practices

Description:

Teachers and staff will implement and reinforce Restorative 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:

- 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. 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:**

- 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.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Restorative Practices:

*Conflict Resolution***Description:**

Our climate manager will oversee and utilize progressive discipline through restorative practice/ conflict resolution before a suspension is determined.

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

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

- Conflict Resolution

*Parent Conferences***Description:**

Parent conferences and parent logs will support the reduction of out of school suspensions and less discipline referrals.

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

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

- Parent Conferences

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for South Philadelphia HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for South Philadelphia HS 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 South Philadelphia HS 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.

30% of student population is 95% attendance rate. 40% of student population received out of school suspensions. 35% of 9th grade students did not receive quality credits

Describe the continuing areas of concern from the past year.

Increase the percentage of 9th grade students earning quality credits each marking period by 5%. Increase the number of student's scoring proficient or advanced on the Literature Keystone by 5% (Baseline is 23%). Decrease the number of out of school suspensions by 10%.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Curriculum Engine, Compass Learning, and Small Group instruction. Additionally, revisions have been made to guiding question 6 to include Conflict Resolution and Parent Conferences.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Some of the successes of our program include our CTE Programs, diverse electives, awarding winning JROTC, diverse sports options, strong ELL and Special Ed Programs, Credit Recovery. Community Partners.

Describe the continuing areas of concern from the past year.

We have concern with our Low student enrollment in CTE programs. Student attendance and tardiness is an issue. As well as a lack of school pride. RTII/MTSS was not in place. Interventions were not available for Regular Ed students. AP has non instructional duties. Lack of data for school decisions PBIS & Restorative practice was not implemented. There is a high student failure in content subjects. High student failure rates in core and elective classes.

Describe the initiatives that have been revised.

In effort to increase 9th grade success- we will have a 9th Grade Academy (Goal 1, 2, & 3). A 9th Grade Assistant Principal will oversee the 9th Grade Academy & Program Coordinator. We will have a Climate Manager that will support us with PBIS. Our other Assistant Principal will support teachers with Data and Observations

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. 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. Data is used consistently to develop plans to provide interventions and support for students in key areas of academic endeavor: i.e. department meetings, leadership team meetings, grade level meetings.

Credit Recovery is conducted after school program by Sunrise of Philadelphia funded by 21st Century Grant. Approximately 70 students have been serviced students were able to meet graduation requirements and the graduation rate has improved.

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

The school will continue to implement SLGQ's 2, 4, and 6 in the areas of Professional Development to ensure fidelity in implementing research based strategies best practices. Leadership will continue to conduct walk-throughs, informal and formal observation to monitor the implementation of all strategies.

Credit Recovery will continue to be offered to students who are under credited.

City Year will continue to support school in the areas of incentives for attendance and positive behavior.

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.