

Overbrook HS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Overbrook HS

5898 Lancaster Ave
Philadelphia, PA 19131
(215)581-5507

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Yvette Jackson

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Brooke Porch	Academic Recovery Liaison : School Improvement Plan
Mark McClenton	Administrator
Michael Slawson	Administrator
Yvette Jackson	Building Principal : School Improvement Plan
Alexandra Elliot	Community Representative
Lawrence Dore	High School Teacher - Regular Education
Leah Pearson	High School Teacher - Regular Education
Christina Kelley	High School Teacher - Special Education
Tamika Purvines	Intermediate Unit Staff Member
Aton Austin	Parent
Elliot Fairy	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
- Board meeting presentations
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings

- Parent advisory committee meetings
- Parent-Teacher Conferences
- 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, evidence of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU 26 / Office of Federal Programs Design and Implementation	11/16/2016 12:00:00 AM	Introduction School Visit with the Principal
IU 26 / Office of Federal Programs Design and Implementation	12/1/2016 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/5/2017 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/20/2017 12:00:00 AM	Comprehensive Plan Progress Monitoring
IU 26 / Office of Federal Programs Design and	2/3/2017 12:00:00 AM	Federal Monitoring Support

Implementation		
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on Comprehensive Planning Submission Process
IU 26 / Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
IU 26 / 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
IU 26 / Office of Federal Programs Design and Implementation	3/13/2017 12:00:00 AM	Budget Drop-In Sessions Work session to support schools in planning for comprehensive plan and flexibility
IU 26 / Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY 17 budget
IU 26 / Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	Technical Support with the development of evidenced based strategies, action steps, and indicators of success

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.

The school has weekly common planning in which teacher professional development and articulation around student support is discussed among the school team.

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

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
State/Local Grant Program	Amount of Grant

Needs Assessment

School Accomplishments

Accomplishment #1:

The PSAT/Plan Participation is 100.00%

Accomplishment #2:

Increase in the percentage of all students scoring proficient or advanced on the English II Keystone assessments

Accomplishment #3:

20% Increase in the percentage of 9th graders earning quality credits based on report cards.

Accomplishment #4:

Increase in the percentage of all students scoring proficient or advanced on the Algebra I Keystone

Accomplishment #5:

Decrease in the percentage of students receiving out of school suspension from 70% to 63%.

Accomplishment #6:

The Test Participation Rate for all students in Mathematics / Algebra is 90.34.

Accomplishment #7:

Test Participation Rate for all students in ELA/Literature is 84.83

School Concerns

Concern #1:

34.4 School Performance Profile Building Level Score Designation Priority

Concern #2:

7.1% proficient or advanced on Mathematics Keystone

Concern #3:

21.5% proficient or advanced on Literature Keystone

Concern #4:

3.1% Proficient or Advanced in Science

Concern #5:

5.32 SAT/ACT College Ready Benchmarks

Concern #6:

School did not meet the academic growth standard in Mathematics, Literature, and Science

Concern #7:

Truancy YTD is 68.7%

Concern #8:

Tardiness YTD is 77.2%

Concern #9:

78.7% Average Daily Attendance

Concern #10:

50.53 % Graduation Rate

Concern #11:

75.17 Test Participation Rate for all students in Science/Biology

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:

34.4 School Performance Profile Building Level Score Designation Priority

7.1% proficient or advanced on Mathematics Keystone

21.5% proficient or advanced on Literature Keystone

3.1% Proficient or Advanced in Science

5.32 SAT/ACT College Ready Benchmarks

School did not meet the academic growth standard in Mathematics, Literature, and Science

Truancy YTD is 68.7%

78.7% Average Daily Attendance

50.53 % Graduation Rate

75.17 Test Participation Rate for all students in Science/Biology

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:

34.4 School Performance Profile Building Level Score Designation Priority

Truancy YTD is 68.7%

Tardiness YTD is 77.2%

78.7% Average Daily Attendance

50.53 % Graduation Rate

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: Keystone Algebra I / Star Assessments

Sept 2017 – June 2018

Specific Targets: Increase the instructional math levels of students by one to two years

Type: Annual

Data Source: Keystone Literature / Star Assessments

Sept 2017 – June 2018

Specific Targets: Increase the instructional reading levels of students by one to two years

Type: Annual

Data Source: Keystone Biology

Sept 2017 – June 2018

Specific Targets: More students will score proficient or advanced on the Biology Keystone Exam.

Type: Interim

Data Source: End of quarter grades

Sept 2017 – June 2018

Specific Targets: Increase the number of students receiving a passing grade in all subjects each marking period.

Type: Annual

Data Source: Graduation Rate June 2017

Specific Targets: Increase graduation rate.

Type: Annual

Data Source: Student Attendance

Sept 2017 – June 2018

Specific Targets: Increase student attendance to 90% or above.

Type: Annual

Data Source: PVAAS

Sept 2017 – June 2018

Specific Targets: Increase in PA AcademicGrowth in Algebra I, Literature, and Biology.

Type: Interim

Data Source: Early Warning

Indicators

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

Type: Interim

Data Source: RTII / MTSS Online System

2017 -2018

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

Type: Interim

Data Source: Star Assessments

Quarterly

2017 - 2018

Specific Targets: Increase the instructional reading levels of students by one to two years based on STAR assessment.

Type: Interim

Data Source: Star Assessment

Quarterly

2017 - 2018

Specific Targets: Increase the percentage of all students scoring proficient or advanced on the Algebra I Keystone.

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: None selected

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: None selected

Common Planning Time (CPT)

Description:

Common Planning Time (CPT) will be utilized to allow teachers to meet with their peers to plan instructional strategies that address student needs and to ensure consistent implementation of effective instructional practices that meet the needs of all students in all classes.

SAS Alignment: None selected

Blended Learning

Description:

Recent QED study findings showed that the blended learning experience benefitted students in the experimental group by having a positive effect not only on the learning outcomes, but also on their attitudes toward studying mathematics in a blended environment. Preliminary results indicated that male students and high-ability students were more motivated in the blended learning environment. (<https://eric.ed.gov/?q=blended+learning&id=EJ1123136>)

SAS Alignment: Instruction

Compass Learning

Description:

CompassLearning®, is a web-based K-12 reading/language arts program designed to allow for instructional differentiation and data-driven decision making.³ The online program includes electronic curricula and materials for individual or small-group work, assessments aligned with state curriculum standards, and a data management system that allows teachers to develop individualized instruction and assessment tools to track individual student and classroom performance(What works clearinghouse).

SAS Alignment: Instruction

Block Rostering Schedule

Description:

Personnel scheduling, or rostering, is the process of constructing work timetables for its staff so that an organisation can satisfy the demand for its goods or services. The first part of this process involves determining the number of staff, with particular skills, needed to meet the service demand. Individual staff members are allocated to shifts so as to meet the required staffing levels at different times, and duties are then assigned to individuals for each shift

SAS Alignment: Instruction

Teacher Professional Development on data interpretation

Description:

To help all students achieve, teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. Data use is an ongoing cycle of collecting multiple data sources, interpreting data to formulate hypotheses about strategies to raise student achievement and implementing instructional changes to test hypotheses.

SAS Alignment: Assessment

Implementation Steps:

Informal/Formal Observation Teacher Observations / Observation Protocols

Description:

Administration will use the observation protocol based upon the Danielson Framework to ensure the delivery of effective instructional practices that meet the needs of all students.

Observation Schedule

School Net data (per SDOP)

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal/Formal Observation Teacher Observation / Administrative Protocol

Description:

Administrator will meet with all teachers to outline the teacher observation protocol to be used in observations (informal and formal) to support and reflect the practices expected to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Agenda

Sign In Sheet

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

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

- Informal and Formal Observations

*Informal/Formal Observation Teacher Observation / Conduction of Observation***Description:**

Administrator will observe teachers (formally / informally) using the Danielson protocol for teacher observations to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Observation protocols

School Net

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

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

- Informal and Formal Observations

*Informal/Formal Observation Teacher Observation / Feedback***Description:**

Administration will provide feedback using EDS as well as offer face to face sessions to discuss and provide recommendation(s) to ensure consistent implementation of effective instructional practices that meets the needs of all students.

School Net

Observation protocols

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal/Formal Observation Teacher Observations / Instructional Coaching

Description:

An outside agency will provide instructional coaching to all teachers to provide consistent implementation of instructional strategies that meet the needs of all students across all subject areas

Instructional Coaching Logs

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrator will develop and administrator a PD needs assessment to identify the instructional practices that require support and professional development to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Completed Needs Assessment Forms

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development - Needs Assessment Data Analysis

Description:

Administrator will analyze results of the PD needs assessment and observation results to identify the instructional practices that require support and professional development to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Identified list of specific professional development topics from the assessment

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

Administrator will develop a PD Calendar to address the instructional practices that require support and professional development to ensure consistent

implementation of effective instructional practices that meet the needs of all students.

PD Calendar

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 / PD Training

Description:

Training will be provided to address the instructional practices that require support and professional development to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Agendas

Training Materials

Sign-in Sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Common Planning Time / Master Schedule

Description:

Build a component in the schedule to include common planning time for all teachers to engage in common planning once per week to ensure consistent implementation of effective instructional practices that meet the needs of all students.

Calendar, checklist

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time / Roster Sharing

Description:

Leadership will share teacher schedules to ensure that teachers have time to meet during CPT to develop lesson plans that include multiple instructional strategies to ensure consistent implementation of effective instructional strategies that meet the needs of all students.

CPT Schedule

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time / Teacher Planning

Description:

CPT will be implemented by teachers to share professional practices including multiple learning strategies for student success to ensure consistent implementation of effective instructional strategies that meet the needs of all students.

Meeting Agendas and Minutes

Common Planning Documents

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Common Planning Time / Monitor

Description:

Administration will monitor the CPT in use by through review of minutes of meetings and student grades via gradebook.

Agendas, Minutes, Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time (CPT)

Blended Learning - Creating instructional groups & identifying students

Description:

The ninth grade Assistant Principal will lead the teachers in the academy in creating student instructional groups and identifying student goals. All ninth grade students will be assessed to determine their instructional levels three times a year (Sept/Oct, Jan, May).

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

*Compass Learning***Description:**

Teachers throughout the year will instruct students with instructional resources (Compass Learning) , the SDP curriculum to instruct students based on PA standards an other school based resources.

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

Program Area(s): Professional Education

Supported Strategies:

- Compass Learning

*Blended Learning - Implementation***Description:**

Teachers throughout the year will instruct students using blended learning along with instructional resources. Teachers will instruct students based on instructional needs over an eight week period. Teachers will create milestone benchmarks to support students instructional focuses within the period.

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

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning

*Teacher Professional Development on data interpretation***Description:**

Students data will be reviewed and based on student outcomes teachers will utilize the data to formulate instructional pathways for individual students.

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

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

- Teacher Professional Development on data interpretation

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

Indicators of Effectiveness:

Type: Interim

Data Source: Suspension Data / Schoolnet

Specific Targets: Decrease 10% of students receiving out of school suspensions.

Type: Interim

Data Source: RTII Online System

Sept 2017 – June 2018

Specific Targets: Decrease 10% of students receiving out of school suspensions.

Type: Interim

Data Source: End of quarter grades

Sept 2017 – June 2018

Specific Targets: Increase the number of students receiving a passing grade in all subjects each marking period.

Type: Annual

Data Source: Graduation Rate June 2018

Specific Targets: Increase graduation rate.

Type: Annual

Data Source: Student Attendance

Sept 2017 – June 2018

Specific Targets: Increase student attendance.

Type: Annual

Data Source: PVAAS

Sept 2017 – June 2018

Specific Targets: Increase in PA Academic Growth in Algebra I, Literature, and Biology

Type: Interim

Data Source: School Net

2017 - 2018

Specific Targets: Decrease in the number of chronically tardy students

Type: Interim

Data Source: SchoolNet

2017 - 2018

Specific Targets: Decrease in the number of chronically truant students

Type: Interim

Data Source: Early Warning

Indicators

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

Type: Interim

Data Source: Schoolnet

Sept 2017 – June 2018

Specific Targets: Decrease 10% of students receiving out of school suspensions from 63% to 56.7%

Type: Annual

Data Source: School Performance Profile

2017 - 2018

Specific Targets: Increase graduation rate

Strategies:

Restorative Practices

Description:

Restorative Practices will be adopted school wide to ensure, supportive, and orderly learning environment for all students. The administration, teachers, and support staff will collaboratively develop Restorative Practices including proactive and responsive interventions. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

SAS Alignment: None selected

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

SAS Alignment: None selected

Credit Recovery

Description:

Credit Recovery: 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: None selected

Peer Mediation

Description:

Peer Remediation is a method of conflict resolution in which a third party helps disputants resolve a conflict through communication. In school mediation programs, students are taught general diplomacy skills such as recognizing others' perspectives and maintaining respect for others with different opinions (Shulman, 1996).

SAS Alignment: Safe and Supportive Schools

Response to Instructional Intervention/Multi Tier Systems of support

Description:

A comprehensive tiered model that aims to improve both the academic and behavioral performances of all students within a school; A tiered model that aims to improve the academic performances of all students within a school. (ies.ed.gov; Defining Early Warning Systems and Tiered Models).

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Restorative Practices – Create a Restorative Practices Lead Team

Description:

Administration will identify a Lead Team including teachers, counselor(s), SEL, student representatives, and support staff. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

List of Lead Team Members

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices – Establish Practices, Policies, and Expectations

Description:

The Restorative Practices Lead Team will develop policies and practices that include proactive and responsive interventions, social discipline, classroom management, and positive engagement in school climate. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Restorative Practices Documents

Restorative Practices Posters

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices – Professional Development

Description:

The Restorative Practices Lead Team will provide professional development to all staff regarding the effective implementation of Restorative Practices including policies and procedures. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Agendas

Professional Development Materials

Restorative Practices Documents

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

Program Area(s): Professional Education

Supported Strategies:

- Restorative Practices

Restorative Practices – Implementation

Description:

Administration, teachers, students, and support staff will implement Restorative Practices policies and procedures throughout the school. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Attendance Data, Discipline Data, Suspension Data, and Student Achievement Data will be posted on the Restorative Practices Data Wall in hallway outside of Main Office

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices – Monitor Implementation of Program

Description:

The Restorative Practices Lead Team will monitor the implementation of Restorative Practices policies and procedures. This will include monitoring

achievement, attendance, truancy, behavioral incidents, and suspensions. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Reports provided from the data

Honor and achievement data / awards

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices – Evaluation of Effectiveness

Description:

The Restorative Practices Team will evaluate the effectiveness of the Restorative Practices Program and will adjust restorative practices procedures as necessary based upon the analysis of climate data. This will ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Reports and Findings provided by data analysis.

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

Program Area(s):

Supported Strategies:

- Restorative Practices

School-wide Attendance Incentive Program - Establish a Attendance Monitoring/Incentive Team

Description:

Establish a team of school leadership, staff, and teachers to create a attendance Monitoring Team that will review student attendance data and implement attendance monitoring programs, supports and incentives.

Attendance Monitoring Team Members

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Establish the Attendance Monitoring Policies

Description:

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Communicate the Attendance Policies, and Expectations and Incentives

Description:

The Monitoring Team will share the attendance monitoring practices, policies, and incentives with staff, teachers, leadership and students and the school community members. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

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

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

- School-wide Attendance Incentive Program

School-wide Attendance Incentive Program - Monitor and Evaluate the Attendance Incentive Program

Description:

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- School-wide Attendance Incentive Program

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.

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

Program Area(s): Professional Education

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): Professional Education

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): Professional Education

Supported Strategies:

- Credit Recovery

*Credit Recovery- Recruit Students***Description:**

The guidance counselors will sign students up for credit recovery program. Credit recovery meets after school.

Student List

Sign-in Sheets

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

Program Area(s): Professional Education

Supported Strategies:

- Credit Recovery

*Credit Recovery- Recruit Staff***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.

Teacher list

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

Program Area(s): Professional Education

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): Professional Education

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

Program Area(s): Professional Education

Supported Strategies:

- Credit Recovery

Credit Recovery – Awarding of Credits

Description:

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

Student Credit Report

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

Program Area(s): Professional Education

Supported Strategies:

- Credit Recovery

Peer Mediation - Identification students

Description:

Students will be identified based on need for assistance.

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

Program Area(s): Student Services

Supported Strategies:

- Peer Mediation

Peer Mediation - Implementation

Description:

Student infractions will be decreased through peer mediation and student small group support provided by the Climate Managers.

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

Program Area(s): Student Services

Supported Strategies:

- Peer Mediation

Response to Instructional Intervention/Multi Tier Systems of support

Description:

A comprehensive tiered model that aims to improve both the academic and behavioral performances of all students within a school; A tiered model that aims to improve the academic performances of all students within a school. (ies.ed.gov; Defining Early Warning Systems and Tiered Models).

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

Program Area(s):

Supported Strategies:

- Response to Instructional Intervention/Multi Tier Systems of support

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Overbrook HS.

Assurance of Quality and Accountability

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

The School Past Year of Success consist of:

9th grade Academy: Increase in the percentage of 9th graders earning quality credits based on report cards.

Literacy: 5% increase in the percentage of all students scoring proficient or advanced on the English II Keystone assessment.

Math: Increase the percentage of all students scoring proficient or advanced on the Algebra I Keystone

Climate: Decrease the percentage of students receiving out of school suspensions from 70% to 63% as evident on school.

Describe the continuing areas of concern from the past year.

The school's continuing areas of concern consist of:

9th Grade Academy: Increase the percentage of 9th grade students earning quality credits each marking period.

Literacy: Increase the instructional reading levels of students by one to two years based on STAR assessment.

Algebra I: Increase the instructional math levels of students by one to two years based on STAR assessment.

Climate: Decrease 10% of students receiving out of school suspensions from 63% to 56.7%

Describe the initiatives that have been revised.

School Level Guiding Question 4 was revised to include the following strategies: Teacher Professional Development on data interpretation in order to use student data to formulate instructional pathways to students.

School Level Guiding Question 6 was revised to include the following strategies: implementation of peer mediation.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The current strengths of that address SLGQ #6 at Overbrook High School include the following:

- The increase in students daily attendance in school year 2015-2016 is up to 80% vs. 2014-2015 school year where it was 75%.
- The number of students moving in and out of Overbrook during the school year has decreased from the previous school year.

- The number of students tardy, serious incidents and out of school suspensions has all decreased significantly from the 2014-2015 school year.
- Teachers and students utilizing technology for remediation has increased in Algebra One and Emotional Support classes.

Describe the continuing areas of concern from the past year.

- The challenges of the school programs this school year is the high number of students requiring remediation and credit recovery based on failures during previous school years (SLGQ #4).
- CTE programs were reduced, students interventions were not in place and the lack of planning the use of technology prohibited students and teachers implementation of software curriculum (SLGQ #4).
- The decrease in teaching staff creates and issues with providing students with interventions within the students daily schedules (SLGQ #6).

Describe the initiatives that have been revised.

The priority for Overbrook High School are the following:

- Teachers allotted to instruct various interventions and curriculum, providing teachers with professional development to support interventions, providing technology to implement all programs with validity (SLGQ #4).
- Supporting students with interventions (Achieve 3,000 and Compass Learning) Identifying student needs based on students identified levels through a researched based assessment. (STAR Assessment) (SLGQ #4).
- Providing teachers with professional development and resources to support various student learning styles (Boardworks) (SLGQ #4).
- Identifying proper interventions to support students based on the assessments provided (SLGQ #4).
- Creating CTE programs that will gain the interest of students and creating an environment that builds parents as partners. (Building Maintenance and Multi-Media)-SLGQ #4
- Summer reading list (SLGQ #4).
- On-line remediation programs-SLGQ #4

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

Goal #1 – Establish a system to ensure consistent implementation of effective instructional practice.

Action Plans:

- Develop Master Schedule
- Share Rosters
- Teacher Planning
- Monitor Common Planning Time

These 4 action steps are up and running and in full use. There is a master schedule that allows for common planning time. Teachers share rosters and plan together. The principal and the leadership team administer surveys to all teachers to gain feedback for the effectiveness of the planning sessions. Teachers are asked to demonstrate knowledge learned through their daily lessons. Teachers participate in random learning walks where they visit each other's classrooms and provide feedback around the Danielson Domains.

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

<p>Goal#2 – Establish a system that fully ensures a safe and supportive environment for all student</p> <p>The school has not created a restorative practices lead team.</p> <p>Students have recently been recruited to work with the leadership team to establish this lead team that will consist of adults and students.</p> <p>There is no established practice for the incorporation of the restorative practices circle meetings.</p> <p>Implementation of Restorative Practice has been slow and inconsistent</p>

Describe the initiatives that have been revised.

There will be additional time focused around the action plans for Goal 2. All leadership team members have been assigned to an action step. Each leadership team member will oversee and implement the plans under each action step with the help of one of the members of the newly established student leaders team. A new timeline for implementation has been established.