

Mastbaum Jules E AVTS  
**School Improvement Plan**  
07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Mastbaum Jules E AVTS*

3116 Frankford Avenue  
Philadelphia, PA 19134  
(215)291-4703

Federal Accountability Designation: Focus  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: W. David Bowman, Ed.D.  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
W. David Bowman	Building Principal : School Improvement Plan
Ms. Marianne	Community Representative
Rochelle Howard	High School Teacher - Regular Education
Elizabeth Konopka	High School Teacher - Regular Education
Sridevi Somireddy	High School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Carmen Knight	Parent
Tyreece David	Student

# Federal Programs

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## 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:

- District web page
- District report card
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- 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:

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.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26	2/1/2017 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	3/3/2017 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	3/20/2017 12:00:00 AM	Budget Session/ School Improvement Plan Support
IU 26	3/29/2017 12:00:00 AM	Budget Confirmation / School Improvement Plan Support
IU 26	10/10/2017 12:00:00 AM	Overview of OFPD&I

### **Student Assessment of Progress**

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Teachers will be involved in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program through the practice of the following: 1. Discussion of Common Assessments. 2. Development of Common Assessments. 3. Development of Common SLOs (Student Learning Objectives). 4. Collection of Data. 5. Targeted/Data-Driven approach to Intervention & 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.

<b>Options</b>	<b>Yes or No</b>
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<b>Extended School Day/Tutoring Programs</b>	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
Before School	Not answered
After School	Not answered
Lunch/Study Periods	Not answered
<b>Summer School Program</b>	Not answered
Reading	Not answered
Math	Not answered
Science	Not answered
<b>In-class Instructional Support</b>	Not answered
<b>Pull Out Instructional Support</b>	Not answered

### **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.

<b>Federal Grant Program</b>	<b>Amount of Grant</b>
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<b>State/Local Grant Program</b>	<b>Amount of Grant</b>
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# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

<b>Indicators of Academic Achievement:</b>	
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	74.39
<b>Other Academic Indicators:</b>	
Cohort Graduation Rate	81.18
Attendance Rate	86.41
N/PSAT/Plan Participation	84.25

## School Concerns

### Concern #1:

<b>SPP score of for Focus:</b>	52.1
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	22.31
ELA/Literature-Percent Proficient or Advanced on	44.35



PSSA/Keystone	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	8.62
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Mathematics/Algebra I- Percent of Required Gap Closure Met	4.34
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	27.49
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	4.34
ELA/Literature – Percent of Required Gap Closure Met	0.00
Science/Biology – Percent of Required Gap Closure Met	27.49
<b>Indicators of Academic Growth PVAAS:</b>	
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
<b>Other Academic Indicators:</b>	
Advance Placement, International Baccalaureate, or College Credit	25.00
<b>KPI Attendance:</b>	88.1 %
<b>Out-of-School Suspensions:</b>	17.6 %

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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

**Systemic Challenge #2** (*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 #3** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

# School Level Plan

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## Action Plans

**Goal #1:** 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 to June 2018

Specific Targets: 70 % of all students will score proficient on the Keystone assessments in reading and math.

Type: Interim

Data Source: Student Report Cards

September 2017 to June 2018

Specific Targets: 80 % of all students will score 75% or more on report cards in the areas of reading and math.

Type: Interim

Data Source: USA Test preparation, Benchmark

9/2017-6/2018

Specific Targets: 10% increase in the students' score in math at every administration quarterly.

Type: Interim

Data Source: USA Test preparation, Benchmark

9/2017-6/2018

Specific Targets: 10% increase in the students' score in literature at every administration quarterly.

Type: Interim

Data Source: USA Test preparation, Benchmark

9/2017-6/2018

Specific Targets: 10% increase in the students' score in biology at every administration quarterly.

Type: Annual  
 Data Source: PA School Performance Profile  
 9/2017-6/2018

Specific Targets: Increase in the School Performance Profile Score

Type: Interim  
 Data Source: PVAAS  
 9/2017-6/2018

Specific Targets: 70% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in literature, algebra and biology.

Type: Interim  
 Data Source: informal and formal observation  
 Specific Targets: By May 2018, >=95% of staff will score all 2s or 3s in each component of the Danielson Framework, during informal and formal observations, and will score Proficient in the SLO, both as measured by Schoolnet.

### ***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:** None selected

#### ***Data Informed Instruction***

**Description:**

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

**SAS Alignment:** None selected

*Online PD Resources (PD360), Best Practice, Differentiated instruction, Flexible Grouping*

**Description:**

Best Practice, Differentiated Instruction, Flex Grouping

**SAS Alignment:** Instruction

*EDS data*

**Description:**

Individual, differentiated teacher coaching

**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.

Calendar

**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.

Agendas, PD 360 reports

Meeting Minutes

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

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

- Common Planning Time

### *Common Planning Time -Monitor*

**Description:**

The leadership will facilitate the Common Planning Time meeting and lead discussions on how the analyzed data is informing the instructional practices.

Disaggregated student data

lesson plans

student work and data walls

**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.

Observation Feedback

Benchmark Data

Lesson Plans

PD 360 Feedback Reports

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

**Program Area(s):**

**Supported Strategies:**

- Common Planning Time

### *Data Informed Instruction – Establish a Data Team*

**Description:**

A Data Analysis Team will be formed including the leadership team, academy leaders, administration, and school based data leader to analyze PDE and other locally relevant data and establish protocols.

List of Data Team Members

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Professional Development*

**Description:**

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



Agenda

Sign-in Sheet

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

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

**Description:**

The Leadership Team will schedule 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.

Calendar of Monthly Meetings

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

*Data Informed Instruction - Collect Data*

**Description:**

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

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of students on keystones, pvaas, classroom assessments, benchmarks by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

Data walls

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Disaggregate Data*

**Description:**

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

Grade Level Goals

Student Specific Goals

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Select Instructional Strategies*

**Description:**

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

Reading and Math intervention courses, USA test prep reports, IXL math program reports , Read 180 Reports

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction- Intervention Implementation*

**Description:**

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

Reading and Math intervention courses, USA test prep reports, IXL math program reports , read 180 reports

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

### *Data Informed Instruction – Monitor and Evaluate*

**Description:**

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

Data Protocols, student data, Reading and Math intervention courses, USA test prep reports, IXL math program reports , read 180 reports

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction

*Online PD Resources (PD360), Best Practice, Differentiated instruction, Flexible Grouping*

**Description:**

PD for staff will be provided, Staff will provide PD during Common Planning Time, all staff will be observed, informal or formally, One-on-one meetings held between principal and staff, All staff score a 2 or 3 in all components of the Danielson Framework

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

**Program Area(s):**

**Supported Strategies:** None selected

*EDS data*

**Description:**

PD for staff will be provided, Staff will provide PD during Common Planning Time, all staff will be observed, informal or formally, One-on-one meetings held between principal and staff, All staff score a 2 or 3 in all components of the Danielson Framework

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

**Program Area(s):**

**Supported Strategies:** None selected

**Goal #2:** 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: Response to Instruction and Intervention

Monthly RTII reports

November 2017 -June 2018

Specific Targets: Reduce the number of students referred to Tier 3 up to 5%

Type: Interim

Data Source: Monitor Report Card Data (November 2017, January 2018, April 2018, June 2018)

Specific Targets: A 5% increase in the number of students receiving a grade of B or better in Reading and Mathematics

Type: Interim

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase up to 5% or more in all tested areas for all student groups.

Type: Interim

Data Source: PVAAS

September 2017- May 2018

Specific Targets: 10% of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects and reading.

Type: Interim

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase building level score.

Type: Interim

Data Source: Keystone Prep data, formative assessment

Sept 2017-June 2018

Specific Targets: By May 2018, the Keystone Exam results for Algebra I will increase by at least 3% points, as evidence by the 2016-2016 Keystone Exams.

Type: Interim

Data Source: Credit Audit

Sept 2017-2018

Specific Targets: By May 2018,  $\geq 93\%$  of seniors will be on-track to graduate, as measured by data from Infinite Campus, Naviance, and SCN.

### ***Strategies:***

*Differentiated Instruction*

**Description:**

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

**SAS Alignment:** Instruction

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

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

**SAS Alignment:** Instruction

*Professional Development***Description:**

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

**SAS Alignment:** Instruction

*Credit Recovery***Description:**

**Credit recovery will be provided to struggling students to extend learning opportunities, increase academic achievement, and provide interventions based upon student needs. The extended learning opportunity will prepare students in Keystone Exam areas to demonstrate proficiency on the Keystone Exams. The credit recovery option will enable students to improve their academic performance and assist students in completing the vocational and academic programs in order to graduate in four years.**



**SAS Alignment:** Instruction

### *Test Prep materials*

**Description:**

Previous USA Test Prep data, including teacher/students usage data indicates growth

**SAS Alignment:** Instruction

### *Differentiated instruction, flexible grouping,*

**Description:**

Previous USA Test Prep data, including teacher/students usage data indicates growth, PSSA and Keystone data

**SAS Alignment:** Instruction

### *After-School Keystone Exam Preparation Sessions*

**Description:**

Previous USA Test Prep data, including teacher/students usage data indicates growth, PSSA and Keystone data

**SAS Alignment:** Instruction

### *Credit Recovery*

**Description:**

Students who were enrolled in Credit Recovery and graduated on time

**SAS Alignment:** Instruction

### *Student Contracts*

**Description:**

Past credit recovery data, graduation rate

**SAS Alignment:** Instruction

### *Senior pull-out programs, parent/student nights*

**Description:**

Naviance college essay repository

**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.

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction- Lesson Plans*

**Description:**

Teachers will develop lesson plans using Charlotte Danielson lesson plan framework. Lesson plans will reflect differentiated activities for all students to engage and meet all student needs.

Indicator of Implementation:

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:**

Lesson plans will be closely reviewed and rigorously monitored to ensure that plans are differentiated by content, process, and product and actively engage and meet student learning needs.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

Various means of lesson plan discussion

**Start Date:** 9/1/2017    **End Date:** 6/28/2018

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *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

### *Differentiated Instruction – Instructional Coaching*

**Description:**

Using the Academy Model, and based on observations, administrator teachers will receive instructional coaching support, in specified areas to support the effective implementation of instructional practices including Best Practices.

Lesson Plans

Lesson Plan Feedback Form

Various means of lesson plan discussion

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

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

- Differentiated Instruction

### *Informal and Formal Observations- Calendar*

**Description:**

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

Indicator of Implementation:

Walkthrough schedules

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Observation Protocol*

**Description:**

Leadership will use the School District of Philadelphia observation protocol, EDS system that is based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Indicator of Implementation:

Walk through protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and Formal Observations -Walkthrough Protocol Communication*

**Description:**

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

**Indicator of Implementation:**

Agenda

Sign-in sheet

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

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

- Informal and Formal Observations

### *Informal and Formal Observations -Conduct Walk Throughs*

**Description:**

The Leadership Team will conduct walkthroughs using the Danielson Framework to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

**Indicator of Implementation:**

Agenda

Sign-in sheet

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

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

- Informal and Formal Observations

### *Informal and formal Observation - Feedback*

**Description:**

Leadership will offer reflective feedback on observed practices to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

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

### *Professional Development -Needs Assessment*

**Description:**

Administrators will conduct a professional development needs assessment.

**Indicator of Implementation:**

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.

**Indicator of Implementation:**

Needs Assessment

Needs Assessment Results

Title I Binder

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

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

- Professional Development



### *Professional Development- Calendar*

**Description:**

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development -Trainings*

**Description:**

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year. Professional Development for all staff, teachers and administrators will be delivered on RTII, research based instructional practices, Data analysis etc.

Indicator of Implementation:

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.

**Indicator of Implementation:**

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

*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.

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

*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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

*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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

*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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

*Credit Recovery- Create Student Profiles*

**Description:**

The Leadership Team and guidance counselors will utilize available data systems and assess student credit profiles to identify and enroll students in credit recovery.

Student Credit Profile Report

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

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

- Credit Recovery

*Credit Recovery- Create Schedule and Subjects***Description:**

The Leadership Team and guidance counselors will determine the subjects to be offered, size of classes, and number of classes needed to be offered.

Student Credit Profile Report

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

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

- Credit Recovery

*Credit Recovery –Create Schedule and Subjects***Description:**

The Leadership Team and school guidance counselors will create a weekly schedule and determine the credit recovery master schedule based on identified needs including curriculum tiers, number of classes, daily hours of instruction, weeks needed for projected completion and the number of teachers needed to teach classes .

Schedule

Teacher Records

Teacher List

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery- Recruit Students*

**Description:**

The guidance counselors will sign students up for credit recovery program. Credit recovery meets either after school, Saturdays, or during the during the school day.

Student List

Sign-in Sheets

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery- Recruit Staff*

**Description:**

The Leadership Team will recruit teachers that are credentialed in each subject that is being offered for credit recovery to teach the credit recovery classes. Leadership team will advertise teaching positions for credit recovery. Leadership team will select teachers to deliver credit recovery instruction after school and on Saturdays.

Teacher list

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery- Parent Communication*

**Description:**

Guidance counselors will provide students with a parent letter to be taken home, as well as send the letter via postal service to the parents to communicate with them about the credit recovery program availability to students.

Parent Letter

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

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery – Implementation*

**Description:**

The school will implement credit recovery program and ensure that students master course content.

Teacher Records

Sign-in Sheets

Student Reports

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

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

- Credit Recovery

*Credit Recovery – Awarding of Credits***Description:**

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

Student Credit Report

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

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

- Credit Recovery

*Test Prep materials*



**Description:**

Student Baseline data for Assessment Anchors are collected, student portfolios are developed, students set learning targets, formative and summative assessments are administered, Students demonstrate individualized level-of-performance in Assessment Anchors contained in Module I of the Keystone Exam; ex. Algebra I - A1.1.1 - Operations with Real Numbers and Expressions; A1.1.2 - Linear Equalities; A1.1.3 - Linear Inequalities, Same as Milestone 2, except Milestone 3 is focused on Module II of the Keystone Exam; students work to demonstrate one level-of-performance growth, Students continue to work to demonstrate one level-of-performance growth

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

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

- Test Prep materials

*After-School Keystone Exam Preparation Sessions***Description:**

Student Baseline data for Assessment Anchors are collected, student portfolios are developed, students set learning targets, formative and summative assessments are administered, Students demonstrate individualized level-of-performance in Assessment Anchors contained in Module I of the Keystone Exam; ex. Algebra I - A1.1.1 - Operations with Real Numbers and Expressions; A1.1.2 - Linear Equalities; A1.1.3 - Linear Inequalities, Same as Milestone 2, except Milestone 3 is focused on Module II of the Keystone Exam; students work to demonstrate one level-of-performance growth, Students continue to work to demonstrate one level-of-performance growth

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

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

- After-School Keystone Exam Preparation Sessions

*Credit Recovery*

**Description:**

Graduation Committee meets, All seniors are assigned a Mentor, Individual student credit profiles are generated and audited, counselor and Senior Class Advisors meets with all seniors,

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

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

- Credit Recovery

*Senior pull-out programs, parent/student nights***Description:**

All seniors have a Naviance account, seniors continue with the college application process, City-Year Program volunteers will sought, College essays are proofread,  $\geq 88\%$  of seniors will be on-track to graduate, seniors not on-track to graduate will be offered credit-recovery,  $\geq 93\%$  of seniors are on-track to graduate

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

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

- Senior pull-out programs, parent/student nights

*Student Contracts***Description:**

Graduation Committee meets, All seniors are assigned a Mentor, Individual student credit profiles are generated and audited, counselor and Senior Class Advisors meets with all seniors

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

**Program Area(s):**

**Supported Strategies:**

- Student Contracts

**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: Principals Information Board

Suspension Data Sept 2017-2018

September 2014- June 2015

Specific Targets: 50% 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: 50% reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Early Warning Indicators

September 2017 – June 2018

Specific Targets: Reduction in the number of students with multiple course failures.

Type: Interim

Data Source: Scholarchip

September 2017- June 2018

Specific Targets: Decrease the number of Chronically Tardy and Truant students by 50%

Type: Interim

Data Source: Climate data

Sept 2017- 2018

Specific Targets: By May 2018,  $\geq 23\%$  of students will reach the 95% attendance target, as measured by the Key Performance Indicator and Scholarchip.

## ***Strategies:***

### ***Student Advisories***

#### **Description:**

Student Advisories will be implemented for all students to ensure that prescribed interventions are effective in meeting individual student attendance goals in order to increase academic achievement and average daily attendance. Advisories will also monitor attendance, lateness, etc. and report to counselor for possible parental involvement and adjusting of intervention. This will ensure a safe and supportive environment for all students.

**SAS Alignment:** Safe and Supportive Schools

***RTII*****Description:**

Response to Instruction and Intervention will be implemented during common planning time/Academy Meetings to ensure that students who are chronically absent or tardy are identified early and assigned intervention to increase student achievement and average daily attendance. The RTII process will involve implementing supports and interventions which could also include the involvement of their families. Teachers will receive professional development on using the RTII process to monitor the climate data, and consistently follow the identified protocols. This will ensure a safe and supportive environment for all students.

**SAS Alignment:** Safe and Supportive Schools

***Town Hall meetings*****Description:**

14-15, 15-16, 16-17 comparison data

**SAS Alignment:** Safe and Supportive Schools

***Discipline and Truancy Elimination Plan, Peer-mediation*****Description:**

14-15, 15-16, 16-17 comparison data

**SAS Alignment:** Safe and Supportive Schools

***Parental Contact*****Description:**

14-15, 15-16, 16-17 comparison data

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:******Student Advisory Program: Create Schedule*****Description:**

Using the Academy Model, all students will be rostered into advisories for the entire academic school year.

Staff and Student Advisory rosters

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *Student Advisory Program : Revise Advisory Protocol*

**Description:**

Leadership team along with Administrators will revise and create advisory protocol to identify areas for interventions, collaboratively review the implementation of interventions, and share the data.

Advisory Protocol

Schedule of advisory review

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *Student Advisory Program : Professional Development to Staff*

**Description:**

Leadership team along with Administrators will provide professional development to teachers on how to facilitate student-driven, interpersonal conversation during the advisory. Teachers will be provided with opportunities to share ideas and experiences, and address challenges.

Advisory Protocol

Schedule of advisory review

PD agenda

Sign in sheets

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *Student Advisory Program: Communicate the Plan with Parents*

**Description:**

The school will keep the parents informed about the skills acquired through the advisory program. Parent communication would be done through a letter or during parent meetings/ back to school night and communication sent home.

Staff and Student Advisory Rosters

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *Student Advisory Program: Implement Advisory*

**Description:**

Student advisory program will be implemented for all students on a daily basis. Teachers will implement a system to monitor and assess student academic, attendance, and behavioral, concerns and objectives to ensure continuous improvement.

Staff and Student Advisory Rosters

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *Student Advisory Program: Monitor and Evaluate Advisory*

**Description:**

Administration will be monitor and evaluate that student advisory is making an impact by analyzing climate data and determining if the associated interventions are being effective.

Staff and Student Advisory Rosters

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

**Program Area(s):**

**Supported Strategies:**

- Student Advisories

### *RTII- Create a Team*



**Description:**

The leadership team will establish an RTII TEAM, includes SISL, Counselors, administrator, nurse and identify a RTII champion to lead the initiative.

## RTII TEAM MEMBERS

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

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

- RTII

*RTII- Review Climate Data***Description:**

The RTII team will review climate and suspension data weekly, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

Sign in sheets, agenda, RtII meeting schedule, meeting minutes

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

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

- RTII

*RTII- Identify Interventions*

**Description:**

The RTII team will meet with teacher grade level teams to identify interventions for the at-risk students at specific grades and determine how the interventions are helping.

Sign in sheets, agenda, rtii meeting schedule, meeting minutes, student intervention plan

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

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

- RTII

*RTII- Implement Interventions***Description:**

The teachers will implement the identified interventions for their at-risk students at specific grades.

Student Intervention Plan

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

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

- RTII

*RTII- Monitor Interventions*

**Description:**

The RTII and the principal will monitor that the interventions are being implemented as indicated by the student goals being accomplished in the student intervention plan.

Student intervention plan

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

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

- RTII

*RTII- Evaluate Interventions***Description:**

The RTII and the principal will monitor that the interventions are being implemented as indicated by the student goals being accomplished in the student intervention plan.

Student intervention plan

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

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

- RTII

*Town Hall meetings*

**Description:**

**Communicate the goal to all stakeholders: Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year, Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year**

Communicate the goal to all stakeholders: Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year, Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year

Communicate the goal to all stakeholders: Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year, Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year

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

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

- Town Hall meetings

*Discipline and Truancy Elimination Plan, Peer-mediation*

**Description:**

**Communicate the goal to all stakeholders: Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year, Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year**

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

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

- Discipline and Truancy Elimination Plan, Peer-mediation

## *Parent contract*

### **Description:**

**Communicate the goal to all stakeholders: Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year, Discipline, absence, lateness, and class cuts will decrease, as compared to the same timeframe during previous year**

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

### **Program Area(s):**

### **Supported Strategies:**

- Parental Contact

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Mastbaum Jules E AVTS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Mastbaum Jules E AVTS 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 Mastbaum Jules E AVTS in the Philadelphia City SD for the 2014-2018 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### **Describe the success from the past year.**

Based on current interventions in place we project that the Keystone Exam results for Algebra I will increase by at least 3% (12.4 to  $\geq 15.4$ ), as evidence by the 2015-2016 Keystone Exams. We project 93% of seniors will be on-track to graduate, as measured by data from Infinite Campus, Navaince, and SCN. We project, 23% of students will reach the 95% attendance target, as measured by the Key Performance Indicator and Scholarchip. We project, 95% of staff will score all 2s or 3s in each component of the Danielson Framework, during informal and formal observations, and will score Proficient in the SLO, both as measured by Schoolnet.

### **Describe the continuing areas of concern from the past year.**

In algebra, we need by May 2018, the Keystone Exam results for Algebra I will increase by at least 3% points, as evidence by the 2016-2016 Keystone Exams. As it pertains to ur College and Career Readiness goal, we need by May 2018,  $\geq 93\%$  of seniors will be on-track to graduate, as measured by data from Infinite Campus, Navaince, and SCN. Lastly, we need by May 2018, 95% of staff will score all 2s or 3s in each component of the Danielson Framework, during informal and formal observations, and will score Proficient in the SLO, both as measured by Schoolnet.

### **Describe the initiatives that have been revised.**

SLGQ 4: Test prep materials, Differentiated instruction/ flexible grouping, afterschool keystone exam prep sessions, credit recovery, senior pull out program, student contracts and online PD 360 EDS data were added in response to guiding question # 4.

SLGQ 6: Townhall meetings, discipline and trucany elimination plan, peer- mediation and parent contracts were added in response to the guiding question # 6.

## 2015-2016 Improvement Evaluation

### **Describe the success from the past year.**

Progress (SLGQ #2, 4, and 6) - % of On-Track Students Earning Credits Required for Promotion (metric score of 91%, Performance Tier of "Reinforce," Points Earned is 5.68 out of 8). Progress on Equity - Keystone Exam - Biology: AGI for Lowest-Performing 20% of Students (metric score of 1.15, Performance Tier of "Reinforce", Points Earned is 1.08 out of 1.5). Climate - Annual Retention Rate (metric score of 88%, Performance Tier of "Model", Points Earned is 6.00 out of 6). System for organizational structure, Academy structure (9th Grade Academy, Professional Services Academy, Skills-Trades Academy, Interscholastic Academy), Common Planning Time, Student-centered, Danielson observation consistency, Standards-aligned curriculum, Implementation of effective instructional strategies, Increase in use of technology, System for school-wide use of data, Increasing interest in attending school, increase in enrollment, NOCTI Scores (Performance & Written), Graduation Rate, more consistent system of discipline.



**Describe the continuing areas of concern from the past year.**

Overall SPR status - "Intervene" Performance Tier (Progress Total = 19%, a score of 7.46 out of 40), Percentage of Teachers Attending 95% of More of Days is 67%, Keystone Exam scores of Proficient/Advanced (Algebra I = 11.1%, Biology = 1.8%, Literature = 26.5%)- SLGQ #4, Daily attendance rate (88.5%), Chronically truant students rate (37.1%), Chronic student tardiness rate (71.9%), Larger class size; Reduction of staff, Reduction of hallway supervision-SLGQ #6.

**Describe the initiatives that have been revised.**

Initiatives that have been revised have been the following:

1. Creating an Organizational Vision, Mission, and Strategic Goals.
2. Using Data for Informed Decision Making.
3. Ensuring School Safety.

## **2014-2015 Improvement Evaluation**

**Describe the success from the first year plan.**

School Level Guiding Questions (SLGQs) 4, 2, 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.

School Level Guiding Questions (SLGQs) 2 and 4 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs have provided tangible evidence that we are meeting our criteria of successful implementation. The school looks at data during teacher Common Planning time to review data to inform instructional practices. Teachers review reading and District Benchmark data to support re-teaching and enrichment. Professional Development is offered to all teachers in instructional strategies aligned to the Common Core with informal and formal walk-throughs using the Danielson Framework to ensure effective delivery of instruction. Some evidence of our success includes utilizing the data generated from the District-wide Benchmarks in Reading and Math to drive professional development, revise areas of instructional focus, and develop instructional plans tailored to student needs. Goal 6 demonstrated improve with Student Advisory Committee to help facilitate positive school climate.

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

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.

**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.