

Randolph, A. Philip AVT HS  
**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Randolph, A. Philip AVT HS*

3101 Henry Avenue  
Philadelphia, PA 19129  
(215)227-4407

Federal Accountability Designation: Focus

Title I Status: Yes

Schoolwide Status: Yes

Principal: Darryl Overton

Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Darryl Overton	Building Principal : School Improvement Plan
Bud Burke	Community Representative
Wesley Hall	Community Representative
Miriam Silverman	Ed Specialist - Other
Kim Taylor	Ed Specialist - Other
Dr. Ogago	High School Teacher - Regular Education
Keesha Ransom	Intermediate Unit Staff Member
Wesley Hall	Parent

# 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:

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- District report card
- Yearly letter to parents
- Short Message Systems (phone 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
- School Improvement Brochure
- 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	10/21/2016 12:00:00 AM	Overview of OFPD&I
IU 26	2/6/2017 12:00:00 AM	2/6-2/17 Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU 26	2/20/2017 12:00:00 AM	2/20-3/10 Technical Support with Needs Assessment Root Cause Analysis
IU 26	3/1/2017 12:00:00 AM	3/01 & 3/07 District Wide School Drop-in Sessions: Work sessions to support schools with the SY 17-18 Goal setting
IU 26	3/13/2017 12:00:00 AM	3/13-3/17 Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and flexibility.
IU 26	3/21/2017 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

### **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.

Benchmark assessments, Keystone test results, NOCTI data, and SLO data are used schoolwide to improve the achievement of individual students and the overall instructional program. These assessments communicate information about the individual needs of students and the needs of the instructional program at Randolph. These assessments support instructional planning by providing educators, principals, SBTL for Literacy and Mathematics, and other staff the information needed to develop and adjust curriculum and instruction to meet students' learning needs.

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
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes
Lunch/Study Periods	No
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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 administered by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

# 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	76.74
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
Mathematics/Algebra I- Percent of Required Gap Closure Met	78.57
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
Mathematics/Algebra I – Percent of Required Gap Closure Met	72.18
<b>Other Academic Indicators:</b>	
Cohort Graduation Rate	89.47
Attendance Rate	88.28
N/PSAT/Plan/Plan Participation	100.00

## School Concerns

### Concern #1:

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<b>2015-2016</b>	
<b>SPP score of for Focus:</b>	59.9
<b>Indicators of Academic Achievement:</b>	
Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	30.36
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	51.35
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	15.45
<b>Indicators of Closing the Achievement Gap- All Students:</b>	
ELA/Literature – Percent of Required Gap Closure Met	42.58
Science/Biology – Percent of Required Gap Closure Met	61.82
<b>Indicators of closing the Achievement Gap Historically underperforming Schools:</b>	
ELA/Literature – Percent of Required Gap Closure Met	25.72
Science/Biology – Percent of Required Gap Closure Met	57.14
<b>Indicators of Academic Growth PVAAS:</b>	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
	63.00

ELA/Literature - Meeting Annual Academic Growth Expectations	
Science/Biology - Meeting Annual Academic Growth Expectations	50.00
<b>Other Academic Indicators:</b>	
<b>Advance Placement, International Baccalaureate, or College Credit</b>	25.00
<b>KPI Attendance:</b>	85.3 %
<b>Out-of-School Suspensions:</b>	23.8 %

## 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.

# School Level Plan

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## 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: Gradebook  
 2017 – 2018

Specific Targets:        Decrease the number of course failures.

Type: Interim  
 Data Source: Emetric  
 September 2017 – May 2018

Specific Targets: Emetric  
 September 2017 – May 2018  
       Increase the number of students scoring proficient or advanced in all tested subjects for all student groups.

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

Specific Targets: ncrease PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth in all tested subjects

Type: Annual  
 Data Source: Keystone data from May 2017/January 2018/May 2018  
 Specific Targets: Student achievement data will indicate that 10% of all re-testers (second administration of Keystone) who were below basic will reach the basic and/or proficient level in literature, mathematics, and biology.

Type: Interim

Data Source: Keystone data from May 2017/January 2018/May 2018

Specific Targets: Student achievement data will indicate that all testers assessed in Literature/Reading will meet or exceed (increase) the 60% proficient

Type: Interim

Data Source: Keystone data from May 2017/January 2018/May 2018

Specific Targets: Student achievement data in mathematics will indicate 15% of all testers will meet or exceed the proficient level.

Type: Interim

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase in School Performance Profile Building Level Score

Type: Interim

Data Source: Benchmark data

Sept 2017- June 2018

Specific Targets: Increase Algebra 1 Keystone results 5 percentage points as measured on school level keystone assessment data during the 2017-2018

Type: Interim

Data Source: Benchmark and SLO pretest data

Sept 2017 -June 2018

Specific Targets: Increase Literacy Keystone results 5 percentage points as measured on school level keystone assessment data during the 2017-2018

Type: Interim

Data Source: Leadership team debriefings

Sept 2017- 2018

Specific Targets: Increase the number of students who take the SAT/ACT by 10%

## ***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, sheltered instruction observation protocol (SIOP) etc. that actively engage and meet students learning needs across all classrooms**

**SAS Alignment:** None selected

### *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:** None selected

### *Professional Development*

**Description:**

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

**SAS Alignment:** None selected

### *INSTRUCTIONAL COACHING*

**Description:**

Instructional Coaching will be implemented school-wide to bring evidence-based practices into classrooms by working with teachers and school leaders. The focus will be on one-on-one support for teachers, coaches, and school leaders around evidence-based literacy and math strategies and the instructional coaching process with the goal of ensuring consistent implementation of effective instructional practice across all classrooms.

**SAS Alignment:** None selected

### *Constructed Response*

**Description:**

Keystone constructed response data, SLO data

**SAS Alignment:** Instruction

### *SLO and Constructed response Data analysis*

**Description:**

SLOs show potential as an evaluation method to incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Research on Denver's use of SLOs found that rigorous and high-quality growth objectives were associated with higher student achievement.<sup>1</sup>

**SAS Alignment:** Instruction

### *Keystone targeted intervention*

**Description:**

Previous date of "retesters" indicates that remediation and additional practice using released Keystone preparation materials results in a 20% retester "pass" rate

**SAS Alignment:** Instruction

### *Keystone pull-out program*

**Description:**

SLOs show potential as an evaluation method to incorporate student growth measures in the evaluation process, but they are also an important method for improving instructional practice. Research on Denver's use of SLOs found that rigorous and high-quality growth objectives were associated with higher student achievement.<sup>1</sup>

**SAS Alignment:** Instruction

### *Implement ACT/SAT research-based preparation materials*

**Description:**

Prescribed program of study and practice by Naviance, collegeboard.org, School District of Philadelphia programs and resources

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Differentiated Instruction Professional Development*

**Description:**

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

Agenda

Sign-in sheets

Exit Slips

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

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

- Differentiated Instruction

*Differentiated Instruction- Lesson Plans***Description:**

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

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

### *Differentiated Instruction -Lesson Plan Review*

**Description:**

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

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction

### *Differentiated Instruction -Monitor*

**Description:**

Leadership Team will monitor the implementation of Differentiated Instruction during classroom visits. This will ensure that all learning styles are being addressed to meet the individual needs of all students in all content areas including reading, math, science, and social studies. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

Informal Instructional observations feedback form, lesson plans, and analysis of student work

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

**Program Area(s):**

**Supported Strategies:**

- Differentiated Instruction



## *Differentiated Instruction -Evaluate*

### **Description:**

Teachers will receive support from School Based Teacher Leaders in implementing Differential Instruction to develop an effective lesson plan and learning environment. This will ensure that all learning styles are being addressed to meet the individual needs of all students in all content areas including reading, math, science, and social studies. This will ensure all classroom teachers' design standards-aligned, differentiated instruction that reflects challenging learning expectations for all students.

lesson plans

teacher resources

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

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

### **Supported Strategies:**

- Differentiated Instruction

## *Informal and formal observations- Calendar*

### **Description:**

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

Walkthrough schedules

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

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

### **Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Observation Protocol*

**Description:**

Leadership Team will develop an informal/ formal protocol, which aligns with Danielson's Framework for teaching with an emphasis on Component 3C: Engaging Students in Learning.

Observation Protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Walkthrough protocol communication*

**Description:**

The leadership will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create ensure fundamental understanding of expectations within the Danielson Framework.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Conduct Walk Throughs*

**Description:**

Administrators will conduct walkthroughs using the established protocol that was communicated to the faculty. This will ensure that students are actively engaged and that their learning needs are met across all classrooms in accordance with the PA Framework for Teaching.

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 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 through data results and observations will identify instructional Coaches, in addition to School Based Teacher Leaders for Literacy and Math.

List 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

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:**

Leadership team will analyze results from needs assessment along with EDS observation report to determine and prioritize PD needs.

Needs Assessment Results

EDS Report

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

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

- Professional Development

*Professional Develop- Schedule meeting to plan PD***Description:**

Schedule an Instructional Leadership Meeting to plan an agenda for opening day professional development based on MAX teaching strategies to Familiarize instructional team with MAX strategies and discuss and determine which strategies will be our focus for the 2014- 2015 school year.

Agendas

Sign-in sheets

Calendar of events

MAX teaching DVD clip

MAX Teaching Strategy Guide

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

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

- Professional Development

*Professional Development- Calendar***Description:**

Using the SDP calendar, the instructional team will schedule additional PD opportunities to review and reinforce opening day MAX teaching strategies and the concerns/problems related to implementing these strategies. This will ensure that

students are actively engaged and that their learning needs are met across all classrooms in accordance with the PA Framework for Teaching.

Sign- in sheet, agenda, PD calendar

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development -Trainings*

**Description:**

SBTLs for Literacy (Silverman) and Math (Ogajo) and administrators will provide teachers with an initial PD on MAX Teaching Strategies with an emphasis on incorporating these strategies into their lesson plans. Teachers will be afforded the opportunity to meet with SBTLs and administration to receive assistance with lesson plan writing.

Leadership/Instructional Team minutes,

Sign- In Sheets, Agendas, PD schedules

**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 team will provide ongoing in-school, in-class, and after-school professional development opportunities relating to the implementation of research based instructional strategies. This will ensure that students are actively engaged

and that their learning needs are met across all classrooms in accordance with the PA Framework for Teaching.

Leadership/Instructional Team minutes,

Sign- In Sheets, Agendas, PD schedules

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Professional Development-Evaluate*

**Description:**

Leadership team will evaluate the effectiveness of PD using the informal/formal observation process and data analysis to determine the effect of student and teacher practice.

Data analysis protocols

Observation feedback report

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

**Program Area(s):**

**Supported Strategies:**

- Professional Development

### *Instructional Coaching – Select Coaches*

**Description:**

Leadership will select instructional coaches based on observation and student data with focus on improving the learning for all students,

instructional coaching will support teachers to deepen their

understanding of Content knowledge, Research-based instructional strategies and using variety of assessments to monitor student

achievement

Indicator of Implementation:

List of instructional coaches

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

**Program Area(s):**

**Supported Strategies:**

- INSTRUCTIONAL COACHING

*Instructional Coaching – Train*

**Description:**

Instructional Coaches will receive training in modeling agreed upon instructional strategies.

List of instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- INSTRUCTIONAL COACHING

*Instructional Coaching – Match Coaches and Staff*

**Description:**



Leadership will identify teachers and or staff in need of instructional coaching through data analysis and consistent implementation of effective instructional practices across all classrooms.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- INSTRUCTIONAL COACHING

### *Instructional Coaching –Implement*

**Description:**

Leadership will schedule coaching opportunities for targeted teachers and staff and coaches will provide the support to the teachers to ensure consistent implementation of effective instructional practices across all classrooms.

Data protocols

coaching resources

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- INSTRUCTIONAL COACHING

### *Instructional Coaching- Monitor and Evaluate*

**Description:**

Leadership will monitor through the walkthrough process changes in student and teacher practice as a result of instructional coaching and offer additional intervention if required.

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

**Program Area(s):** Professional Education

**Supported Strategies:**

- INSTRUCTIONAL COACHING

### *Constructed Response*

**Description:**

1. Roster Algebra 1 classes year long. 2. Funded math position will reduce class size for incoming 9th graders. 3. Common assessments will be developed by instructional team in equity and saved to assessment bank. 4. Assessment calendar will be development. 5. Pretest will be administered. 6. PD and coaching will be provided to teachers on how to use data to drive instruction.

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

**Program Area(s):**

**Supported Strategies:**

- Constructed Response

### *SLO and Constructed response Data analysis*

**Description:**

1. Roster Algebra 1 classes year long. 2. Funded math position will reduce class size for incoming 9th graders. 3. Common assessments will be developed by instructional team in equity and saved to assessment bank. 4. Assessment calendar

will be development. 5. Pretest will be administered. 6. PD and coaching will be provided to teachers on how to use data to drive instruction.

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

**Program Area(s):**

**Supported Strategies:**

- SLO and Constructed response Data analysis

### *Keystone targeted intervention*

**Description:**

1. Roster English 2 classes year long. 2. Funded ELA position will reduce class size for rising 10th graders. 3. Constructed responses will be reviewed by instructional team. 4. Feedback will be given to teachers about CR individually and used to identify PD topics and refine skills. 5. SBTL will coach teachers. 6. PD and coaching will be provided to teachers on how to use content and curriculum with fidelity.

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

**Program Area(s):**

**Supported Strategies:**

- Keystone targeted intervention

### *Keystone pull-out program*

**Description:**

1. Roster English 2 classes year long. 2. Funded ELA position will reduce class size for rising 10th graders. 3. Constructed responses will be reviewed by instructional team. 4. Feedback will be given to teachers about CR individually and used to identify PD topics and refine skills. 5. SBTL will coach teachers. 6. PD and coaching will be provided to teachers on how to use content and curriculum with fidelity.

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

**Program Area(s):**

**Supported Strategies:**

- Keystone pull-out program

**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: Insight for School Improvement

Attendance Data

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Schoolnet

Attendance Data

September 2017 – June 2018

Specific Targets: \_\_\_10\_\_\_% reduction in the number of chronically tardy students

Type: Interim

Data Source: Schoolnet

Attendance Data

September 2017 – June 2018

Specific Targets: \_\_\_\_10\_\_% reduction in the number of chronically truant students

Type: Interim

Data Source: Suspension data

Sept 2017- June 2018

Specific Targets: Reduce out of school suspension rate 10%

Type: Interim

Data Source: Attendance data

Sept 2017-2018

Specific Targets: Increase the number of 9th graders attending more than 95%

### ***Strategies:***

#### ***School-wide Attendance Incentive Program:***

##### **Description:**

\_School-wide Attendance Incentive Program will be implemented by the principal and all other educators, to support and provide interventions for chronically absent

students. The School-wide Incentive Program would create a school-wide culture that emphasizes attendance and family outreach, accompanied by a deep commitment to ensure students are engaged in the classrooms.

**SAS Alignment:** None selected

*Use of Google document to track, monitor, and detail Level 1 infractions*

**Description:**

<https://www.pbis.org/school/swpbis-for-beginners>

**SAS Alignment:** Safe and Supportive Schools

*Positive recognition and incentives for positive behavior*

**Description:**

<https://www.pbis.org/school/swpbis-for-beginners>

**SAS Alignment:** Safe and Supportive Schools

*9th Grade tracker/electronic communication/phone calls*

**Description:**

This study suggests that schools may be able to increase student attendance in elementary school by implementing specific family and community involvement activities. The study discusses the results of an analysis of longitudinal data collected on schools' rates of daily student attendance and chronic absenteeism and on specific partnership practices that were implemented to help increase or sustain student attendance.

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

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

**Description:**

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

Attendance Monitoring Team Members

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

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

**Description:**

The Monitoring Team, including the Leadership Team will review and monitor student attendance data to determine the chronically absent students and interventions and incentives to support them.

Attendance Monitoring Policies

Attendance Data

List of Supports/Interventions

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

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:

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

**Description:**

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

Meeting Schedule

Meeting Minutes Agenda

Title I Binder

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

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

- School-wide Attendance Incentive Program:

*School-wide Attendance Incentive Program - Implement Attendance Incentive Program*

**Description:**

Attendance coaching, a targeted intervention, will be provided to students as support to increase regular school attendance, as well as, helps students develop various lifelong skills. This will ensure the principal and all other educators implement supports and interventions to chronically absent students, which include the involvement of their families.

Calendar of School-wide Incentives

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



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

- School-wide Attendance Incentive Program:

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

**Description:**

The Monitoring Team will monitor and evaluate progress and determine if the incentives and coaching are effective, by reviewing student attendance data. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

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

- School-wide Attendance Incentive Program:

*Use of Google document to track, monitor, and detail Level 1 infractions*

**Description:**

1. Leadership team will discuss and categorize infractions by severity. 2. Form restorative justice team. 3. Develop a protocol to assess infractions and possible consequences. 4. Solicit support and assistance in developing consequences for parents on SAC. 5. Funds will be used to pay staff for after school workshops and meetings designed for families and parents.

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

**Program Area(s):**

**Supported Strategies:** None selected

*Positive recognition and incentives for positive behavior*

**Description:**

1. Leadership team will discuss and categorize infractions by severity. 2. Form restorative justice team. 3. Develop a protocol to assess infractions and possible consequences. 4. Solicit support and assistance in developing consequences for parents on SAC. 5. Funds will be used to pay staff for after school workshops and meetings designed for families and parents.

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

**Program Area(s):**

**Supported Strategies:** None selected

*9th Grade tracker/electronic communication/phone calls*

**Description:**

1. Staff position and school counselor will be funded out of budget. 2. Tracker will be developed. 3. Staff will be trained to use tracker and modify. 4. Assemblies will be added to calendar and promoted around school. 5. Councilor will pull students and intervene with those who are not attending. 6. Students attending 95% or more will be acknowledged at assembly.

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

**Program Area(s):**

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Randolph, A. Philip AVT HS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Randolph, A. Philip 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 Randolph, A. Philip AVT HS 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.**

In biology we increased the number of students scoring proficient or advance as reflected on school building biology scores by 8%. in the area of college and career readiness goal we achieved school wide participation rate for SAT / PSAT which was 83.9%.Lastly, we were able to Double monthly participation in SAC meetings indicated by sign in sheet.

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

We need **to increase the number of 9th graders attending more than 95% and reduce out of school suspension rate 10% . We need to increase Algebra 1 Keystone results 5 percentage points as measured on school level keystone assessment data during the 2017-2018. We need to increase Literacy Keystone results 5 percentage points as measured on school level keystone assessment data during the 2017-2018. Also I would like to see, an increase the number of students who take the SAT/ACT by 10%.**

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

SLGQ 4: Constructed responses, SLO constructed responses, Keystone targeted intervention, Keystone pull-out program and Implement ACT/ SAT research based prep materials were added in response to question 4.

SLGQ 6: 9th Grade tracker/electronic communication/phone calls, Providing incentives/increasing communication opportunities including newsletter, SAC team, Use of Google document to track, monitor, and detail Level 1 infractions, and Positive recognition and incentives for positive behavior were added to in response to question number 6.

## 2015-2016 Improvement Evaluation

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

CTE performance on NOCTI, Cross curricular collaboration between CTE and Academics, Attendance, Dual Enrollment Opportunities (SLGQ #4)

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

Performance on Keystone Exams, Students punctuality and development of soft skills needed to be successful in career and college (SLGQ #4)

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

Leadership Systems: 1. Provide afterschool enrichment and remediation programs for all students 2. Provide meetings during and after school for content teachers to develop lesson plans, teaching strategies, and common assessments to increase Keystone scores across the three content areas, Biology, Literature, and Algebra. School Climate: Reduce

suspensions by 20% (SLGQ #4 and 6).

## 2014-2015 Improvement Evaluation

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

School Level Guiding Questions (SLGQs) 4 and 6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQs has provided tangible evidence that we are meeting our criteria of successful implementation. Through a review of PDE and locally relevant data sources, the school will continue to implement strategies and interventions associated with SLGQs 4 and 6 to ensure increased academic performance of all student

Data collection and distribution methods have been improved, and pull out programs based on Keystone data have been successfully implemented. Additional adjustments to classroom instruction have been implemented based on data analysis related to SLOs, Benchmark testing, SAT scores, and NOCTI scores.

Professional development regarding data collection, distribution, analysis and application has been conducted regularly throughout the school year.

Lesson plan review and classroom observations, both informal and formal, have shown success in regard to consistency of a standard-aligned curriculum.

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

The school will continue implementation of strategies and action steps outlined in SLGQs 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 4 to ensure increased academic performance of all student

Professional development sessions and coaching and collaborative opportunities will continue to focus on school-wide initiative regarding instructional strategies that meet the needs of all students and align with the Pennsylvania Framework for Teaching.

Continued communication and collaboration between the Randolph's Safety Committee, the School District, and the Philadelphia Police and Fire Department has enabled us to make progress in developing, implementing, and practicing policies and procedures relating to creating and maintaining a safe environment.

### **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.