

Roxborough HS

School Improvement Plan

07/01/2014 - 06/30/2018

School Profile

Demographics

Roxborough HS

6498 Ridge Ave
Philadelphia, PA 19128
(215)487-4464

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Dana Jenkins
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Ellen Linky	Academic Recovery Liaison : School Improvement Plan
Dana Jenkins	Building Principal : School Improvement Plan
Michael Sharkey	Community Representative
Lynda Zitin	Ed Specialist - Other
Stephanie Henshaw	High School Teacher - Regular Education
Karin Potter-Simmons	Intermediate Unit Staff Member
Laurie Clark	Parent
Isaiah Woodard	Student

Federal Programs

School Improvement

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

The school has verified the following Assurances:

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

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

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

Assurance 13

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

- School web site
- District web page
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Short Message Systems (email blasts)
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Monthly PTO meetings
- Parent-Teacher Conferences
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

Yes

Coordination of Programs

Technical Assistance

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

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

The Office of Federal Programs Design & Implementation through the School Improvement process ensures a strategic, collaborative decision-making process that supports the schools 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, evidences of success for progress monitoring and on-going evaluation of the plan for effectiveness and relevance.

Provider	Meeting Date	Type of Assistance
IU26/Office of Federal Programs Design and Implementation	9/22/2016 12:00:00 AM	Introduction to the Office of Federal Programs Design and Implementation and the technical assistance that will be provided by Senior Associate.
IU26/Office of Federal Programs Design and Implementation	11/3/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	11/30/2016 12:00:00 AM	Comprehensive Plan Support
IU26/Office of Federal Programs Design and Implementation	12/14/2016 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	1/4/2017 12:00:00 AM	Progress Monitoring Visit
IU26/Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	2/6-2/17: Network Sessions on June 2017 Comprehensive Planning Submission Process.
IU26/Office of Federal Programs Design and Implementation	2/20/2017 12:00:00 AM	2/20-3/10: Technical Support with Needs Assessment Root Cause Analysis
IU26/Office of Federal Programs Design and Implementation	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
IU26/Office of Federal Programs Design and Implementation	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.
IU26/Office of Federal Programs Design and Implementation	3/20/2017 12:00:00 AM	3/20-3/31: Budget Meetings: Support schools in finalizing FY17 budget.
IU26/Office of Federal Programs Design and Implementation	4/3/2017 12:00:00 AM	04/03-4/28: Technical Support with the development of evidenced based strategies, action steps, and indicators of success.

IU26/Office of Federal Programs Design and Implementation	5/1/2017 12:00:00 AM	05/01-05/05: Technical support with SIP/SLP upload into the Comprehensive Plan Portal
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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.

Content Common Planning Time is used to analyze Benchmark, Compass Learning (CL), and Key Performance Indicator (KPI) data. Academic content teams used Benchmark data skills analysis protocols to identify student strengths and weaknesses and to implement targeted intervention / enrichment strategies. All Algebra 1 and English I, II and III students completed baseline CL assessments and were assigned intervention learning pathways based on assessment outcomes. Students used the intervention biweekly. Algebra 1 students were also assigned to an additional Test prep course for the second semester in order to focus on identified skill deficiencies. Science and Social Studies teachers also planned and incorporated the Compass Learning Instructional components to support instruction in these content areas. Special education students also receive daily intervention using appropriate research based intervention programs and according to their IEP's. Academy Common Planning Teams used KPI data (attendance, behavior and content grades) to triage student deficiencies by working together with the student and supports to develop students goals and progress monitoring benchmarks.

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

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Other Academic Indicators:

Cohort Graduation Rate	74.40
Promotion Rate	N/A
Attendance Rate	86.97
Advanced Placement, International Baccalaureate, or College Credit	75.00
PSAT/Plan Participation	100.00
80% of students with no out of school suspensions	

School Concerns

Concern #1:

SPP score of for Focus:	40.0
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Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	17.35
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	40.82
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	15.31
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	35.29
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	1.92

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met	3.99
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ELA/Literature – Percent of Required Gap Closure Met	9.03
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Science/Biology – Percent of Required Gap Closure Met	34.12
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Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
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ELA/Literature – Percent of Required Gap Closure Met	2.22
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Science/Biology – Percent of Required Gap Closure Met	28.39
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Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
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ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
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Science/Biology - Meeting Annual Academic Growth Expectations	50.00
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KPI Attendance:	89.0 %
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Out-of-School Suspensions:	17.7%
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Prioritized Systemic Challenges

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

Aligned Concerns:

SPP score of for Focus:	40.0
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Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone	
17.35	
ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone	
40.82	
Science/Biology- Percent Proficient or Advanced on PSSA/Keystone	
15.31	
Industry Standards-Based Competency Assessments- Percent Competent or Advanced	35.29
Grade 3 ELA- Percent Proficient or Advanced	N/A
SAT/ACT College Ready Benchmark	1.92
Indicators of Closing the Achievement Gap- All Students:	
Mathematics/Algebra I- Percent of Required Gap Closure Met	3.99
ELA/Literature – Percent of Required Gap Closure Met	9.03
Science/Biology – Percent of Required Gap Closure Met	34.12
Indicators of closing the Achievement Gap Historically underperforming Schools:	
Mathematics/Algebra I – Percent of Required Gap Closure Met	0.00
ELA/Literature – Percent of Required Gap Closure Met	2.22
Science/Biology – Percent of Required Gap Closure Met	28.39
Indicators of Academic Growth PVAAS:	
Mathematics/Algebra I – Meeting Annual Academic Growth Expectations	50.00
ELA/Literature - Meeting Annual Academic Growth Expectations	50.00
Science/Biology - Meeting Annual Academic Growth Expectations	50.00
KPI Attendance:	89.0 %
Out-of-School Suspensions:	17.7%

Systemic Challenge #2 (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

SPP score of for Focus: 40.0

Indicators of Academic Achievement:

Mathematics/Algebra I- Percent Proficient or Advance on PSSA/Keystone
17.35

ELA/Literature-Percent Proficient or Advanced on PSSA/Keystone
40.82

Science/Biology- Percent Proficient or Advanced on PSSA/Keystone
15.31

Industry Standards-Based Competency Assessments- Percent Competent or
Advanced 35.29

Grade 3 ELA- Percent Proficient or Advanced N/A

SAT/ACT College Ready Benchmark 1.92

Indicators of Closing the Achievement Gap- All Students:

Mathematics/Algebra I- Percent of Required Gap Closure Met 3.99

ELA/Literature – Percent of Required Gap Closure Met 9.03

Science/Biology – Percent of Required Gap Closure Met 34.12

Indicators of closing the Achievement Gap Historically underperforming Schools:

Mathematics/Algebra I – Percent of Required Gap Closure Met
0.00

ELA/Literature – Percent of Required Gap Closure Met 2.22

Science/Biology – Percent of Required Gap Closure Met 28.39

Indicators of Academic Growth PVAAS:

Mathematics/Algebra I – Meeting Annual Academic Growth Expectations
50.00

ELA/Literature - Meeting Annual Academic Growth Expectations
50.00

Science/Biology - Meeting Annual Academic Growth Expectations
50.00

KPI Attendance: 89.0 %

Out-of-School Suspensions: 17.7%

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: School Net

Specific Targets: 10% increase in the number of students proficient / advanced on Literature, Algebra I, and Biology Keystone exams.

Type: Interim

Data Source: Achieve 3000

Specific Targets: 1 grade level increase in reading lexile score annually for any student using Achieve 3000 in social studies and science classes. Reports will be run monthly and at the end of the course.

Type: Interim

Data Source: ALEKS

Specific Targets: 10% increase in student proficiency on Algebra I Keystone exam. This system provides data pertinent to Keystone Performance. Reports will be run monthly and at the end of the course.

Type: Interim

Data Source: End-of quarter common assessments (data will be documented in gradebook)

Specific Targets: 40% of our students will demonstrate 70% mastery of content taught in core content areas on common assessments.

Type: Interim

Data Source: Benchmark Data

Specific Targets: Increase % of students scoring proficient or advanced on the Keystone Algebra 1 exam from 4% to 12%

Type: Interim

Data Source: Teacher Made Assessments

Specific Targets: Increase % of students scoring proficient or advanced on the Keystone Algebra 1 exam from 4% to 12%

Type: Interim

Data Source: Report card Grades

Specific Targets: Increase % of students scoring proficient or advanced on the Keystone Algebra 1 exam from 4% to 12%

Type: Interim

Data Source: Interim Reports

Specific Targets: Describe Goal: Increase the percentage of 9th grade students on track to earning quality credits to 75%

Type: Interim

Data Source: School Net (Attendance Data)

Specific Targets: Describe Goal: Increase the percentage of 9th grade students on track to earning quality credits to 75%

Strategies:

Professional Development

Description:

Professional Development: Using the backwards design model, teachers will work in content groups during Common Planning Time in order to design lessons and share expertise in research-based instructional strategies that align with the eligible content tested on the Keystone Exams. In order to support this, teachers will use PVASS data, common assessment data, and peer visit data. Administration will engage in and monitor these professional development sessions and will provide feedback on lesson plans.

SAS Alignment: Standards

Danielson Framework

Description:

Danielson Framework: Common Planning Time sessions will center on The Danielson Framework, which will be used as the foundation for assessing and supporting the teaching practices of all teachers. Professional development and coaching on all elements of instructional design (e.g. learning activities, materials, assessments, strategies, interdisciplinary academy projects) will be provided in

these CPTs. Also, weekly peer visits will be used to monitor schoolwide implementation. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Standards

Project Based Learning

Description:

This strategy has resulted in a decrease in failures since implementation.

Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.

<http://www.tandfonline.com/doi/citedby/10.1080/00098650903505415?scroll=top&needAccess=true>

SAS Alignment: Instruction

Boardworks Differentiated Instruction

Description:

Boardworks resources are fully aligned to state standards and the Common Core.

<https://www.boardworkseducation.com/>

SAS Alignment: Instruction

Lunch & Learn Tutoring

Description:

Lunch & Learn Tutoring has resulted in a decrease in student failures since implementation.

SAS Alignment: Instruction

Achieve 3000

Description:

Achieve3000® provides the only patented, cloud-based solutions that deliver daily differentiated instruction for nonfiction reading and writing that's precisely tailored to each student's Lexile® reading level (<http://www.achieve3000.com/>)

SAS Alignment: Instruction

Increase Credit Earning Opportunities

Description:

Increase Credit Earning Opportunities has resulted in the promotion of 88% of Freshman students to 10th grade.

SAS Alignment: Instruction

Increase Freshman Attendance

Description:

In a study of the freshman year of high school, researchers found that attendance in this pivotal transition year was a key indicator of whether students would finish high school. The study also found attendance and studying more predictive of dropout than test scores or other student characteristics. <http://www.attendanceworks.org/facts-stats-school-attendance/>

SAS Alignment: Instruction

Implementation Steps:

Professional Development Needs Assessment

Description:

Develop a Needs Assessment to identify teacher strengths and weaknesses relative to best practice instructional strategies to ensure the consistent implementation of effective instructional practices across all classrooms.

Agenda Item for June 2014 Instructional Leadership Meeting

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Administer Needs Assessment

Description:

Administer Needs assessment to every teacher on September 2, 2014, professional development day to capture specific needs relevant to identified research based strategies expected to be implemented across every classroom.

100% completion by all teachers assigned to RHS as of opening day.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Analysis of Needs Assessment

Description:

Analyze needs assessment results to identify areas of teacher strengths and needs. Use to create data informed professional development to ensure consistent implementation of selected best practices school wide

Summary of identified teachers with associated instructional strengths and needs

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development for Creating Common Assessments

Description:

Teachers will be trained on how to develop common assessments based on the Keystone assessment blueprints for Algebra I, Literature, and Biology. Content groups will use PA Common Core standards, the backward design model, and PDE's Standards Aligned System to design instruction.

Creation and school-wide use of common assessments.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development to support consistent implementation of best practice strategies over the course of the year.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Develop a year- long professional development calendar.

Description:

A year-long best practices professional development calendar will be developed and aligned to student data, teacher observations, classroom walkthroughs, and

needs assessments to ensure the professional development opportunities align to areas of concern and span 3 to 5 years.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development Monitoring

Description:

Leadership will monitor PD through analysis of classroom walkthrough and teacher observation data trends to determine consistency in implementation of best practice strategies in teachers and change in student achievement across all classrooms as a result of PD.

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Scheduling of internal classroom visitations

Description:

Schedule teacher visitations to model classrooms for the purpose of observing and identifying best practice strategies to be included in their pedagogy to ensure consistent implementation of these strategies across all classrooms.

Teacher attendance and completion of visitation questionnaire to include observation take-aways and implementation plans.

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development

Description:

Job-embedded, whole group professional development focused on data analysis and consistent implementation of appropriate research based interventions will be provided to teachers who struggle with implementing effective instructional practices with fidelity.

PD schedule with topics and sessions on District PD days

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Danielson Framework – Professional Development on Danielson Framework

Description:

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

Agenda

Sign-in Sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Develop Lesson Plans Based on Danielson Framework

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Implement the Danielson Framework of Instruction

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Monitor the Implementation of the Danielson Framework of Instruction

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Project Based Learning - Development

Description:

Algebra 1 teachers will design and implement a minimum of three interdisciplinary or pathway connected PBL that infuses Algebra 1 skills and competencies for all students.

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

Program Area(s):

Supported Strategies: None selected

Project Based Learning- Progress Monitoring

Description:

Teachers will evaluate student work twice a month during common planning time (CPT) based on established rubris

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

Program Area(s):

Supported Strategies: None selected

Boardworks Differentiated Instruction

Description:

Students will engage in academic advising with academy teams to plan student achievement goals and benchmarks.

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

Program Area(s):

Supported Strategies: None selected

Boardworks Differentiated Instruction - Need Assessment

Description:

Teachers will identify specific Boardworks activies and resurces to be used to foster engagement and differentiated instruction.

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

Program Area(s):

Supported Strategies: None selected

Lunch & Learn Toutoring - Student Identification

Description:

Studentswill be identified for lunch & learn assignments based on quarterly report card grades in content area.

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

Program Area(s):

Supported Strategies: None selected

Lunch & Learn Tutoring - Implementation

Description:

Students will attend Lunch & Learn sessions twice weekly.

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

Program Area(s):

Supported Strategies: None selected

Achieve 3000 - Student Identification

Description:

10th grade English students will complete Achieve 3000 reading level assessment to determine intervention program access points.

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

Program Area(s):

Supported Strategies: None selected

Achieve 3000 - Implementation

Description:

Students will be assigned to Intervention twice weekly through Science and Social Studies to strengthen informational reading skills.

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

Program Area(s):

Supported Strategies: None selected

Increase Credit Earning Opportunities

Description:

Master roster will be designed to run an A/B, four by four schedule.

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

Program Area(s):

Supported Strategies: None selected

Increase Credit Earning Opportunities - Achievement

Description:

Students will have the opportunity to earn three credits beyond the required 5 to be promoted.

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

Program Area(s):

Supported Strategies: None selected

Increas Freshman Attendance

Description:

Based on monthly monitoring, target students in the 85-90% attendance rang to increase attendance providing attendance award incentives.

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

Program Area(s):

Supported Strategies: None selected

Goal #2: Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Indicators of Effectiveness:

Type: Interim

Data Source: Schoolnet

Specific Targets: Attendance: 93% is the target for ADA

Type: Interim

Data Source: Schoolnet

Specific Targets: Discipline: Decrease suspensions by 15% next school year

Type: Annual

Data Source: Keystone Testing (Algebra 1, Literature, Biology)

Specific Targets: Academic Achievement: Increase proficiency on keystones by 10%

Strategies:

A/B Block

Description:

A/B Block schedule to provide for extended instructional time and credit gaining opportunities

SAS Alignment: Instruction

Professional Development Workshops

Description:

Professional Development Workshops designed to emphasize National Standards of Practice for Career Academies will be offered to all teachers, staff, and Leadership in order to increase student engagement and support post-secondary education and career opportunities

SAS Alignment: Instruction

Implementation Steps:

A/B Block Schedule

Description:

Determine course offerings based on sequencing, Career and Technical Education requirements, and other academic foci (such as AP offerings), to be included in creation of A/B block schedule to ensure students are on track for graduation

All course offerings identified for building into the A/B block roster for the school year.

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

Program Area(s):

Supported Strategies:

- A/B Block

A/B Block Schedule-Create Schedule

Description:

Create A/B Block schedule to allow students the opportunity to earn 8 credits per year for a total of 32 credits.

Block schedule roster complete and ready for implementation in 2014

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

Program Area(s):

Supported Strategies:

- A/B Block

A/B Block Scheduling-Implement

Description:

Review student transcripts to determine individual student course failures and credits needed to remain on track for graduation

Students identified for additional credit opportunities within the block roster schedule

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

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

- A/B Block

*A/B Block Scheduling-Schedule students***Description:**

Schedule students for additional credit earning opportunities, where permitted, based on schoolwide A/B block roster.

Block schedule roster complete and ready for implementation in August 2014

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

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

- A/B Block

*Professional Development Workshops-Common PLanning time***Description:**

As part of the A/B schedule all teachers will meet daily in content and academy team groups in order to support students and improve instruction in accordance with the National Standards of Practice..

Daily agendas and sign-in sheets are maintained in the Roster Office

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Professional Development Workshops

Description:

Teachers meet in content groups on A days in order to develop project-based learning opportunities and devise student assessments using the National Standards of Practice framework. Use of common assessment and content projects

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Professional Development Workshops-Academyfocus Common Planning Time Meetings

Description:

In Academy groups, teachers will write a mission statement and goals for their respective academies according to National Standard of Practice Goal #1: Define Mission and Goals

Mission and goals will be communicated to all staff, students and community partners.

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Professional Development Workshops

Description:

Academy Design- In accordance with National Standards of Practice #2, # 5 during B day CPT meetings teachers will focus on developing a well-defined academy model through the creation of academy sponsored initiatives that brand the academy focus. All evidence will be documented through the use of the academy binder.

Evidence collected in the Academy Binder.

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Professional Development on National Standards of Practice

Description:

Professional development on the National Standards of Practice for Career Academies in order to ensure implementation of the Academy model across all school-wide systems including Response to Instruction and Intervention and Restorative Practices. Academy Specialist and partners will provide ongoing support for all teachers.

RTII data, meeting agenda and sign-ins on file and lesson plans.

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Academy Focused Professional Development

Description:

Academy Design- In accordance with National Standards of Practice # 8 during A day CPT meetings teachers will focus on sequenced, intergrated and revelent curriculum that leads to the development of a student Academy Portfolio Students will participate in a capstone project that will be reflective of each Academy Theme. The project will be evaluated by Academy teachers through the use of a rubric.

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Professional Development on Academy Assessments

Description:

Academy Design- In accordance with National Standards of Practice # 9 during B day CPT meetings teachers will focus on multiple academic measures through use of the academy data walls.

RTII , Schoolnet Data, Project Based Assessments, NOCTI, Capstone Projects and Student Portfolios, Academy Data Walls

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Monitoring the Implementation of The National Standards of Practice

Description:

The leadership team will regular monitor the academy's implementation of the adopted National Standards of Practice in order to identify strengths and weakness in the systems established. We will develop and implent use of academy binders within CPT groups in accordance with National Standards of Practice # 5. Monitoring System developed by Leadership Team and Philadelphia Academics

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Evaluating the Implementation of the National Standards of Practice across all School Systems and Practices

Description:

The Leadership Team will evaluate the level of effectiveness across all school systems and practices as it relates to the implementation of the adopted National Standards of Practice. Systems and processes are in place for analysing and reporting data on academy progress and outcomes. Data clearly reported on data wall and/or in data deck / dashboard.

Roxborough High School Philadelphia Academies, Inc. Scoring Rubric

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

Program Area(s):

Supported Strategies:

- Professional Development Workshops

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Roxborough HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Roxborough 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 Roxborough HS in the Philadelphia City SD for the 2014-2018 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

30% of students attending 95% or more. 80% of students with no out of school suspensions.

Describe the continuing areas of concern from the past year.

Increase % of students scoring proficient or advanced on the Keystone Algebra 1 exam from 4% to 12%. Increase the % of students scoring proficient or advanced on the Keystone Literature exam from 15% to 25% proficient or advanced. Increase the percentage of 9th grade students on track to earning quality credits to 75%.

Describe the initiatives that have been revised.

Revisions have been made to guiding question 4 to include Project Based Learning, Boardworks Differentiated Instruction, Lunch and Learn Tutoring, Achieve 3000, Increase Credit Earning Opportunities, and Increase Freshman Attendance.

2015-2016 Improvement Evaluation

Describe the success from the past year.

Signature Events at the Academies @ Roxborough are the foundation of the school's success and set the tone for our school's academic culture. The events are targeted and support our efforts to increase our goals centered around the All- Academy Model and College/ Career awareness. A brief list of the Signature Events for the 2015- 2016 school year are as follows:

- Open House : A whole school event dedicated to providing information to parents / students about our school programs and supports.
- Snack and Apps : A workshop event for seniors to complete college applications.
- College Fair
- Honor Society Induction & Ceremony
- Project Based Learning : State Farm Grant
- Academy Showcase: Students from all academies will display their top projects completed this year
- CTE Academy Expo

- Re- Branding the Academies with a clearer focus on career pathways : Academy of Visual Arts Production, Academy of Business Technology and Entrepreneurship , Freshman Academy and The Academy of Health Sciences and Research
- New Academy identities to allow for greater alignment of career pathways
- Establishment of Academy Advisory Councils
- New Pathway developed to begin in September of 2016 : Kinesiology
- Career connectedness via increased numbers of site based trips and workshops and guest speakers from industry and higher education.

In addition to our Signature Events, our CTE students improved NOCTI proficient and advanced achievement scores and increased numbers of industry certifications. Our students increased achievement levels on the English and Math Benchmark Assessments, 9% and 20% respectively. Daily Attendance remains at approximately 90.0%A (SLGQ #4).

Describe the continuing areas of concern from the past year.

Student academic achievement continues to be an area of concern. 2015 Keystone results: Algebra1 13.0%; English 33.3%; and Biology 9.2% . 2016 Keystone Results: Pending. 2015 Benchmark 3 results: Algebra1 32.2%; English 35.5%; and Biology 33.4% . 2016 Benchmark Results: Algebra1 40.0%; English 39.0%; and Biology 33.0% (SLGQ #4)

Describe the initiatives that have been revised.

Freshman roster revised to include additional Test Prep course and reduce class size. Will further revise to facilitate Algebra 1 Honors and Intervention (SLGQ #5).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

- The school is structured into an approved All Academy Model with stand-alone approved Career & Technical Education career paths.

Professional Development: In our academy meetings, we have cross-disciplinary discussions to ensure consistent delivery of content and use of school wide instructional practices and a school-wide lesson plan template.

- The academic (diploma) and CTE (NOCTI) faculties collaborate during weekly common planning time

Professional Development: In our academy meetings, we have cross-disciplinary discussions to ensure consistent delivery of content and use of school wide instructional

practices and a school-wide lesson plan template. **(GOAL 1)**

- Program decisions are based on multiple kinds of data

Professional Development: Using common planning time and academy time to analyze data relative to Danielson based observation and formative assessments of student progress. Additionally, we examine punctuality, attendance, and behavior. **(GOAL 1; GOAL 2)**

- Real world experiences are afforded students through an array of varied external partnerships

Community Partners: Philadelphia Academies, Incorporated provides our students with a wide variety of workshops, assemblies, programs, and fieldtrips that are integral to the CTE model, as well as to connecting their academic experiences in school to the “real world”. **(GOAL 2)**

- Students express that they enjoy being in school because they feel cared about

Restorative Practices allow students to express personal reactions to both academic content and climate in classroom circles **(GOAL 2)**

- School culture is about students learning and school climate is about student responsibility for positive and participatory citizenship

Restorative Practices allow students to express personal reactions to both academic content and climate in classroom circles **(GOAL 2)**

Student Ambassadors: As a result of our partnership with PAI, our administration has developed the Student Ambassador Program to maintain open lines of communication with students and community partners to maintain positive school climate. **(GOAL 2)**

- Staff is especially student focused
- Restorative Practices allow students to express personal reactions to both academic content and climate in classroom circles **(GOAL 2)**
- Student Ambassador Program is active, considered a privilege, and is highly effective
- Student Ambassadors: As a result of our partnership with PAI, our administration has developed the Student Ambassador Program to maintain open lines of communication with students and community partners to maintain positive school climate.
- There is a high degree of cooperation and collectivity among staff members

Professional Development: In both content and academy meetings, we have daily discussions to ensure consistent delivery of content and use of school wide instructional practices and a school-wide lesson plan template. **(GOAL 1)**

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

- Help teachers instruct students with skills and strategies to build the prerequisite learning (that students have missed) in order to master high school level work

Professional Development: In our content meetings, we have discussions to facilitate remediation of students lacking prerequisite skills necessary for academic achievement.

- Identify additional and appropriate interventions in reading, English and math for identified students

Professional Development: In our content meetings, we have discussions to facilitate remediation of students lacking prerequisite skills necessary for academic achievement.

- Help teachers to effectively and regularly manage students with mental health issues exhibiting extreme behaviors Restorative Practices: We hold small group meetings facilitated by counselors for boy groups and girl groups to address mental health issues. We also have external partners (WOAR, and a grief group) working with our students to provide ongoing support for students grieving lost family members and victims of rape and sexual abuse. (GOAL 2)
- Increasing student punctuality Academy Based Common Planning Time: We meet with students who exhibit difficulty in meeting expectations regarding attendance and lateness. We develop personalized plans for individual students to guide them to improvement. (GOAL 2).
- Help teachers develop and implement interdisciplinary and integrated curriculums PD In our academy meetings, we have cross-disciplinary discussions to ensure consistent delivery of content and use of school wide instructional practices and a school-wide lesson plan template **(GOAL 1)**
- By building a pipeline for grade 9 students, we will establish intentional articulation with schools that will facilitate adequate preparation for students exiting eighth grade, and a smooth transition into high school. This pipeline could also strengthen our ninth grade academic program. The school receives the majority of its students from outside the attendance area.

PIPELINE: The pipeline enables schools to share pertinent data about students. The receiving school is then empowered to target students for appropriate RTII interventions. (GOAL 2)

Describe the initiatives that have been revised.

- Translate data analysis inclusive of all teachers in order to adjust their instructional strategies

Professional Development: Using common planning time and academy time to analyze data relative to Danielson based observation and formative assessments of student progress. Additionally, we examine punctuality, attendance, and behavior. **(GOAL 1; GOAL 2)**

- Develop student and faculty ownership of data

Professional Development: Using common planning time and academy time to analyze data relative to Danielson based observation and formative assessments of student progress. Additionally, we examine punctuality, attendance, and behavior. (Goal 1, Goal 2)

- Assist students to pass their courses the first time they take them Professional Development: Using common planning time and academy time to analyze data relative to Danielson based observation and formative assessments of student progress. Additionally, we examine punctuality, attendance, and behavior. (Goal 1, Goal 2)

- Use SDP tools and SAS to support curricular essential questions, create common and multiple types of assessments, implement fully the 8 SDP instructional strategies, design lessons which require different kinds of student engagement Implement additional, appropriate interventions in reading, English and math to target skills needed by identified students (continuous)

Professional Development: Using common planning time and academy time to analyze data relative to Danielson based observation and formative assessments of student progress. Additionally, we examine punctuality, attendance, and behavior. **(Goal 1)**

- Sustain and increase student attendance

Academy Based Common Planning Time: We meet with students who exhibit difficulty in meeting expectations regarding attendance and lateness. We develop personalized plans for individual students to guide them to improvement. (Goal 1, Goal 2)

- Increase student punctuality

Academy Based Common Planning Time: We meet with students who exhibit difficulty in meeting expectations regarding attendance and lateness. We develop personalized plans for individual students to guide them to improvement. (Goal 1, Goal 2)

Design a pipeline for grade 9 student recruitment PIPELINE: The pipeline enables schools to share pertinent data about students. The receiving school is then empowered to target students for appropriate RTII interventions. (Goal 2)