

Furness Horace HS
School Improvement Plan
07/01/2014 - 06/30/2018

School Profile

Demographics

Furness Horace HS

1900 S 3rd St
Philadelphia, PA 19148
(215)952-6226

Federal Accountability Designation: Priority

Title I Status: Yes

Schoolwide Status: Yes

Principal: Daniel Peou

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Stephen Waldron	Academic Recovery Liaison : School Improvement Plan
Jaime Smyth	Administrator
Daniel Peou	Building Principal : School Improvement Plan
Emily DeMarco	High School Teacher - Regular Education
Anne Kimani	High School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Sarah Delisi	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
 - Clear and Shared Focus
 - High Standards and Expectations
 - Effective Leadership
 - High Levels of Collaboration and Communication
 - Curriculum, Instruction and Assessment Aligned with Standards

- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
 - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
 - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
 - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
 - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
 - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
 - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
 - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

Assurance 13

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District's annual report
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Regular Title 1 meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The Office of Federal 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	12/8/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	12/22/2016 12:00:00 AM	Progress Monitoring District Plan
IU 26	1/23/2017 12:00:00 AM	progress monitoring w/ ARL
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	Phone School Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation/ School Improvement Plan Support
IU 26	10/14/2016 12:00:00 AM	Overview of OFPD&I
IU 26	11/8/2016 12:00:00 AM	PVAAS Training

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 be provided with a period per week during common planning time meetings 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. Teachers collaborated during professional development sessions in the 2016-2017 School Year to develop this plan and Formative Assessments guidelines.

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

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Other Academic Indicators:	
Attendance Rate	83.30
Advance Placement, International Baccalaureate, or College Credit	100.00
PSAT/Plan Participation	100.00

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	37.2
Indicators of Academic Achievement:	
· Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.53
· ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.38
· Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	16.81
· Industry Standards-Based Competency Assessments- Percent Competent or Advanced	IS
· SAT/ACT College Ready Benchmark	8.62
Indicators of Closing the Achievement Gap:	
· Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00

· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	16.07
Indicators of closing the Achievement Gap Historically underperforming Schools:	
· Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	13.41
Indicators of Academic Growth PVAAS:	
· Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
· ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
· Science/Biology - Meeting Annual Academic Growth Expectations	50.00
Other Academic Indicators:	
· Cohort Graduation Rate	67.78
KPI Attendance:	87.5 %
KPI Out of School Suspension:	10.1 %

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:

2015-2016	
SPP score of for Focus:	37.2
Indicators of Academic Achievement:	
· Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.53
· ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.38

· Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	16.81
· Industry Standards-Based Competency Assessments- Percent Competent or Advanced	IS
· SAT/ACT College Ready Benchmark	8.62
Indicators of Closing the Achievement Gap:	
· Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
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· Science/Biology – Percent of Required Gap Closure Met	16.07
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· Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
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· Science/Biology – Percent of Required Gap Closure Met	13.41
Indicators of Academic Growth PVAAS:	
· Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
· ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
· Science/Biology - Meeting Annual Academic Growth Expectations	50.00
Other Academic Indicators:	
· Cohort Graduation Rate	67.78
KPI Attendance:	87.5 %
KPI Out of School Suspension:	10.1 %

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

Aligned Concerns:

2015-2016

SPP score of for Focus:	37.2
Indicators of Academic Achievement:	
· Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.53
· ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.38
· Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	16.81
· Industry Standards-Based Competency Assessments- Percent Competent or Advanced	IS
· SAT/ACT College Ready Benchmark	8.62
Indicators of Closing the Achievement Gap:	
· Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	16.07
Indicators of closing the Achievement Gap Historically underperforming Schools:	
· Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	13.41
Indicators of Academic Growth PVAAS:	
· Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
· ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
· Science/Biology - Meeting Annual Academic Growth Expectations	50.00
Other Academic Indicators:	
· Cohort Graduation Rate	67.78
KPI Attendance:	87.5 %
KPI Out of School Suspension:	10.1 %

Systemic Challenge #3 (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Aligned Concerns:

2015-2016	
SPP score of for Focus:	37.2
Indicators of Academic Achievement:	
· Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	19.53
· ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	16.38
· Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	16.81
· Industry Standards-Based Competency Assessments- Percent Competent or Advanced	IS
· SAT/ACT College Ready Benchmark	8.62
Indicators of Closing the Achievement Gap:	
· Mathematics/Algebra I- Percent of Required Gap Closure Met	0.00
· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	16.07
Indicators of closing the Achievement Gap Historically underperforming Schools:	
· Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
· ELA/Literature – Percent of Required Gap Closure Met	0.00
· Science/Biology – Percent of Required Gap Closure Met	13.41
Indicators of Academic Growth PVAAS:	
· Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
· ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
· Science/Biology - Meeting Annual Academic Growth Expectations	50.00
Other Academic Indicators:	
· Cohort Graduation Rate	67.78
KPI Attendance:	87.5 %

KPI Out of School Suspension:	10.1 %
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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: Quarterly Benchmark Reports (November 2017, January 2018, April 2018)

Specific Targets: 10% Increase in the number of students proficient and advanced in core content areas from baseline to end assessment

Type: Annual

Data Source: Keystone Exams

September 2017 – May 2018

Specific Targets: 3% decrease in the number of students below basic in Literature and Algebra I compared to previous school year

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: Early Warning

Indicators

September 2017- May 2018

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

Type: Interim

Data Source: Keystone Exams (September 2017 through May 2018)

Specific Targets: 3% increase in the number of students proficient and advanced in Literacy, Math, and Science compared to previous school year

Type: Annual

Data Source: School Performance Profile
2017 – 2018

Specific Targets: Increase in the School Performance Profile Building level Score.

Type: Annual
Data Source: School Performance Profile
2017 – 2018

Specific Targets: Increase in Graduation Rate

Strategies:

Differentiated Instruction

Description:

Differentiated Instruction will be implemented school wide by all teachers and staff. Lessons will be differentiated 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 content areas.

SAS Alignment: Instruction

Informal and Formal Observations

Description:

Administration 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 content areas and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Professional Development

Description:

Professional Development on research based strategies and best practices in Literacy and Mathematics will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all

students across all content areas and aligns with the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Compass Learning Software

Description:

Compass Learning is a proven, research-based program endorsed by the PDE as a program for remediation and improvement in Keystone Literature.

SAS Alignment: Instruction

Double Period Interventions

Description:

Effects on academics achievement by using 4x4 Block Rosters have been proven by research to improve the following: GPA, achievement, numbers of failures, and students' performance on standardized tests.

SAS Alignment: Instruction

Parental Engagement

Description:

Research shows 9th grade is the make or break year for completing high school. During the 9th-grade year, many students for the first time have to earn passing grades in core courses, and these core courses are typically some of the toughest and most rigorous academic classes a student must take in high school. 9th Grade students need to earn 5 credits to move to 10th Grade.

SAS Alignment: Instruction

Freshman Academy

Description:

Freshman Academy Meetings are designed to set the tone for respectful learning, establish a climate of trust, motivate students to feel significant, create empathy and encourage collaboration, support academic learning, and increased student ownership.

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

Differentiated Instruction-Differentiated Lesson Strategies

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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

A year-long walkthrough calendar will be developed by the Administration with Leadership Team to ensure the frequency of visiting classrooms to monitor implementation of differentiated strategies and effective instructional practices.

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

Leadership Team will partner with Administration to create an Observation Protocol based on the Danielson Framework used to conduct informal and formal observations for all content areas.

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations - Observation Protocol Communication

Description:

The Leadership Team will share and explain the Observation protocol to all faculty to ensure an understanding of expectations in lesson planning and delivery that reflect application of the Danielson Framework.

Leadership Team Members

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations - Conduct Observations

Description:

Administration will conduct Formal and Informal Observations to ensure teachers exhibit ongoing effective instructional practices across all content areas.

Walkthrough Schedule

Observation Protocol

Formal/Informal Observations

Pre- & Post-Observation Meetings

Reflective Feedback Forms

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

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

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:** 6/30/2018

Program Area(s): Professional Education

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): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

- Professional Development

Compass Learning-Professional Development

Description:

Teachers will receive professional development on Compass Learning software

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development
- Compass Learning Software

Compass Learning-Needs Assessment

Description:

Teachers will analyze data to facilitate the identification of student's Literacy and math levels

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

Program Area(s):

Supported Strategies:

- Compass Learning Software

Compass Learning- Blended Learning Groups

Description:

Students will be place on Compass Learning for tier 2/3 interventions

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

Program Area(s): Professional Education

Supported Strategies:

- Compass Learning Software

*Compass Learning- Data Analysis***Description:**

Results from Compass Learning will be utilized to assess mastery of standards for each unit.

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

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

- Compass Learning Software

*Double Period Interventions-Needs Assessment and Intervention***Description:**

Teachers will facilitate the analysis of data to identify students needing double period interventions in reading and math

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

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

- Double Period Interventions

*Parental Engagement-9th Grade Academy***Description:**

Establish a community of school stake holders (school leadership, staff, teachers, parent volunteers and school community members) to create a Parent and Community Engagement team (PCE team). This will ensure that a team exists at

school to actively involve parents and provide proactive supports and interventions to implement a safe and supportive environment for all students.

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

Program Area(s): Professional Education

Supported Strategies:

- Parental Engagement
- Freshman Academy

Freshman Academy- Orientation Meeting

Description:

All 9th Grade students will be part of the Freshman Academy in order to instill the principles of self-respect, respect for other's learning, setting goals, and the importance of coming to school and earning credits

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

Program Area(s):

Supported Strategies:

- Freshman Academy

Freshman Academy- Analysis and Incentives

Description:

Students will be rewarded monthly for coming to school every day on time. Individual daily attendance and suspensions rates will be utilized to track progress and to identify students whose absences place them at risk. Students will focus on credit attainment to move from 9th to 10th Grade.

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

Program Area(s):

Supported Strategies:

- Freshman Academy

Freshman Academy- Credit Attainment Evaluation

Description:

Freshman Academy meetings teach student how to earn a credit, Review and discuss anonymous transcripts, plot grades and make future income projections

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

Program Area(s):

Supported Strategies:

- Freshman Academy

Freshman Academy- Peer Mentoring/Tutoring

Description:

Ninth Grade students will be partnered with a 9th Grade Advisory Teacher and an Upper Classmen peer mentor who will check in with students regarding performance, discuss progress, school attendance, and the importance of good grades.

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

Program Area(s):

Supported Strategies:

- Freshman Academy

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

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams (September 2017 through of May 2018)

Specific Targets: 3% decrease in the number of students below basic in Literacy, Math, and Science compared to previous school year

Type: Interim

Data Source: Quarterly Benchmark Reports (November 2017, January 2018, April 2018)

Specific Targets: 3% Increase in the number of students proficient and advanced in core content areas from baseline to end assessment

Type: Annual

Data Source: Keystone Exams (September 2017 through May 2018)

Specific Targets: 3% increase in the number of students proficient and advanced in Literacy, Math, and Science compared to previous school year

Type: Annual

Data Source: PVAAS (September 2017 through May 2018)

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

Type: Interim

Data Source: Early Warning

Indicators

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

Strategies:***Data Analysis Procedures:*****Description:**

A data room will be created in order for teachers, staff, and leadership to analyze student assessment data and implement procedures and protocols to ensure that all teachers modify and adapt identified instructional practices to increase student mastery within their classrooms.

SAS Alignment: Assessment

Data-Informed Instruction:**Description:**

Data-informed instruction will be implemented to assist teachers in using common assessments to determine and implement curricular interventions with the required student groups. Results from assessments will be disaggregated by assessment anchor, eligible content, and Common Core Standard in order to ensure that the school-wide use of data is focused on the academic growth of all students.

SAS Alignment: Assessment

Common Planning Time:**Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers once per day to allow for data analysis, modification, and adaptation of classroom practice. The CPT periods will take place in the data room and will be used to quantifiably diagnose and influence the academic growth of all students.

SAS Alignment: Assessment

Implementation Steps:***Data Analysis Procedures-Establish a Data Team*****Description:**

A Data Analysis Team will be formed to analyze data. The team members will include the Principal, Assistant Principal, School Based Instructional Specialist (SBIS), Technology Teacher Leader (TTL), Assessment Coordinator, Roster Chair, Response to Intervention and Instruction (RTII) Champion, Department Chairs, Academy Coordinators, ESOL Coordinator, and Special Education Liason. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

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 making decisions actionable towards student improvement.

Copy of Data Protocols

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Professional Development on Data Protocols and Analysis

Description:

Professional Development on Data Analysis will be provided to all teachers and education specialists in order to ensure that school staff members understand how to use established protocols for analyzing appropriate data, make data sets actionable in improving student learning, and adjust instruction to meet students' needs.

Agenda

Sign in Sheets

PD Evaluation sheet and schedule

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

Data Analysis Procedures-Analyze Data

Description:

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

PDE and Locally relevant students data

Lesson Plans

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

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 classrooms to increase student mastery.

PDE and Locally relevant students data

Lesson Plans

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

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

- Data Analysis Procedures:

*Data Analysis Procedures-Data Analysis Evaluation***Description:**

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

PDE and Locally Relevant Student Data

Agendas

Meeting Minutes

Lesson Plans

Formal/Informal Observations

Pre- & Post-Observations Meetings

Reflective Feedback Forms

Data Protocols

Data Room Updates

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures:

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 team members

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

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:** 6/30/2018

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:** 6/30/2018

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:** 6/30/2018

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:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data-Informed Instruction:

Data Informed Instruction- Disaggregate Data pt. 2

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:** 6/30/2018

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:** 6/30/2018

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:** 6/30/2018

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:** 6/30/2018

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

- Data-Informed Instruction:

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

Develop a master schedule to include Common Planning Time (CPT) for all teachers, twice per week, 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: 9/9/2014 **End Date:** 6/6/2017

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

- Common Planning Time:

Common Planning 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 for improving student learning.

Calendar, Teacher Schedules

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

Program Area(s):

Supported Strategies:

- Common Planning Time:

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to analyze data from Keystone Exams to identify student levels, strengths and weakness. 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 for improving student learning.

Agendas

Meeting Minutes

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

Program Area(s):

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 by sharing their completed data protocols. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms for improving student learning.

Agendas

Meeting Minutes

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

Program Area(s):

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):

Supported Strategies:

- Common Planning Time:

Common Planning Time- Implement Practices

Description:

Common Planning Time will be used to create protocols and identify interventions. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to for improving student learning.

Agendas

Meeting Minutes

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

Program Area(s):

Supported Strategies:

- Common Planning Time:

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

Indicators of Effectiveness:

Type: Interim

Data Source: SchoolNet

September 2014- June 2015

Specific Targets: Decrease the number of Chronically Tardy and Truant students.

Type: Annual

Data Source: School Performance Profile

2014 – 2015

Specific Targets: Increase the Graduation Cohort Rate

Strategies:

School-wide Attendance Incentive

Description:

School-wide Attendance Incentive Program (Monthly Perfect Attendance Awards Ceremonies and Advisory Attendance Competitions) 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: Safe and Supportive Schools

Implementation Steps:

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

Description:

Administrators will review and implement with fidelity school-wide norms, procedures and routines that address the School-wide Attendance & Behavior Plan, to ensure each member of the school community promotes, enhances and sustains a shared vision of positive attendance and school climate.

Attendance Monitoring Team Members

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive

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

Description:

Administrators will review and implement with fidelity school-wide policy, procedures and routines that address the School-wide Attendance & Behavior Plan, to ensure each member of the school community promotes, enhances and sustains a shared vision of positive attendance and school climate. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive

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

Description:

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive

School-wide Attendance Incentive Program - Implement Attendance Incentive Program

Description:

The Monitoring team will implement a program where students will be recognized monthly through assemblies and teacher and principal recognition program. This process will help to ensure that School rules, policies and procedures are consistently enforced by all teachers, specialists, paraprofessionals and administrators.

Calendar of School-wide Incentives

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

Program Area(s):

Supported Strategies:

- School-wide Attendance Incentive

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

Description:

The Monitoring Team will meet monthly to analyze data to monitor the effectiveness of the school-wide attendance and behavior program. The leadership team will make adjustments as indicated by data. This process will help to ensure that the school monitoring team gathers and shares accurate and reliable perceptual data about school attendance and climate from students, staff and parents as part of a continuous improvement process.

SchoolNet Data

Data Protocol

Start Date: 9/9/2014 **End Date:** 6/6/2018

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Furness Horace HS.

Assurance of Quality and Accountability

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

We are focusing on using standards-aligned common assessments to drive instruction. Our goal was for students to show a total of 10% improvement on the Algebra I Benchmark for the year. To date students have exceed the expected goal and have show 16% improvement on Algebra I Benchmarks.

We are focusing on using standards-aligned common assessments to drive instruction. Our goal was for students to show a total of 10% improvement on the ELA Benchmark for the year. To date students have exceed the expected goal and have show 2% improvement on ELA I Benchmarks.

We used KPI & ScholarChip data to monitor students with students attendance and focusing on strategies to increase the percentage of students with 95%. We involving parents, community partners, increased students & teacher awareness of attendance to improving attendance monitoring and to provide positive reinforcement of attendance goals. These strategies have on still on target to achieve our goal.

Describe the continuing areas of concern from the past year.

Increase the number of students scoring proficient or advanced on Literature and Algebra I Keystone by 3%

9th Grade students promotion rates to 10th Grade as evidenced by school-level report card data (This will be achieved with a series of intensive supports in the 9th Grade Academy).

Attendance rates of students attending 95% or more need to increase

Describe the initiatives that have been revised.

The effective instruction practice goals (SLGQ#4) were revised and now contain Compass Learning Software, Double Period Interventions Parental Engagement, and Freshman Academy.

The schoolwide use of data goals (SLGQ#2) were revised and now contain data analysis procedure, data informd instruction, and common planning time.

The climate goals (SLGQ#6) were revised and now contain school wide attendance incentives.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Individual students schedules to meet diverse needs, credit recovery opportunities during school days, additional homework support through content area personnel during the weekday, Keystone prep classes for Algebra I, one of the best ESOL programs within the School District of Philadelphia, elite college acceptances including Villanova, Hobart Williams Smith, & Drexel University (SLGQ #4).

Describe the continuing areas of concern from the past year.

Lack of daily common planning time for teachers to collaborate and plan, Lack of CTE work readiness programs, Need more engaging partnerships to support students in work readiness, Lack of resources and materials to adequately address all academic needs. Absence of certified special Ed teachers with specialty in math and science, both are tested areas. (SLGQ #4)

Describe the initiatives that have been revised.

Addressing priorities relating to college and career readiness, increase family and community engagement in on-going Furness activities, ensure the effective use of Positive Behavior Intervention Strategies (PBIS) throughout Furness (SLGQ #4). Based on the targeted improvement goals for student attendance and tardiness rates, Furness purchased a 0.4 Counselor and a Climate Support Specialist to improve attendance, reduce tardiness, and achieve PBIS goals. The Climate Support Specialist and Counselor will also assist in engaging parental involvement at Furness High School (SLGQ #6). Furness also purchased intervention programs (Achieve 3000, Think Through Math) to support the academic needs of Math and Literacy, and A-Plus to increase promotion and graduation rates. To reduce class size, Furness purchased 2 English and 1.6 Math teachers, and a SSA to promote Differentiated Instruction, Gradual Release, and other best practices. New faculty members will participate in peer-to-peer coaching to promote development and retention of Furness Faculty. By expanding PBIS, Furness will have weekly town hall meetings that will provide students with additional PBIS strategies and allowing teachers to have increased collaboration time. Funding set aside in the Operating Budget for EC will be used to create new afterschool clubs and activities that will engage students in the Furness School community in a positive way.

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. Teachers are implementing differentiated practices in the classrooms resulting in greater student engagement and participation. There is evidence of differentiated activities in the teachers' lesson plans. There is increased collaboration and sharing of best and differentiated practices amongst teachers. There is evidence of small group differentiated instruction meeting the needs of the students' achievement visible during the informal and formal observations

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, 6. 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. The school will continue to implement data informed instruction so there is an opportunity for teachers to use formative and common assessments to disaggregate student achievement data by assessment anchor, eligible content to identify students' strengths and weakness to drive instruction.

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.