

Dobbins AVT HS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Dobbins AVT HS

2150 West Lehigh Avenue
Philadelphia, PA 19132
(215)227-4421

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Dr. Toni Damon

Superintendent: William Hite

Stakeholder Involvement

Name	Role
Dr. Toni Damon	Building Principal : School Improvement Plan
Charles Reyes	Community Representative
Victoria Monacelli	High School Teacher - Regular Education
Naomi Nyaribo	High School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Lania Branch	Parent
Marjay Smith	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 web site
- PTA/PTO website
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings

- Parent advisory committee meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

No

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	Overview of OFPD&I
IU 26	11/4/2016 12:00:00 AM	PVAAS Training
IU 26	12/22/2016 12:00:00 AM	Progress 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	3/20/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017	Budget Confirmation / School Improvement Plan

	12:00:00 AM	Support
IU 26	12/8/2017 12:00:00 AM	Progress Monitoring District Plan

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.

A comprehensive data binder is maintained and updated monthly. Current data will be reviewed monthly at leadership team meetings and the appropriate staff members will pursue follow-up actions as needed. Members of the leadership team and staff will review the data and come together to prioritize and develop the comprehensive plan. This will occur at the full staff professional development days, leadership team meetings, and common planning time if necessary. English, Math, and Science teachers developed common assessments that are given to students, the results of which are used to plan instruction.

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	Yes
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:

Other Indicators of Success	
Cohort Graduation Rate	84.44
Attendance Rate	86.06
N/PSAT/Plan Participation	100.00

School Concerns

Concern #1:

2015-2016	
SPP score of for Focus:	46.1
Indicators of Academic Achievement:	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	10.09
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	25.69
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	14.81
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	58.57

Indicators of Closing the Achievement Gap- All Students:	
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	29.03
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	25.57
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	53.00

Other Indicators of Success	
Advance placement, International	0.00
KPI Attendance:	85.9 %
Out-of-School Suspensions	15.4 %

Prioritized Systemic Challenges

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

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 #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for 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: School Performance
 School Performance Profile
 9/2017- 6/2018

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

Type: Interim
 Data Source: Keystone Exams
 September 2017 – May 2018

Specific Targets: Increase up to 10% or more in reading and math for all student groups.

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

Specific Targets: Increase in all reported PVAAS reported grade levels meeting or exceeding the standard for PA Academic Growth in math and reading.

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

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

Type: Interim
 Data Source: Early Warning Indicators
 September 2017- May 2018

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

Type: Interim

Data Source: Quarterly Benchmarks

Sept 2017-2018

Specific Targets: Increase the number of students scoring proficient or advanced on the Literature Keystone by 10%. (Baseline is 10% - 20 students)"

Type: Interim

Data Source: Quarterly Benchmark

Sept 2017- 2018

Specific Targets: Increase the number of students scoring proficient or advanced on the Algebra 1 Keystone by 10%. (Baseline is 10% - 4 students)"

Type: Interim

Data Source: KPI attendance data

Sept 2017-2018

Specific Targets: Increase the percentage of 9th grade students in higher attendance bands (i.e. attending 90-95% of days). "

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

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent

implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Instruction

Curriculum Engine

Description:

Following the district's core curriculum using the new Literature instructional materials provided, students have shown an increase of 2% between Benchmark #2 and Benchmark #3 during the 2016-2017 school year.

SAS Alignment: Instruction

Compass Learning

Description:

This intervention was used with our current 10th grade students during the 2016-2017 school year and resulted in a measureable growth in Benchmark performance.

SAS Alignment: Instruction

Implementation of Research Based Active Learning Instructional Practices

Description:

This intervention was used this year school-wide with all students, grades 9-12 and resulted in a measureable growth in Benchmark performance.

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- Differentiated Lesson Plans

Description:

Teachers will develop lesson plans that include differentiated practices by process, content, and product that reflect challenging learning expectations for all students. 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 and actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Curriculum Engine

Description:

The school based teacher leader will meet weekly with literacy teachers to ensure that the curriculum engine is being implemented effectively and with fidelity in instruction. The Principal will review weekly lesson plans for inclusion of curriculum engine materials and will follow up with classroom observations to ensure that the curriculum engine is being implemented effectively.

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

Program Area(s):

Supported Strategies:

- Curriculum Engine

Compass Learning

Description:

Compass learning will be implemented in 10th grade classrooms with weekly assignments in preparation for Benchmarks/Keystones. We will monitor student participation using the weekly reports available in Compass Learning.

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

Program Area(s):

Supported Strategies:

- Compass Learning

*Differentiated Instruction – Observation***Description:**

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

Reflective Feedback

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

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

- Differentiated Instruction

*Implementation of Research Based Active Learning Instructional Practices***Description:**

We will continue to use the school-wide research based active learning strategies we used during the 2016-2017 school year and teachers will be required to provide sample student work at their weekly common planning meetings to ensure that the strategies are being implemented.

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

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

- Implementation of Research Based Active Learning Instructional Practices

Danielson Framework -Professional Development on Danielson Framework

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

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

Lesson Plans

Reflective Feedback

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

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

- Danielson Framework

*Danielson Framework -Implement the Danielson Framework of Instruction***Description:**

Administrators will review lesson plans and observe classrooms to ensure all teachers are using multiple instructional strategies to actively engage and meet student learning needs.

Lesson Plans

Reflective Feedback

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

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

- Danielson Framework

*Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction***Description:**

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Danielson Framework

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

September 2017- June 2018

Specific Targets: 25% reduction in the number of suspensions by the end of the school year

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: 25% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 25%

Type: Interim

Data Source: Suspension data

Sept 2017-2018

Specific Targets: Decrease the percentage of out of school suspensions by 5% (Baseline is 125 students - 21%)"

Strategies:

Data Analysis:

Description:

Data Analysis procedures will be implemented to review and analyze behavior and perceptual data for decision making, as well as, ensure that measurable outcomes are supported and evaluated by data. Leadership, teachers and staff will collaborate to gather, suspension data monthly, discuss behavioral trends, and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students.

SAS Alignment: None selected

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.

SAS Alignment: None selected

Positive Behavior Support Program

Description:

This intervention was implemented at our school during the 2015-2016 school year and we have shown a 40% decrease in suspensions as a result.

SAS Alignment: Safe and Supportive Schools

Community Partner Mentoring Programs

Description:

This strategy was implemented for both males and females separately to target their individual issues and needs during the 2015-2016 school year and we have had a 40% decrease in suspensions as a result.

SAS Alignment: None selected

Regular preventative and mediation meetings for students and families.

Description:

Colleague Principals indicate use of a Climate Manager has proven to be an effective strategy in decreasing student suspensions.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Data Analysis: Establish a Data Team

Description:

Establish a data team comprised of school leadership, staff, teachers and school community members that will collect, review and analyze academic and perceptual data. This will ensure that the positive behavioral support system is effective in creating a safe and supportive environment for all students.

List of the Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis:

Data Analysis - Data Collection

Description:

The Data Team will gather suspension, serious incidents and reliable perceptual data on school climate monthly to analyze.

Data Analysis Protocols

SchoolNet Data

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

Program Area(s):

Supported Strategies:

- Data Analysis:

Data Analysis - Data Analysis

Description:

The Data Team will disaggregate behavior, suspension, and academic data to discuss behavioral trends and share accurate and reliable perceptual data on school climate. This process will ensure that the school promotes a safe and supportive environment for all students.

Data Team Members

Data Analysis Protocols

SchoolNet Data

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

Program Area(s):

Supported Strategies:

- Data Analysis:

Data Analysis - Share Trends from Data Analysis

Description:

The Data Team will share behavioral trends, and accurate and reliable perceptual data on school climate with teachers, parents, and the leadership team as a part of a continuous improvement process. This will ensure that the principal, all other educators and the school community support and implement a safe and orderly learning environment.

Data Analysis Protocols

SchoolNet Data

Data Analysis Results

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

Program Area(s):

Supported Strategies:

- Data Analysis:

Restorative Practices - Establish a Team

Description:

Establish a community of school stakeholders (school leadership, staff, teachers and school community members) to create a restorative practice team that will develop clear, consistent, and uniform expectations for academic and behavior practices. This will ensure that a response team exists at school that provides

positive and proactive supports and interventions to implement a safe and orderly learning environment.

List of Restorative Practices Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis:

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:

- Data Analysis:

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:

- Data Analysis:

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:**

- Data Analysis:

*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:**

- Data Analysis:

*Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program***Description:**

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

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Data Analysis:

Positive Behavior Support Program

Description:

Our Positive Behavior Support Program will be implemented schoolwide based upon the value of self-respect and rewards for positive behaviors and actions. We will be monitoring our climate data on a bi-weekly basis to track student progress and identify students who may need to be targeted for more intensive intervention by the Climate Manager.

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

Program Area(s):

Supported Strategies:

- Positive Behavior Support Program

Community Partner Mentoring Programs

Description:

Students will participate in the mentoring programs to help support the development of positive attitudes and behaviors. We will also be purchasing personalized parent handbooks, conducting parent workshops, mailing parent information out of parental involvement funds.

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

Program Area(s):

Supported Strategies:

- Community Partner Mentoring Programs

Regular preventative and mediation meetings for students and families.

Description:

Students will participate in the mentoring programs to help support the development of positive attitudes and behaviors. We will also be purchasing personalized parent handbooks, conducting parent workshops, mailing parent information out of parental involvement funds.

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

Program Area(s):

Supported Strategies:

- Regular preventative and mediation meetings for students and families.

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: eMetric

September 2017 – May 2018

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

Type: Interim

Data Source: PVAAS

September 2017- May 2018

Specific Targets: Increase in all reported PVAAS reported grade levels meeting or exceeding the standard for PA Academic Growth in math and reading.

Type: Interim

Data Source: End-of-Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: Gradebook – Student Content Area Grades

Quarterly

Specific Targets: 65% of students will have a “C” or better grade average in the 4 core content areas – English, Math, Social Studies, and Science.

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and

adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: Instruction

Professional Development

Description:

Professional Development on research based strategies and best practices on how to effectively use SLO's (student learning objectives) will ensure objectives of planned courses and instructional units are identified for each subject and is documented for all planned instruction. This will ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

SAS Alignment: Instruction

Informal and Formal Observations:

Description:

The leadership team will monitor the measurement of mastery of the objectives of planned course and instructional units through lesson plans and formal/informal observations. This process will ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

SAS Alignment: Instruction

Implementation Steps:

Common Planning Time- Develop a Schedule

Description:

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

Master Schedule

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

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 to increase student mastery

Calendar, Teacher Schedules

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

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

- Common Planning Time

*Common Planning Time- Implement Practices***Description:**

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

Meeting Minutes

Agenda

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

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. 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:

- 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:** 6/29/2018

Program Area(s):

Supported Strategies:

- Common Planning Time

Professional Development - 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): Professional Education

Supported Strategies:

- Professional Development

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 - 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 that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Year-long PD Calendar

Title I Binder

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

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

- Professional Development

Professional Development - Instructional Coaching

Description:

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

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Professional Development

*Informal and formal Observation - Develop Calendar***Description:**

A year-long walkthrough calendar will be developed to ensure the 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 Observation - Observation Protocol***Description:**

Leadership 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 Observation - Walkthrough Protocol Communication

Description:

The Leadership Team will share and explain the walkthrough protocol to all teachers and staff to ensure understanding of fundamental of expectations

Agenda

Sign-in Sheet

Start Date: 9/12/2017 **End Date:** 6/29/2018

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal Observation - Conduct Walk Throughs

Description:

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Walkthrough protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal Observation - Feedback

Description:

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Informal and formal Observation - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing differentiated instructional practices with fidelity.

Schedule of Instructional Coaches

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations:

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Dobbins AVT HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Dobbins AVT 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 Dobbins AVT 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 literacy, our students averaged 30% on the most recent Literature benchmark, which is an increase of 4.5% from SY 15-16. Our college and career readiness goal 49% of our students participating in the NOCTI tested proficiently.

Describe the continuing areas of concern from the past year.

We need to increase the number of students scoring proficient or advanced on the Literature Keystone by 10%. (Baseline is 10% - 20 students). In algebra, increase the number of students scoring proficient or advanced on the Algebra 1 Keystone by 10%. (Baseline is 10% - 4 students). For our 9th grade academy we need to increase the percentage of 9th grade students in higher attendance bands (i.e. attending 90-95% of days). For our climate we need to decrease the percentage of out of school suspensions by 5% (Baseline is 125 students - 21%).

Describe the initiatives that have been revised.

SLGQ 4: Curriculum Engine, Compass Learning, Schoolwide Implementation of Research Based Active Learning Instructional Practices, were added in response to guiding question 4. SLGQ 6: Positive Behavior Support Program, Community Partner Mentoring Programs, regular preventative and mediation meetings for students and families, Implementation of Schoolwide Attendance and Tardiness System, Dobbins performs monthly reconciliation to identify chronically late and absent students, parental contact and assemblies were added in response to guiding question 6.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The strengths of the school program include academic growth in the area of Biology, the number of teacher's school-wide with 6-10 years of experience, an increase in student enrollment as a result of active and purposeful recruitment efforts, and an increase in attendance (SLGQ #4 and 6).

Describe the continuing areas of concern from the past year.

There has been an overall increase in student tardiness which impacts student achievement and school climate has been more challenging as evidenced by an increase in suspension data (SLGQ #6)

Describe the initiatives that have been revised.

This year we have revised our climate goals to include proactive approaches to improve climate and the addition of initiatives to increase student attendance and lateness (SLGQ #6).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

School Level Guiding Questions (SLGQs) 6, 4, and 3 are currently addressed within the Comprehensive Plan. Monthly Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of success.

Monthly Professional development opportunities have centered around district instructional practices, differentiated instruction, as well as applying intervention to students in need. Professional Development was monitored through walk-throughs and formal observation using the Danielson Framework. Through the use of data analysis and data analysis procedures, we can identify strengths and weaknesses whole school, grade level and student group and adjust instructional practices accordingly.

Due to our strict adherence to the action steps associated with Restorative Practices we have decreased our suspension rates.

The school looks at data during teacher Common Planning time to review data to inform instructional practices and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to address instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. 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 address instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading to inform instructional practices, professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. Professional development was monitored through informal and formal observation conducted by the principal and instructional leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address individual learning styles in order to increase academic achievement of all students.

Differentiated instruction has been implemented by teachers to respond to variance among learners in the classroom. Teachers are able to tailor instruction to an individual or small group to vary his or her teaching in order to create the best learning experience possible. Positive Behavior Support was implemented Schoolwide to address school culture and climate.

Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading to inform instructional practices, professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs.

Professional development was conducted during on half day PD , after school and during grade group meetings. Professional development was monitored through informal and formal observation conducted by the principal and instructional leaders with respect to the Danielson Framework. By implementing differentiated instruction, we were able to address individual learning styles in order to increase academic achievement of all students.

Differentiated instruction has been implemented by teachers to respond to variance among learners in the classroom.

to an individual or small group to vary his or her teaching in order to create the best learning experience poss

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

The school will continue implementation of strategies and action steps outlined in SLGQs 3, 4 and 6. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 3, 4 and 6 to ensure increased academic performance of all students.

The school will continue to implement Professional Development Schoolwide to ensure the fidelity of implementation of effective instructional practices. Data analysis will continue to inform Professional Development needs as well as a tool to identify school wide concerns.

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.