

Franklin Benjamin HS
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Franklin Benjamin HS

550 N Broad St
Philadelphia, PA 19130
(215)299-4662

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Abdul-Mubdi Muhammad
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Regina Cesasrio	Academic Recovery Liaison
Abdul-Mubdi Muhammad	Building Principal : School Improvement Plan
Keesha Ransom	Intermediate Unit Staff Member
Katrina Collins	Parent
Angel Ollison	Student

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 newsletter
- District web page
- District report card
- 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
- Parent advisory committee meetings
- 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 Program Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the school 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	10/13/2016 12:00:00 AM	PVAAS Training
IU 26	1/18/2017 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/20/2017 12:00:00 AM	Progress Monitoring w/ ARL
IU 26	1/31/2017 12:00:00 AM	PDE Monitoring District Plan
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/1/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26	3/24/2017 12:00:00 AM	Budget Session/ School Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support
IU 26	9/28/2016 12:00:00 AM	Overview of OFPD&I

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.

Teachers will meet during the regular school day for common planning time to create common assessments that are aligned to the common core standards in each of the core content areas. Formative Assessments will be utilized to provide information for teachers, during the teaching and learning process and

provide information for differentiating instruction.

(Quarterly Benchmarks, teacher made assessments, mid term and final exams, Monthly Leadership Team Meetings, Common Planning time meetings to create curriculum scope and sequence in core content areas)

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

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	Yes
After School	Yes
Lunch/Study Periods	No
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

2016-2017	
Other Academic Indicators:	
<ul style="list-style-type: none"> Attendance Rate 	78.04
<ul style="list-style-type: none"> PSAT/Plan Participation 	100.00

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	34.7
Indicators of Academic Achievement:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone 	15.38
<ul style="list-style-type: none"> ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone 	21.31
<ul style="list-style-type: none"> Science/Biology- Percent Proficient or Advanced on PSSA/Keystone 	12.50

<ul style="list-style-type: none"> Industry Standards-Based Competency Assessments- Percent Competent or Advanced 	N/A
<ul style="list-style-type: none"> SAT/ACT College Ready Benchmark 	1.79
Indicators of Closing the Achievement Gap:	
<ul style="list-style-type: none"> Mathematics/Algebra I- Percent of Required Gap Closure Met 	14.85
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	33.59
Indicators of closing the Achievement Gap Historically underperforming Schools:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Percent of Required Gap Closure Met 	9.85
<ul style="list-style-type: none"> ELA/Literature – Percent of Required Gap Closure Met 	0.00
<ul style="list-style-type: none"> Science/Biology – Percent of Required Gap Closure Met 	36.17
Indicators of Academic Growth PVAAS:	
<ul style="list-style-type: none"> Mathematics/Algebra I – Meeting Annual Academic Growth Expectations 	50.00
<ul style="list-style-type: none"> ELA/Literature - Meeting Annual Academic Growth Expectations 	50.00
<ul style="list-style-type: none"> Science/Biology - Meeting Annual Academic Growth Expectations 	57.00
Other Academic Indicators:	
<ul style="list-style-type: none"> Cohort Graduation Rate 	52.58
<ul style="list-style-type: none"> Promotion Rate 	N/A
<ul style="list-style-type: none"> Advance Placement, International Baccaureate, or College Credit 	0.00
KPI Attendance:	79.2%

KPI Out of School Suspension:	11.8 %
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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

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.

Systemic Challenge #3 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

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: Study Island Progress Reports – Quarterly

November 2014, January 2015, April 2015

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

Type: Interim

Data Source: Keystone Exams

September 2017 – June 2018

Specific Targets: The percentage of 1st Time Testers who score proficient or advanced on the Algebra I Keystone Exam will increase by 5% from the SY2016-17.

Type: Interim

Data Source: PVAAS

September 2017- June 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: 15% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: Keystone Exam Literature

Sept 2017-2018

Specific Targets: The percentage of 1st Time Testers who score proficient or advanced on the Literature Keystone Exam will increase by 5% from the SY2016-17.

Type: Interim

Data Source: Assessment data and bi-weekly Grade book data

Sept 2017-2018

Specific Targets: 95% of 9th graders will earn at least 5 credits in their first year of high school.

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated by process, product and content to ensure consistent implementation of effective instructional practices. Teachers will use multiple instructional strategies (e.g. flexible grouping, SIOP etc.) that actively engage and meet students learning needs across all classrooms

SAS Alignment: Instruction

Informal and Formal Observations

Description:

The leadership team will monitor the implementation of instructional strategies through lesson plans and formal/informal observations. This process will ensure the consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Instruction

Common Assessments

Description:

In data-drive instruction, the rigor of the actual assessment item drives the rigor of the material taught in class. Therefore, common assessments must be created before teaching begins. (Driven by Data, Bambrick-Santoyo)

SAS Alignment: Instruction

Remediation and Reassessment

Description:

Remediation and reassessment are the critical components under the mastery learning model, researched by Dr. Benjamin Bloom.

SAS Alignment: Instruction

RTII/ MTSS

Description:

MTSS is the approach determined by PaTTAN to address student academic and behavioral needs.

SAS Alignment: Instruction

Grade Improvement

Description:

MTSS is the approach determined by PaTTAN to address student academic and behavioral needs.

SAS Alignment: Instruction

Informal and Formal Observations

Description:

The Six Steps for Effective Feedback strategy proposes that teachers receive immediate feedback, along with Next Steps targeting the most impactful area of

growth, in order to improve their pedagogy. (Levering Leadership, Bambrick-Santoyo)

SAS Alignment: Instruction

Professional Growth Plans

Description:

The Six Steps for Effective Feedback strategy proposes that teachers receive immediate feedback, along with Next Steps targeting the most impactful area of growth, in order to improve their pedagogy. (Levering Leadership, Bambrick-Santoyo)

SAS Alignment: Instruction

Professional Development Series on Rigor and Relevance

Description:

ICLE Coaches have provided over 20 hours of professional development to teachers since the second semester of the 2016-2017 school year. Observation and walkthrough data indicated that rigor and relevance were key areas of need amongst teachers.

SAS Alignment: Instruction

Small Group Instruction

Description:

Remediation and reassessment are the critical components under the mastery learning model, researched by Dr. Benjamin Bloom.

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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership team will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Walk through protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Walkthrough protocol communication

Description:

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

Agenda

Sign-in sheet

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Conduct Walkthroughs

Description:

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

Agenda

Sign-in sheet

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

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.

Needs Assessment

Needs Assessment Results

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

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:** 6/29/2018

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:** 6/29/2018

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

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

Year-long PD calendar

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Professional Development

Common Assessments

Description:

Teachers will create all 4 Common Unit Assessments for the first quarter prior to the start of the 2017-2018 SY, with the help of the Office of Curriculum and Instruction. Teachers will use the pre-made assessments to generate weekly lesson plans addressing the necessary skills. Teachers will use Common Planning Time each week to plan the 4 Common Unit Assessments for the next marking period during the current marking period. Teachers will analyze the results from the common assessments biweekly to identify students in need of remediation in specific content areas.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Common Assessments

*Remediation and Reassessment***Description:**

Teachers will deliver small group instruction to those identified based on data. Following remediation, teachers will reassess the students. This remediation-reassessment cycle will repeat every two weeks.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Remediation and Reassessment

*RTII/ MTSS***Description:**

The MTSS process and the Mastery Learning Model will be used to provide remediation and interventions to students at the first sign of academic failure throughout the first quarter. At the Tier I level remediation and reassessment protocols will be used to attain mastery on common assessments throughout each quarter. Grade-group meetings during Common Planning Time will be used to develop Tier II and Tier III supports throughout each quarter. English and math teachers will administer STAR, the Universal Screener to all students prior to the end of the 2016-2017 SY. Counselors will screen newly enrolled students throughout the 2017-2018 SY. The roster chair will determine schedules and academic supports for students based on their screening results. Administrators will be norm Tier I supports during the four days of professional development prior to the start of the 2017-2018 SY. Teachers will use Common Planning Time to conduct grade-group meetings weekly, in order to plan and update Tier II and Tier III supports.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- RTII/ MTSS

*Grade Improvement***Description:**

Grade Improvement will begin immediately following the first quarter. Teachers will provide supplemental instruction to students after school, using instructional software, targeting students who received failing marks after the first interim period. Successful completion of content during Grade Improvement will replace failing marks as the quarter progresses, and as throughout the year.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Grade Improvement

*Informal and Formal Observations***Description:**

Administrators will provide lesson plan feedback to teachers weekly with detailed next steps. All administrators will conduct informal observations weekly and provide teachers with feedback according to the The Six Steps of Effective Feedback. All teachers will be given a growth plan and will be offered PD to address their needs.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Informal and Formal Observations

Professional Development Series on Rigor and Relevance

Description:

ICLE Coaches will provide weekly professional development on the Rigor/Relevance/Relationship framework. Coaches/administrators will work with teachers on personalized plans, based on the results of each informal, walkthrough/observation. Administration will conduct formal observations for teachers once at least one informal, with feedback, has been provided.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Development Series on Rigor and Relevance

Professional Growth Plans

Description:

All administrators will conduct informal observations weekly and provide teachers with feedback according to the The Six Steps of Effective Feedback. All teachers will be given a growth plan and will be offered PD to address their needs.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Professional Growth Plans

Small Group Instruction

Description:

Teachers will deliver small group instruction to those identified based on data. Following remediation, teachers will reassess the students. This remediation-reassessment cycle will repeat every two weeks.

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Small Group Instruction

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: Principals Information Board

Suspension Data Sept 2017- 2018

September 2014- June 2015

Specific Targets: Up to 10% reduction in the number of suspensions by the end of the school year

Up to 30% reduction in the number of suspensions by the end of the school year for ninth grade.

Type: Interim

Data Source: Scholarship September 2017- June 2018

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

Type: Interim

Data Source: On-Line Disciplinary Referral System

2017- 2018

Month Review

Sept 2017 and June 2018

Specific Targets: Results will show a 10% decrease in the number of disciplinary referrals being created by teachers at all grade levels.

Type: Interim

Data Source: Insight for School Improvement Dashboard

2017 - 2018

Monthly Review

Specific Targets: Results will show a 10% decrease in disciplinary infractions as well as a decrease in serious incidents across all grade levels.

Type: Annual

Data Source: Graduation

2017-2018

Specific Targets: Up to 10% increase in the graduation cohort rate.

Type: Interim

Data Source: KPI Schoolnet data

Sept 2017-2018

Specific Targets: The percentage of students who reach the 95% attendance target, as measured by KPI, will increase by 10% from the SY2016-17.

Strategies:

Restorative Practices

Description:

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

Conflict Resolution/School Climate Manager /Community Relations Liaison will be implemented as a method and process in facilitating the peaceful ending of [conflict](#) and [retribution](#). Group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective [negotiation](#) with the dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: Safe and Supportive Schools

The Positive Behavior Interventions and Supports (PBIS)

Description:

MTSS is the approach determined by PaTTAN to address student academic and behavioral needs. PBIS is the approach for providing incentives to have students meet expectations in behavior and attendance. Given that 59.6% of our students have been identified as chronically truant in the 2016-2017 SY, a proactive incentive-based approach is necessary.

SAS Alignment: Safe and Supportive Schools

Advisories

Description:

MTSS is the approach determined by PaTTAN to address student academic and behavioral needs. PBIS is the approach for providing incentives to have students

meet expectations in behavior and attendance. Given that 59.6% of our students have been identified as chronically truant in the 2016-2017 SY, a proactive incentive-based approach is necessary.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

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

Description:

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

Restorative Practices Expectations Documents

Restorative Practices Posters

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Restorative Practices

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

Description:

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

Meeting Schedule

Meeting Minutes

Agenda

Restorative Practices Documents

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Implement and Reinforcement of Restorative Practices

Description:

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

Calendar of school-wide Incentives

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Restorative Practices

Conflict/ Resolution

Description:

Teach conflict/resolution strategies during Homeroom/Seminar (start one day a week with ninth grade) – role-play situations, etc). Goal for this action step is to teach students to manage conflict in an efficient and peaceful manner. In addition, improvement of climate within the school will be another overarching goal.

conflict resolution resources

strategies chart

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Restorative Practices

Restorative Practices - Monitor Progress of Restorative Practices

Description:

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

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Restorative Practices

Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program

Description:

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

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Restorative Practices

The Positive Behavior Interventions and Supports (PBIS)

Description:

The PBIS Team will determine the trip/activities for all four Perfect Attendance trips prior to the start of the 2017-2018 SY. Counselors will post a list of all enrolled students in the main foyer alongside a countdown of the days in the first quarter by the first day of school. Administrators and teachers will use the first Friday-of-the-Month Assembly to explain the list and advertise the Perfect Attendance Trip; the countdown will begin after this assembly. Counselors will modify the list daily, removing students who have been absent and reducing the countdown. The PBIS Team will work to organize the trip each quarter up until the date of the trip.

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- The Positive Behavior Interventions and Supports (PBIS)

Advisories

Description:

Advisors will monitor the attendance of the students in their advisory each day. During a Grade Group meeting each week teachers will contact families to inquire/encourage. Advisors will use advisory time to review attendance progress with students each day, and connect at-risk students with resources within the building (i.e. Wellness, Gear up tutors, counselors, etc).

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Advisories

Goal #3: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: Keystone Exams

September 2017 – June 2018

Specific Targets: Increase up to 10% or more in Keystone Exams

Type: Interim

Data Source: School Performance Profile

2017-2018

Specific Targets: Up to 10% increase in the graduation cohort rate

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017 -June 2018

Specific Targets: 70% or more students scoring c or better on end of unit exam

Type: Interim

Data Source: Early Warning Indicators

2017-2018

Specific Targets: Decrease the number of indicators for multiple course failures, attendance and truancy.

Strategies:

Data Informed Instruction:

Description:

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide the instructors with determining the students' next steps. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

SAS Alignment: Instruction, Safe and Supportive Schools

Structured Preparation Time

Description:

(SPT) 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: Instruction

Data Analysis Procedures-

Description:

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

Individualized Learning Plan (ILP)-

Description:

Individualized Learning Plan will be implemented to assist students in developing their own learning plan with counselors, teachers, and other supportive adults. The ILP will be based on students' data, individual interests, needs, supports, transition placements and other learning experiences both in and out of school. The ILP documents will enable students to chart progress toward their goals during each school year; ensuring that they are on the path to graduation. This will ensure the school-wide use of data is focused on school improvement and the academic growth of all students.

SAS Alignment: Instruction

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: Instruction

Implementation Steps:

Data Informed Instruction – Establish a Data Team

Description:

A Data Analysis Team will be formed to include, but not be limited to, key school-based and other staff to analyze PDE and other locally relevant data, on a consistent basis, to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

List of Data Team Members

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Professional Development

Description:

The Leadership Team, Data Analysis Team, and staff will be professionally developed on using data to drive instruction by disaggregating results by assessment anchor, eligible content and standards aligned learning objectives.

Agenda

Sign-in Sheet

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction – Develop a Schedule of Monthly Data Team Meetings

Description:

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar of Monthly Meetings

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction - Collect Data

Description:

The Data Analysis Team will systematically collect data from PDE data tools, as well as, locally relevant data based on grade-level and relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective by grade.

Data Binders

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

Description:

The Data Analysis Team will identify and disaggregate current performance of grade-level cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Disaggregate Data

Description:

Teachers and the leadership will establish measurable goals that address student strengths and weaknesses as indicated by the disaggregated data.

Grade Level Goals

Student Specific Goals

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Select Instructional Strategies

Description:

Educators will identify and select instructional strategies that directly address the target area(s) as indicated by the disaggregated data.

Standards Aligned System Materials and Resources

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Informed Instruction:

Data Informed Instruction- Intervention Implementation

Description:

Teachers and staff will implement intervention during scheduled class or intervention period.

SAS Materials and Resources

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Data Informed Instruction:

*Data Informed Instruction – Monitor and Evaluate***Description:**

The Data Analysis Team and teachers will monitor interventions to ensure positive impact on student results and make adjustments if necessary.

Data Protocols

RTII Portal

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Data Informed Instruction:

*Structured Preparation Time- Develop a Schedule***Description:**

Develop a master schedule to include Structured Preparation Time (SPT) 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Structured Preparation Time

Structured Preparation Time- Share Rosters

Description:

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

Calendar, Teacher Schedules

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Structured Preparation Time

Structured Preparation Time- Implement Practices

Description:

Structured Preparation 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Structured Preparation Time

Structured Preparation Time- Evaluate

Description:

Administration will evaluate if Structured Preparation 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Structured Preparation Time

Data Analysis Procedures- Create Data Analysis Protocols

Description:

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

Copy of Data Protocols

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

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

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures -Analyze Data

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures- Monitor Data Analysis

Description:

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

PDE and Locally Relevant Student Data Lesson Plans

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Data Analysis Procedures- Data Analysis Evaluation

Description:

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

PDE and Locally Relevant Student Data Lesson Plans Teachers

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures-

Individualized Learning Plan (ILP)- Create an ILP Team

Description:

The Principal and leadership will recruit staff including guidance counselors, teachers and administrators to create an ILP team.

Teacher Lists

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP) – Create ILP via SchoolNet

Description:

Student ILPs

The ILP team will create, implement, monitor and evaluate individualized learning plans for students'

Student ILPs

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP) – Analyze Data

Description:

The ILP team will analyze student level data and student failure rate and early indicator warning reports to identify areas of greatest need.

Student Report Cards

EWI Reports

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Develop ILPs

Description:

Students will work with the individual guidance counselors, staff and administrators to develop Individualized Learning Plans

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Monitor

Description:

Leadership will monitor the implementation of the action steps embedded within the ILPs.

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

Start Date: 9/1/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Individualized Learning Plan (ILP)-

Individualized Learning Plan (ILP)- Evaluate

Description:

Leadership will evaluate the effectiveness of ILPs via data analysis procedures.

Student Reports

Intervention Program Reports

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Individualized Learning Plan (ILP)-

*Individualized Learning Plan (ILP)- Revise and Maintain***Description:**

Students will be supported in the process of revising their Individualized Learning Plans on a yearly basis.

SchoolNet Data

Data Protocol

Start Date: 9/1/2017 **End Date:** 6/29/2018

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

- Individualized Learning Plan (ILP)-

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Franklin Benjamin HS.

Assurance of Quality and Accountability

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

In order to increase proficiency level in Literature we will use common assessments to ensure higher levels of rigor. Remediation and reassessment protocols will be used by teachers to move Keystone scores up by 5 percent.

Describe the continuing areas of concern from the past year.

The percentage of 1st time testers who score proficient or advanced on the Algebra I Keystone Exam will increase by 5% from the SY2016-17.

95% of 9th graders will earn at least 5 credits in their first year of high school.

The percentage of students who reach the 95% attendance target, as measured by KPI, will increase by 10% from the SY2016-17.

90% of teachers will either: A) achieve a 1.667 combined domain 2 and 3 score on their last 2 informals or last formal observation, or B) improve to proficiency in at least two subdomains where they previously scored 0, or 1.

The percentage of 1st Time Testers who score proficient or advanced on the Literature Keystone Exam will increase by 5% from the SY2016-17.

Describe the initiatives that have been revised.

The effective instruction practices (SLGQ#4) were revised and now contain common assessments, remediation/reassessments, RTII?MTSS, Grade Improvement, informal/formal observations, professional growth plans, and professional development series on rigor and relevance.

The school wide use of data goals (SLGQ#2) were revised and now contain data informed instruction, individualized learning plan, and credit recovery.

The climate goals (SLGQ#6) were revised and now contain The Positive Behavior Interventions and Supports and Advisories.

2015-2016 Improvement Evaluation

Describe the success from the past year.

We implemented Common Planning Time meetings for the purpose of reviewing student data, creating scope and sequences for core content areas and creating common assessments to be used to inform instructional practices. These practices resulted in improved benchmark scores this year.

We also implemented extended learning time using the A/B block schedule. This change enabled the school to increase the number of credits students can earn in a single school year towards graduation. It also allowed dedicated time within the school day for teachers to meet, plan and discuss student data and outcomes.

Describe the continuing areas of concern from the past year.

Areas of concern include, effective implementation of higher order questioning techniques, aligning content with PA State standards, student engagement and effective use of the block schedule.

School wide effective implementation of Positive Behavior Interventions and Support system.

Describe the initiatives that have been revised.

Revise action plans related to “differentiated instruction.” Focus more on the content standards and provide support for standards that were not mastered.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 2, 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

Data is used consistently to develop plans to provide interventions and support for students in key areas of academic endeavor: i.e. department meetings, leadership team meetings, etc.

Implementation of Restorative Practices has shown an improvement in the following areas aligned to climate, culture and attendance:

- Lowered suspension rate
- Improved student attendance
- Student point system
- Implementation of Restorative Practices

SLBQ2: Is there a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students? (Assessment)

Continue to implement the Action Steps that address data, such as using data to make instructional decisions, collaboration by staff to seek solutions to challenges indicated by data, and ensure that students/parents understand the importance of academic data when making academic decisions.

SLBQ4 :Is there 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? (Instruction) Continue

implementation of Action Steps that address improvement of instruction by encouraging collaboration by teachers to plan lessons based on Pennsylvania Standards, examine quality student work and reflect upon best practices that address needs of students.

SLGQ6: Is there a system within the school that fully ensures a safe and supportive environment for all students? (Safe and Supportive) While gains have been made with the climate of the school, this is an ongoing process, so the Action Steps can continue to be implemented and refined. Successes include:

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

Continue to implement Action Steps from SLGQ 2,4,6 so the school meets its targets, especially those activities that influence learning. The school will continue to provide targeted Professional Development to all teachers and staff to change both teacher and student practice and to increase academic achievement for all students. Review of data will allow the school to address areas of concern through the use of student level interventions and PD. The school will continue to address climate and culture issues through the continued implementation of Restorative Practices. Through continued implementation of goals we will attempt to:

- Raise teacher expectations for students
- Hold teachers accountable for practices that make a difference in learning, that is, collaborative lesson planning, common assessments, teaching grade level Pennsylvania Standards, teaching academic vocabulary, frequently incorporating writing into lessons, cognitively engaging students, etc.
- Raise sense of urgency for successful change with entire staff

Describe the initiatives that have been revised.

Due to the limited implementation period, the school will continue to monitor and evaluate strategies and action steps to ensure success for all students.