

Paul Robeson HS for Human Services

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Paul Robeson HS for Human Services

4125 Ludlow St
Philadelphia, PA 19104
(215)823-8207

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Not Provided
Principal: Richard Gordon
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Richard Gordon	Building Principal : School Improvement Plan
Sarah Hill	Community Representative
Andrew Saltz	Ed Specialist - Other
Margie Goodwin	High School Teacher - Regular Education
Keith Newman	High School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Shauna Williams	Parent
Shaderina Blackman	Student
Kimberly Lent	Student Services Director/Specialist

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
- PTA/PTO website
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- 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
- Parent advisory committee 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:

No

Needs Assessment

School Accomplishments

Accomplishment #1:

Met the three year average for academic growth in literature.

Accomplishment #2:

The PSAT/Plan Participation rate is 100 percent.

Accomplishment #3:

Closing the achievement gap for students in science / biology is at 91.01.

Accomplishment #4:

2016 Winter Keystone Literature – Percentage of Students Proficient or Advanced: 46.1%

2016 Winter Keystone Biology – Percentage of Students Proficient or Advanced: 24.9%

Accomplishment #5:

The Graduation rate is 98.48.

School Concerns

Concern #1:

66.6 School Performance Profile Building Level Score Designation Focus

Concern #2:

25.0% proficient or advanced on Mathematics Keystone

Concern #3:

47.06 % proficient or advanced on Literature Keystone

Concern #4:

28.79% Proficient or Advanced in Science

Concern #5:

Closing the achievement gap for all students in Mathematics/Algebra is at 8.16.

Concern #6:

Closing the the achievement gap for all students in ELA/Literacy is at 51.28.

Concern #7:

Closing the the achievement gap for all students in ELA/Literacy is at 51.28.

Concern #8:

Truancy YTD is 26.6%

Concern #9:

Tardiness YTD is 22.5%

Concern #10:

Advance Placement, International Baccalaureate, or College Credit is at 25.00

Concern #11:

2016 Winter Keystone Algebra – Percentage of Students Proficient or Advanced: 6.3%

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:

66.6 School Performance Profile Building Level Score Designation Focus

25.0% proficient or advanced on Mathematics Keystone

47.06 % proficient or advanced on Literature Keystone

28.79% Proficient or Advanced in Science

Closing the achievement gap for all students in Mathematics/Algebra is at 8.16.

Closing the the achievement gap for all students in ELA/Literacy is at 51.28.

Closing the the achievement gap for all students in ELA/Literacy is at 51.28.

Advance Placement, International Baccalaureate, or College Credit is at 25.00

2016 Winter Keystone Algebra – Percentage of Students Proficient or Advanced: 6.3%

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:

66.6 School Performance Profile Building Level Score Designation Focus

Truancy YTD is 26.6%

Tardiness YTD is 22.5%

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim
 Data Source: PSSA
 September 2017 - May 2018

Specific Targets: 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Biology

Type: Annual
 Data Source: End of Unit Assessments
 Monthly
 September 2017 – May 2018

Specific Targets: 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Algebra

Type: Annual
 Data Source: PVAAS
 September 2017- May 2018

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

Type: Interim
 Data Source: End of Unit Assessments
 Monthly
 October 2017-June 2018

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

Type: Annual
 Data Source: Keystone Exams
 2017 - 2018

Specific Targets: Algebra: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Algebra (35% - 11th Grade; 20% - 10th Grade; 10% - 9th Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR ev

Type: Annual

Data Source: Keystone Exams

2017 - 2018

Specific Targets: Science: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Biology (38% - 11th Grade; 16% - 10th Grade; 10% 9th Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR for evaluation tools.

Type: Annual

Data Source: Keystone Exams

2017 - 2018

Specific Targets: Literacy: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Literature (57% - 11th Grade; 47% - 10% Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction – Differentiated instructional practices will be delivered by content, process and product with a specific, research-based strategy assigned for each area, to ensure all classroom teachers design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students

SAS Alignment: None selected

Informal and Formal Observations

Description:

Informal & Formal Observations: Leadership Team will routinely monitor implementation of research-based instructional strategies to provide teachers with constructive critical feedback aimed at improving their

instructional techniques. Leadership Team will use the Observation Cycle to ensure classroom instruction is consistently aligned with the Pennsylvania Framework for Teaching.

SAS Alignment: None selected

Professional Development

Description:

Professional Development and Training (research-based instructional practices) – Professional development will be provided for all teachers, leadership and staff to ensure research-based instructional practices are implemented across all classrooms and comprise the majority of observed practices in each classroom. Professional developments will include but not be limited to differentiated practices.

SAS Alignment: None selected

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Understanding By Design/Back Mapping framework

Description:

Commonwealth of Pennsylvania (Source: <http://www.pdesas.org/Instruction/Index/>) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices> Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research>; the following link provides an overview of curriculum mapping:

<http://webserver3.ascd.org/handbook/demo/mapping2.html>
 Resource:<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Instruction

Weekly Common Planning Time Professional Development & Peer Coaching Opportunities

Description:

PROFESSIONAL LEARNING COMMUNITY (PLC's) - Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>, <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>)

SAS Alignment: Standards

Data meetings and Bi-weekly Department Meetings

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide provides a framework for using student achievement data to support instructional decision making. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_pg_092909.pdf)
 Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>; Source: www.naesp.org

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction
- Professional Development

Differentiated Instruction- Lesson Plans

Description:

Lesson Plans will be developed by teachers and will clearly indicate and include processes for differentiated instruction that reflects challenging learning expectations for all students by all teaching faculty weekly and be submitted to administration for review.

Lesson Plan Feedback protocol, PD Agenda/Sign-Ins

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

School Administration and Leadership Team will review all lesson plans to ensure that each plan demonstrate evidence of the District-mandated Instructional Practices and evidence of Differentiated Instruction to provide teachers with constructive critical feedback focused on student engagement and meeting the needs of all students.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Interdisciplinary Lesson Planning

Description:

Teachers will plan and review lesson plans in all content areas from a interdisciplinary approach and collaborate in teaching teams to successfully plan how to meet the needs of all students. Interdisciplinary Lesson Planning will synthesize disciplines and support teachers using multiple instructional strategies that actively engage students and meet student learning needs.

Lesson Plan Feedback/Protocol

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

School Administration & Leadership Team will develop a monthly calendar covering the entire school year outlining the cycle of classroom visits in order to monitor implementation of effective instructional strategies.

Monthly Walkthrough Calendar/Schedule

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 will utilize the protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects 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.

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:

School Administration and Leadership Team will explain and distribute walkthrough protocols to all staff members to ensure effective instructional practices based on the Danielson Framework are implemented across all classrooms.

Formal & Informal Walkthrough protocol, PD Agendas/Sign-Ins

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 informal observations using protocols based on the Danielson Framework of Teaching to ensure teachers implement District-mandated instructional practices with fidelity in every classroom.

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 Feedback***Description:**

School Administration and Leadership Team will communicate observation feedback to develop “targeted” and “responsive” professional development opportunities that will allow school staff to reflect on practice, identify areas of need/support, and ensure there is consistent implementation of effective practices aligned with the Pennsylvania Framework for Teaching.

Walkthrough Feedback Protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Analyze School Data and observation feedback to conduct a building-wide “needs assessment” in order to develop “targeted” and “responsive” professional development opportunities that will individualize supports for all teachers.

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 review and analyze results from the needs assessment and observations to determine PD needs.

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:

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

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development and Training

Description:

School Administration and Leadership Team will schedule weekly Professional Development opportunities whereby staff members will be selected to facilitate Professional Development sessions on topics aligned with the Frameworks of Teaching and the School District's Professional Development Plan.

Monthly PD Calendar, PD Agendas/Sign-Ins

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff, leadership, outside agencies along with Central Office personnel will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development and Training

Description:

Professional development will introduce to and educate teachers and staff on research based strategies and best practices.

Agendas,

Sign-in Sheets

Professional Development 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:

School Administration and Leadership Team will analyze School Data and observation cycle/feedback protocol to evaluate the impact professional development opportunities increases the skill level and consistent implementation of all staff members. Teachers will reflect on practice, identify areas of need/support, and place value on professional development sessions.

Formal & Informal Walkthrough protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Assessing Effectiveness of Professional Development Sessions

Description:

School Administration and Leadership Team will analyze School Data and observation cycle/feedback protocol to evaluate the impact professional development opportunities increases the skill level and consistent implementation of all staff members. Teachers will reflect on practice, identify areas of need/support, and place value on professional development sessions

Formal & Informal Walkthrough protocol

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

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

- Professional Development

Develop a schedule for Peer-to-Peer Observations/Modeling

Description:

School Administration and Leadership Team will develop a schedule for Peer Modeling of Teaching whereby teaching staff attend and observe their colleagues' teaching periods to provide teachers expanded opportunities to review effective teaching strategies and peer coaching.

Monthly PD Schedule, Common Planning Time Documentation

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

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 of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Professional Development

Danielson Framework -Professional Development on Danielson Framework

Description:

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

Agenda

Sign-in sheets

Exit Slips

Start Date: 9/8/2014 **End Date:** 6/23/2017

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Common Planning Time

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

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:

- Common Planning Time

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

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Instructional Coaching

Description:

School-based Teacher Leaders will conduct monthly coaching sessions (grade-level; department-level; individual) on: implementation of the Common Core Standards, and other research-based strategies for best practices and to fully ensure the consistent implementation of effective instructional practices across all classrooms.

Schedules of coaching sessions, Agendas, Sign-in-sheets

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Differentiated Instruction-Observation

Description:

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

Reflective Feedback

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

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

- Differentiated Instruction

*Common Planning Time Develop a Schedule***Description:**

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

Calendar

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

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

- Common Planning Time

*Common Planning Share Rosters***Description:**

lyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar, Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

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

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

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

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

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

Data

Lesson Plans

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Understanding By Design/Back Mapping framework - Professional Development

Description:

Provide Professional Development Opportunities for teachers and administration on the implementation of curriculum pacing.

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

Program Area(s):

Supported Strategies:

- Understanding By Design/Back Mapping framework

Understanding By Design/Back Mapping framework - Implementations

Description:

In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and Keystone assessment anchors.

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

Program Area(s): Professional Education

Supported Strategies:

- Understanding By Design/Back Mapping framework

Weekly Common Planning Time Professional Development & Peer coaching Opportunities

Description:

Use data from walkthroughs and unit plans to determine curriculum alignment and implementation; Utilize Formative & Summative Assessments to monitor student progress and adjust instruction to meet individual student needs

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

Program Area(s): Professional Education

Supported Strategies:

- Weekly Common Planning Time Professional Development & Peer Coaching Opportunities

Weekly Common Planning Time Professional Development & Peer coaching Opportunities

Description:

Incorporate data from walkthroughs into lesson plans/unit plans; Trainings that differentiated/focused on supports for English Language Learners, Special Education students, academically at-risk students, and high-achieving students.

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

Program Area(s): Professional Education

Supported Strategies:

- Weekly Common Planning Time Professional Development & Peer Coaching Opportunities

Data meetings and Bi-weekly Department Meetings-Data from walkthroughs

Description:

Use data from walkthroughs and unit plans to determine curriculum alignment and implementation

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

Program Area(s):

Supported Strategies:

- Data meetings and Bi-weekly Department Meetings

Data meetings and Bi-weekly Department Meetings- Progress Monitoring

Description:

Utilize Formative & Summative Assessments to monitor student progress and adjust instruction to meet individual student needs.

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

Program Area(s):

Supported Strategies:

- Data meetings and Bi-weekly Department Meetings

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: SchoolNet

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Decrease the number of chronically tardy students

Type: Interim

Data Source: SchoolNet

September 2017- June 2018

Specific Targets: Decrease the number of chronically truant students

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017 – June 2018

Specific Targets: Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Type: Interim

Data Source: Schoolnet

2017 -2018

Specific Targets: By June 2018, Paul Robeson High School will increase the 39% of overall student population attending 95% Average Daily Attendance (A.D.A.) overall to 50% overall student population attending school 95% or higher Average Daily Attendance (A.D.A.) as measured by School District of Philadelphia's SchoolNet & SPR evaluation tools.

Strategies:

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program: 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

Positive Behavior Interventions and Supports (PBIS) implementation

Description:

MTSS, a proactive incentive-based approach, will be used to address student academic and behavioral supports to address 32.6% of our students who have been identified as chronically truant in the 2016-2017 SY and only 39.98% of students identified as having 95% or higher Average Daily Attendance.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

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

Attendance Monitoring Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- 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 Team Members

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

Program Area(s): Professional Education

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

Attendance Monitoring Procedures

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

Program Area(s): Professional Education

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

Attendance Coach

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

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- School-wide Attendance Incentive Program

The Positive Behavior Interventions and Supports (PBIS) implementation- Review data

Description:

Continuous weekly staff collaboration on consistent monitoring of attendance data.

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

Program Area(s): Student Services

Supported Strategies: None selected

*The Positive Behavior Interventions and Supports (PBIS) implementation-
Provide attendance incentives*

Description:

Quarterly/Monthly rewards and incentives will be provided to students on an ongoing basis. Mid-year celebrations, awards assemblies, rewards, and incentives will be provided to students.

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

Program Area(s): Student Services

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Paul Robeson HS for Human Services.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Paul Robeson HS for Human Services 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 Paul Robeson HS for Human Services 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:

Algebra 1: 7% increase in overall 11th Grade proficiency scoring. 9th & 10th Grade Proficiency rates are 10% or less as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Biology: 17% increase in overall 11th Grade Proficiency rate. 26% increase in overall 10th Grade Proficiency rate. 6.3% 9th Grade overall Proficiency rate as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Literacy: 23% increase in 10th Grade overall Proficiency rate as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Describe the continuing areas of concern from the past year.

The school is experiencing a slow progress in proficiency rate in regards to the Alegbra Keystone exams and one third of the students are considered to be chronically truant.

The school's continuing area of concern consist of:

Algebra 1: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Algebra (35% - 11th Grade; 20% - 10th Grade; 10% - 9th Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Biology: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Biology (38% - 11th Grade; 16% - 10th Grade; 10% 9th Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Literacy: By June 2018, Paul Robeson High School will establish a 10% increase of all students making positive gains in their proficiency levels on Keystone Examination Literature (57% - 11th Grade; 47% - 10% Grade) as measured by PA State Department SPP & School District of Philadelphia's SPR evaluation tools.

Climate: By June 2018, Paul Robeson High School will increase the 39% of overall student population attending 95% Average Daily Attendance (A.D.A.) overall to 50% overall student population attending school 95% or higher Average Daily Attendance (A.D.A.) as measured by School District of Philadelphia's SchoolNet & SPR evaluation tools.

Describe the initiatives that have been revised.

The School Level Plan Guiding Questions 2,4 & 6 were revised to include:

PBIS and School Base Teacher Leader will assist the school with addressing the reading and math targets. The student support specialist will assist the school with decreasing suspensions to address the school's climate goal and to ensure a safe supportive

environment. Common planning time to include the RtII/MTSS process. The school continues to increase the instructional technology in the building.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Robeson saw success with the Model College & Career Readiness Program, increases in our Graduation Rates (SLGQ #4), changes in School Climate as evidence by disciplinary referrals (SLGQ #6), and tighter Community Partnerships.

Describe the continuing areas of concern from the past year.

Robeson is concerned with the Stagnant Math Performance on Standardized Tests (Keystone Exams) (SLGQ #4); the need for consistent monitoring and analysis of student Average Daily Attendance (ADA) and Chronic Truancy rates in order to increase overall attendance and decrease overall lateness (SLGQ #6)

Describe the initiatives that have been revised.

Robeson will revise the following initiatives: Effective and consistent Math Instruction; Continuous professional development/staff collaboration sessions on effective use of research-based practices on lesson/unit planning and instructional strategies; Instructional Coaching on effective use of research-based practices on lesson/unit planning and instructional strategies; Continuous staff collaboration on consistent monitoring and analysis of student Average Daily Attendance (ADA) and Chronic Truancy rates in order to increase overall attendance and decrease overall lateness. This will be addressed through the purchase of: 1) English and Biology teacher to address large class sizes. 2) Counselor to support College and Career Readiness. 3) Classroom Instructional materials through Chrome books and instructional materials. 4) Parental Involvement resources for handbook printing. 4) Professional Development funds for staff to attend PDs and share resources. 5) Supports for students at risk (SLGQ #2, 4, and 6)

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) #2, #4, & #6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school reviews data during teacher Common Planning Time 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. Informal and formal walk-throughs, using the Danielson Framework, ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Professional development was conducted during on half day PD , after school and during grade group meetings. The implementation of Professional development was monitored through informal and formal observation conducted by the principal and informally by teacher leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address varied learning styles in order to increase academic achievement of all students.

Differentiation instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers reach out to an individual or small group to vary his or her teaching in order to create the best learning experience possible. School-wide Attendance Incentive Program was 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

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

The school will continue implementation of strategies and action steps outlined in SLGQs #2, #4, & #64

. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs #2, #4, & #6 to ensure increased academic performance of all students.

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.