

Fels Samuel HS

**School Improvement Plan**

07/01/2014 - 06/30/2018

# School Profile

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## Demographics

### *Fels Samuel HS*

5500 Langdon Street  
Philadelphia, PA 19111  
(215)537-2516

Federal Accountability Designation: Priority  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Shawn McGuigan  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Regina Cesario	Academic Recovery Liaison : School Improvement Plan
Lillian Izzard	Administrator
Courtney Ward	Administrator
Shawn McGuigan	Building Principal : School Improvement Plan
Rodger Branch	Community Representative
Nicolaus Bernardini	Ed Specialist - Other
Wendy Bodnaruk	Ed Specialist - School Counselor
Sarah Cohen	Ed Specialist - School Counselor
Paul Linder	Ed Specialist - School Counselor
Monique Brown	ESOL COORDINATOR
Joseph Louie	High School Teacher - Regular Education
Tamika Purvines	Intermediate Unit Staff Member
Sia Branch	Parent
Amanda Ward	School Based Teacher Leader-English
Michal Reyes	School Based Teacher Leader-Science
Aileen Cristol	Special Education Liaison

# 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
- Town hall meetings
- District report card
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

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

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, evidence of success for progress monitoring and on-going evaluation of the plan for effective and relevance.

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
IU 26 / Office of Federal Programs Design and Implementation	10/28/2016 12:00:00 AM	Introduction meeting with the School
IU 26 / Office of Federal Programs Design and Implementation	12/8/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	12/20/2016 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	1/18/2017 12:00:00 AM	Comprehensive Plan Monitoring
IU 26 / Office of Federal Programs Design and Implementation	2/2/2017 12:00:00 AM	Federal Monitoring Support
IU 26 / Office of Federal Programs Design and Implementation	2/6/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Planning Submissions Process
IU 26 / Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District Wide School Drop-in session: work sessions to support schools with the SY 17-18 Goal Setting
IU 26 / Office of Federal Programs Design and Implementation	3/16/2017 12:00:00 AM	Comprehensive 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.

The school has quarterly data protocols where they analyze data and then create action plan to provide reteaching or reassessment. This is done to ensure that students master skills during their assessments.

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	Yes
<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>	No

### Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

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

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## School Accomplishments

### Accomplishment #1:

Test Participation Rate for all students in Math is 90.21

### Accomplishment #2:

Test Participation rate for all students in reading is 88.51

### Accomplishment #3:

Test Participation Rate for all students in Science is 85.11

### Accomplishment #4:

The cohort graduation rate is 71.12

### Accomplishment #5:

Advanced Placement, International Baccalaureate, or College Credit is 75.00

## School Concerns

### Concern #1:

35.7% School Performance Profile Building Level Score Designation is Priority

### Concern #2:

17.10 Proficient or advance in Math on PSSA/Keystone

Closing the achievement gap for all students in Math is 21.41.

Closing the achievement gap in Math for historically underperforming students is 15.64

### Concern #3:

32.09% Proficient or advanced in reading on the PSSA/Keystone.

Closing the achievement gap in reading for all students in reading is 16.65

Closing the achievement gap in reading for historically underperforming students is 0.00

### Concern #4:

6.56 Proficient or advance in Science on the PSSA /Keystone

Closing the achievement gap in Science is 16.47

Closing the achievement gap in Science for historically underperforming students is 16.98.

**Concern #5:**

The school did not meet annual academic growth standards in math

**Concern #6:**

The school did not meet annual academic growth standards in reading

**Concern #7:**

The school did not mee the annual academic growth standards in science.

**Concern #8:**

50.7% Chronic Truancy Rate

**Concern #9:**

58.4% Chronic Tardiness Rate

**Concern #10:**

The PSAT/Plan Participation is 0.00

**Concern #11:**

The SAT/ACT College Ready Benchmark is 0.00

## 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:**

35.7% School Performance Profile Building Level Score Designation is Priority

The PSAT/Plan Participation is 0.00

The school did not meet annual academic growth standards in math

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17.10 Proficient or advance in Math on PSSA/Keystone

Closing the achievement gap for all students in Math is 21.41.

Closing the achievement gap in Math for historically underperforming students is 15.64

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32.09% Proficient or advanced in reading on the PSSA/Keystone.

Closing the achievement gap in reading for all students in reading is 16.65

Closing the achievement gap in reading for historically underperforming students is 0.00

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6.56 Proficient or advance in Science on the PSSA /Keystone

Closing the achievement gap in Science is 16.47

Closing the achievement gap in Science for historically underperforming students is 16.98.

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

**Aligned Concerns:**

35.7% School Performance Profile Building Level Score Designation is Priority

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50.7% Chronic Truancy Rate

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58.4% Chronic Tardiness Rate

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

**Aligned Concerns:**

35.7% School Performance Profile Building Level Score Designation is Priority

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50.7% Chronic Truancy Rate

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58.4% Chronic Tardiness Rate

# 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: Algebra 1 Assessments

2017 – 20178

Specific Targets: Increase the number of 9th grade students scoring proficient or advanced on the Algebra 1 Benchmarks by 10% (Baseline is 24% - 160 students) for students that score 50% or above the Algebra 1 assessments.

Type: Interim

Data Source: English 1 assessments

Sept 2017 - June 2018

Specific Targets: Increase the number of 10th grade students scoring proficient or advanced on the English Benchmarks by 10% (Baseline is 24% - 140 students) for students that score 50% or above on the English 1 assessments

Type: Annual

Data Source: School Performance 2017 – 2018

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

Type: Annual

Data Source: Report Cards

September 2017 – May 2018

Specific Targets: Increase the percentage of 9th graders earning a passing grade by 20% as evidenced by the number of 9th graders with a D or higher in core subjects. (Baseline is 21% - 63 students.)

Type: Annual

Data Source: PVAAS September 2017 – May 2018

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

## ***Strategies:***

### *Instructional Coaching*

#### **Description:**

Instructional Coaching will be utilized 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:** Standards

### *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:** Standards

### *Professional Development*

#### **Description:**

**Professional Development on research based strategies and best practices in reading and math will be offered to ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for teaching. Professional Development 21st Century Skills Focused – all teachers and staff will receive ongoing PD in areas of highly effective reading and math instructional practices.**

**SAS Alignment:** Standards

### *Credit Recovery*

**Description:**

Credit recovery opportunities will be provided for all students and opportunities for extended learning for struggling students in order to increase academic achievement and provide interventions based upon student needs in order to fully ensure that students who enter school as 9th graders will complete the academic program and graduate in four years.

**SAS Alignment:** Standards

### *Individualized Learning Plans*

**Description:**

**Individualized Learning Plans** – The Individual Learning Plan (ILP) will be implemented schoolwide as a personalized document that students develop with their counselors and other supportive adults to chart their progress toward their goals during each school year, to ensure they are on the path to graduation, and to determine what resources and tools they need to be prepared for a successful pathway in life after graduation.

**SAS Alignment:** None selected

### *Compass Learning*

**Description:**

This strategy was used in our 9th grade class, increasing the number of students mastering mathematical terms in accordance with PA Core Standards.

**SAS Alignment:** Instruction

### *Compass Learning for struggling learners*

**Description:**

A solid base of research shows that students learn reading best when they have access to a full range of instruction geared to various grouping sizes. In addition, research shows that the exclusive use of one grouping pattern tends to widen the gap between below level readers and advanced readers.

**SAS Alignment:** Instruction

## ***Implementation Steps:***

### *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:** 6/30/2018

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

**Supported Strategies:**

- Instructional Coaching

### *Instructional Coaching – Schedule Meetings*

**Description:**

SBTL will hold biweekly content area teacher meetings during Common Planning Time to provide instructional support and additional teaching materials.

Indicator of Implementation:

Common Planning Time Agendas

Teacher Sign In Logs

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

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



**Supported Strategies:**

- Instructional Coaching

*Instructional Coaching – Job Embedded Support***Description:**

School Based Teacher Leaders visit classrooms on a bi-weekly basis to provide support to all teachers in order to assist in student academic achievement.

Indicator of Implementation:

SBTL Daily Log Sheets

Classroom Visits by Administration

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

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

**Supported Strategies:**

- Instructional Coaching

*Instructional Coaching – Mentoring Struggling teachers***Description:**

School Administration and SBTL's mentor on an individual basis new and struggling teachers to increase teaching skills and student academic achievement.

Indicator of Implementation:

Mentoring Logs

Teacher Lesson Plans

Classroom Visits by Administration

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

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

**Supported Strategies:**

- Instructional Coaching

*Instructional Coaching – Monitoring***Description:**

School Administration reviews collected data from formal and informal classroom visits to determine teacher retention for the next school year.

Teacher Lesson Plans

Informal and Formal Classroom Observations

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

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

**Supported Strategies:**

- Instructional Coaching

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

Develop a year-long walkthrough calendar to ensure frequency of visiting classrooms to monitor implementation of effective instructional practices.

Walkthrough schedules

**Start Date:** 9/1/2013    **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Informal and Formal Observations

*Informal and formal observations -Observation Protocol*

**Description:**

Leadership team will create an observation protocol based on the Danielson Framework to conduct informal and formal observations for all classrooms and for all grades and subjects.

Walk through protocol

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

**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 lessons based on the Danielson Framework.

Agenda

Sign-in sheet

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

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

- Informal and Formal Observations

*Informal and formal Observation - Instructional Coaching*

**Description:**

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

Schedule of Instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- Instructional Coaching

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

**Description:**

The leadership team will conduct walkthroughs to ensure teachers exhibit ongoing effective instructional practices across all classrooms.

Indicator of Implementation:

Agenda

Sign-in sheet

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

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

**Supported Strategies:**

- Informal and Formal Observations

### *Informal/Formal Observations Feedback*

**Description:**

Leadership will meet with teachers and staff to discuss and offer reflective feedback based upon observed classroom practices.

Reflective Feedback

**Feedback Protocol****Start Date:** 9/1/2017    **End Date:** 6/30/2018**Program Area(s):** Professional Education**Supported Strategies:**

- Informal and Formal Observations

*21st Century Professional Development Needs Assessment***Description:**

**Professional Development needs assessment and survey** - conduct a teacher based survey in September 2014 asking teachers to identify what skills and strategies they feel they need assistance in developing. Using last year's informal and formal observation forms the administration identifies teacher needs in delivering instruction with rigor and fidelity.

Creation of a professional development plan for the school year 2017 - 2018

**Start Date:** 9/1/2017    **End Date:** 6/30/2018**Program Area(s):** Professional Education**Supported Strategies:**

- Professional Development

*21st Century Professional Development -Analyze Data from Needs Assessment***Description:**

**Professional Development Analyze Needs** – using teacher input and feedback from observations, identify 3 major topics and 5 instructional strategies that will be the focus for instruction for the school year 2014 – 2015.

Creation of a professional development plan for the school year 2017 – 2018.

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development Develop a Yearly Calendar*

**Description:**

Using back mapping create a professional development calendar that centers on the needs of teachers and focuses on strategies to achieve student academic success.

Indicator of Implementation:

Printed calendar with descriptions of each professional development session.

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development- Distribute and Share Calendar*

**Description:**

Every staff member of the staff will receive a copy of the professional development calendar for the school year 2017 – 2018

Indicator of Implementation:

Teacher distribution and sign out sheet that they have received the document.

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development Staff To Deliver Professional Development*

**Description:**

Create a strong guiding coalition of teachers that will foster and encourage student academic achievement through effective and rigorous professional development sessions to be known as the Professional Development team and will be responsible for organizing and implementing bi weekly professional development for the teaching staff.

Indicator of Implementation:

List of Professional Development Team members

Documentation of meetings and professional development plans.

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development Implement Professional Development*

**Description:**

Professional development implementation through by the Professional Development Team. Monitor changes in teacher and student practice.

Agenda

Sign In Sheets

Title I Binder

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development Monitor*

**Description:**

Professional development implementation will be monitored through informal and formal classroom visits, student assessment scores, departmental /PLC meetings where teachers can share and examine high quality student work and completed products.

Indicator of Implementation:

Informal/Formal teacher observations
Feedback via School District of Philadelphia computerized system EDS

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

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

**Supported Strategies:**

- Professional Development

### *21st Century Professional Development -Evaluate Professional Development*

**Description:**

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Collect data on individual teacher feedback forms and identify where there is a lack of implementation of instruction that includes rigor and fidelity.

Indicator of Implementation:

EDS Report

Reflective Feedback

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

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

**Supported Strategies:**

- Professional Development

*Credit Recovery- Run credit profiles*

**Description:**

Guidance counselors will run credit profiles on students and identify students who lack credits and should enroll in credit recovery.

credit profile reports

**Start Date:** 9/1/2014    **End Date:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- Credit Recovery

*Credit Recovery – Sign Up Students*

**Description:**

Guidance counselors will sign students up for credit recovery program. Credit recovery meets either after school, Saturdays, or in the PASS program (a special program for students who are over-aged and under-credited that meets during the

school day)

Completed registration forms of students for credit recovery

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery – Recruit certified teachers*

**Description:**

Leadership team will advertise teaching positions for credit recovery. Leadership team will select teachers to deliver credit recovery instruction after school and on Saturdays.

Faculty list of teachers for credit recovery

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Credit Recovery

### *Credit Recovery- Implementation*

**Description:**

School will implement credit recovery program and ensure that students master course content. Students may recover credits after school, on Saturdays, or in the PASS Program (a special program for students who are over-aged and under-credited that meets during the school day).

Student/Teacher Attendance Sheets

Gradebook

Usa Test Prep Data per student

Student sign in sheets, Student work

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Credit Recovery

### *Credit Program- Awarding of Credits*

**Description:**

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

Updated credits for students who complete the program

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Credit Recovery

### *Individualized Learning Plan (ILP)- Create an ILP Team*

**Description:**

The Principal and leadership will recruit staff including guidance counselors, teachers and administrators to create an ILP team.

Teacher Lists

**Start Date:** 9/1/2014    **End Date:** 6/30/2018

**Program Area(s):** Student Services

**Supported Strategies:**

- Individualized Learning Plans

### *Individualized Learning Plan (ILP) – Create a Process to Develop ILP*

**Description:**

The ILP team will develop a process to create, implement, monitor and evaluate individualized learning plans for students

Student

ILPs

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Individualized Learning Plans

### *Individualized Learning Plans*

**Description:**

**All students from grades 9 – 12th will update their ILP on a basis with their assigned counselor after every report card period to ensure they are meeting their individual goals.**

**ILPs**

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Individualized Learning Plans

### *Individualized Learning Plans- Implement*

**Description:**

All junior and senior students will be assigned a member of the school staff to act as a mentor and tutor to provide assistance to students in meeting their goals as related to their ILP for a two (2) year period in both social and educational areas. Teachers will lead students in analyzing their Individualized Learning Plans to see if the student needs to enroll in credit recovery in order to graduate on time.

Documentation of mentoring sign in sheets

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Individualized Learning Plans

### *Individualized Learning Plans- Monitor*

**Description:**

**All students from grades 9 – 12th will update their ILP on a basis with their assigned counselor after every report card period to ensure they are meeting their goals**

Student Learning Plans

Data from School Net

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

**Program Area(s):**

**Supported Strategies:**

- Individualized Learning Plans

### *Individualized Learning Plans-evaluate*

**Description:**

Mentors will monitor ILP's throughout the course of the year through meetings with students and review of data to ensure student are on track to graduate.

List of students who need to sign up for credit recovery

Schedule of meetings

Early Warning Indicator Report

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

**Program Area(s):** Student Services

**Supported Strategies:**

- Individualized Learning Plans

### *Compass Learning - Professional Development*

**Description:**

Compass Learning for Tier 2/3 interventions. Math teachers have recieved Professional Development on the Compass Learning tool.

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

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

**Supported Strategies:**

- Compass Learning

## *Compass Learning - Implementation*

### **Description:**

Weekly results from Compass Learning will be utilized to assess mastery of standards for each unit

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

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

### **Supported Strategies:**

- Compass Learning

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

### **Indicators of Effectiveness:**

Type: Annual

Data Source: School Performance Profile

2017 – 2018

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

Type: Annual

Data Source: Keystone Exams 2017 – 2018

Specific Targets: Increase the percentage of all students tested in math and reading will score in the proficient and advanced categories in the 2014 Keystone Exams

Type: Annual

Data Source: Emetric

September 2017 – May 2018

Specific Targets: Increase the number of students scoring proficient or advanced in all tested subjects and all student groups.

Type: Annual

Data Source: PVAAS September 2017 – May 2018

Specific Targets: Increase in the number of PVAAS reported grade levels will meeting or exceeding the standard for PA Academic Growth in all subjects.

Type: Interim

Data Source: Early Warning

Indicators

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

Type: Interim

Data Source: RTII

2017 -2018

Specific Targets: Decrease the number of students prescribed Tier II and Tier III interventions for RTII.



Type: Interim

Data Source: Benchmark assessments

Quarterly

2017-2018

Specific Targets: Increase the number of 9th grade students scoring proficient or advanced on the Algebra 1 Benchmarks by 10% (Baseline is 24% - 160 students) for students that score 50% or above the Algebra 1 assessments.

Type: Interim

Data Source: Benchmark assessments

Quarterly

2017 - 2018

Specific Targets: Increase the number of 10th grade students scoring proficient or advanced on the English Benchmarks by 10% (Baseline is 24% - 140 students) for students that score 50% or above on the English 1 assessments.

### ***Strategies:***

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

##### **Description:**

Data informed instruction will be implemented to assist in prioritizing curricular content and to guide teachers in developing a shared understanding of the knowledge and skills students need. Results from assessments will be disaggregated by assessment anchor, eligible content and standards aligned learning objectives by all educators including the principal. This will ensure school wide use of data that is focused on school improvement and the academic growth of all students.

**SAS Alignment:** None selected

#### ***Data Analysis Procedures-***

**Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

**SAS Alignment:** None selected

***Implementation Steps:******Data Informed Instruction-Professional development*****Description:**

School Administration and SBTL'S provide Professional Development to all teachers in order to correctly perform implementation of data based instruction in individual classrooms.

Professional Development Agenda

Teacher Sign IN Sheets

Printed copies of Data Protocol

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

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

**Supported Strategies:**

- Data Informed Instruction:

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

The Leadership Team will schedule bi-monthly Data Team Meetings to analyze both state and locally relevant student data to prioritize curricular content and ensure that instructional practices are reported out by assessment anchor, eligible

content, or standards aligned learning assessment. This will ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Calendar of Monthly Meetings, Agendas,  
Sign-in Sheets,

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

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

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction-Use data in lesson plans*

**Description:**

SBTL'S provide instructional support for all teachers to implement Data Based instruction into their daily lesson plans during Common Planning Time and informal classroom visits.

lesson plans

student data protocols

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction - Collect Data*

**Description:**

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

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Disaggregate Data*

**Description:**

The Data Analysis Team will identify and disaggregate current performance of grade-level on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

Data Binders

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

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

**Description:**

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

SAS Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Implement*

**Description:**

All teachers incorporate classroom/student data into their daily lesson plans which would include the usage of differentiated instructional strategies.

Submitted Weekly Lesson Plans

Informal/Formal Classroom Visits

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Informed Instruction- Intervention Implementation*

**Description:**

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

SAS Materials and Resources

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

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

**Description:**

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

Data Protocols

RTII Portal

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

**Program Area(s):**

**Supported Strategies:**

- Data Informed Instruction:

### *Data Analysis Procedures– Create Data Analysis Protocols*

**Description:**

School administration along with the content area School Based Teacher Leaders will develop a school wide protocol for all teachers to use for school and student data.

Copies of Data Protocols

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

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

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures – Professional Development on Data Protocols and Analysis*

**Description:**

Professional Development Team presents a series of Professional Development sessions on the use and protocols of Data Analysis.

PD agendas and sign in sheets

Distribution of printed data analysis protocols

Collected data review forms

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

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

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures – Analyze Data*

**Description:**

Teaching staff implements classroom data boards, data books, individual student folders that contain school based data but also individual student data.

Observation of displayed data in individual teacher rooms

Monitor of data books and folders on a monthly basis by SBTL

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

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

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures – Data Room*

**Description:**

School Administration and SBTL'S create a data room that includes all school based data along with individual classroom data based on the Keystone Tests and school based quarterly exams.

Completed DATA Boards in Room A143

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

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

**Supported Strategies:**

- Data Analysis Procedures-

### *Data Analysis Procedures - Monitor Data Analysis*

**Description:**

The leadership team will monitor analyzed data that teachers are using to adapt and modify their instructional practices and interventions to ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

PDE and Locally Relevant Student Data Lesson Plans

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

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- Data Analysis Procedures-



## *Data Analysis Procedures – Data Analysis Evaluation*

### **Description:**

The leadership team will evaluate data analysis procedures to ensure that teachers are effectively using data to drive instruction to ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

PDE and Locally relevant student data

Lesson plans

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

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

### **Supported Strategies:**

- Data Analysis Procedures-

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

### **Indicators of Effectiveness:**

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Increase the parental involvement of monthly parent meetings/workshops by 10% & develop an active SAC as measured by parental sign-in sheets

Type: Annual

Data Source: Scholarship

September 2017- June 2018

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

Type: Annual

Data Source: School Performance Profile

20147-2018

Specific Targets: Increase graduation cohort rate.

Type: Interim

Data Source: Parental sign-in sheets

2017 2018

Specific Targets: ncrease parental involvement of monthly parent meetings/workshops by 10% & develop an active SAC. (Baseline, 10% - 978 parents) as measured by parental sign-in sheets.

### ***Strategies:***

#### *Restorative Practices*

##### **Description:**

Restorative Practices will be adopted school-wide to ensure a safe, supportive, and orderly learning environment for all students. The principal, educators, and school community members will collaboratively develop restorative practices in school, ranging from proactive and responsive interventions, developing student capacity through classroom management, integration within the school curriculum, and achieving social discipline by creating a school culture of participatory learning and decision-making. By allowing students to be actively engaged and taking greater responsibility, the principals and all educators will build relationships and connections with students that will positively impact academic performance.

**SAS Alignment:** None selected

### *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

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

#### *Restorative Practices - Establish the Restorative Practices, Policies, and Expectations*

**Description:**

The Restorative Practices Team, including the Leadership Team, will develop policies and practices that include proactive and responsive interventions, classroom management, integration within the school curriculum, and achieving social discipline through participatory learning and decision-making. This will ensure that the principal and all other educators implement a positive behavioral support system that supports and proactively intervenes to create a safe and supportive environment for all students.

Restorative Practices Expectations Documents

Restorative Practices Posters

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

*Restorative Practices- Training***Description:**

School Administration will introduce, and provide training on “Restorative Practices” to all staff members and students to be implemented as a school wide program to decrease bullying within the school community.

Agenda and Sign IN Sheets

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

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

- Restorative Practices

*Restorative Practices – Implemenation***Description:**

All staff members, including support personnel, and students will implement the principles of “Restorative Practices” in the entire school environment, including classrooms, hallways, and the cafeteria.

Documentation in Lesson Plans

Informal and Formal Observations

Decrease in the number of serious incidents in the building.

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

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

- Restorative Practices

*Restorative Practices- Monitor***Description:**

School Administration along with the Leadership team will monitor and review the implementation of “Restorative Practices”, and the impact the practices have on data concerning with out of school suspensions.

Montly Leadership Team Meeting Agendas

Decrease by 20% in Out of School Suspensions

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

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

- Restorative Practices

*Restorative Practices-Evaluation***Description:**

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

Insight for School Improvement Monthly report

(Data via SchoolNet-Scholarchip – Castor Program)

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

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

- Restorative Practices

*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:** 6/30/2018

**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:** 6/30/2018

**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:** 6/30/2018

**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:** 6/30/2018

**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:** 6/30/2018

**Program Area(s):**

**Supported Strategies:**

- School-wide Attendance Incentive Program:





# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for Fels Samuel HS.*

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Fels Samuel 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 Fels Samuel 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.**

The School's Past Year of Success Consist of:

Biology: 16.6% increase in the number of students scoring 75-100% correct on the Benchmarks 2 Biology

Math: 11.9% Increase in the number of students scoring 75-100% correct on the Benchmark 2 Algebra 1 by 9.4% (2.5 % to 11.9%) as evidenced by the Benchmark Test Performance by Subject Report on KPI.

9th Grade Academy: 82% of first time 9th graders have earned at least 1.00 or more credits towards graduation. 27% (8 of 30) of repeat 9th graders have earned at least 5.00 credits, resulting in a mid-year promotion to 10th grade.

Climate: 178 OSS, which is below our yearly goal of less than 200 total number of out of school suspension days.

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

Areas of Concerns From the Past Year Consist of:

Literacy - Increase the number of 10th grade students scoring proficient or advanced on the English Benchmarks by 10% (Baseline is 24% - 140 students) for students that score 50% or above on the English 1 assessments.

9th Grade- Increase the percentage of 9th graders earning a passing grade by 20% as evidenced by the number of 9th graders with a D or higher in core subjects.

Parental Involvement - Increase parental involvement of monthly parent meetings/workshops by 10% & develop an active SAC. (Baseline, 10% - 978 parents) as measured by parental sign-in sheets.

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

Many initiatives have remained the same with the addition of computer based interventions and professional development opportunities. A Community Relations Liasion was purchased to increase involvement in monthly parent meetings.

The School Level Plan Guiding Question 2, 4, and 6 were revised to include the support of a Math and Literacy School Based Teacher Leader in order to increase the student proficiency in Alegbra and English Benchmarks.

## 2015-2016 Improvement Evaluation

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

To date, there seems to be stability with students who originally enrolled at Fels (approximately 1,025 enrolled and 1,009 to date). Our daily attendance has increased slightly when compared to the previous years. We have implemented monthly attendance incentives and as a result more students are coming to school on time and our attendance has increased slightly. Fels held a college fair in November and provided

all seniors information about next steps to select the best-fit college or post-secondary program. We did not meet our target growth in ELA and Algebra, but there was an increase in the 2nd quarter benchmark for Algebra. Our school based teachers leaders received a Driven by Data training with a focus on development of common assessments. Our teachers have implemented common assessments by specific content area, and have begun an after-school Keystone tutoring program. We offered two sessions for credit recovery (winter & spring sessions). We have reduced the number of out-of-school suspensions drastically when compared to previous years. Our yearly goal was to decrease the suspensions by 10%, and to date we have decreased our numbers by over 20%. Hallways are typically empty during instructional time as a result of hall sweep procedures being implemented as well as consistency with staff monitoring. \*\*\*\* Student Government has been established and is included in some of the decision making process when developing extra curricular events such as various holiday themed dances, funraising, and social events. (SLGQ 2) (SLGQ 4) (SLGQ 6)

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

Attendance during benchmarks, and keystone testing continue to be a challenge. 12.77 % of students are proficient or advanced on the Algebra 1 keystone exams, 28.16% of students are proficient or advanced on the Literature keystone exams, and 7.26 % proficient or advance on the Biology keystone exams. We did not meet the academic growth target on the benchmarks in both English and Math. Benchmark 1 Eng2 = 35.1% & Benchmark 2 Eng2 = 32.6% Benchmark 1 Alg1 = 35.6% & Benchmark 2 Alg2 = 36.5%. Currently we do not have a community relations liaison dedicated to creating and supporting partnerships among the school, families and the community. One of the biggest challenges is engaging parent leaders, families and members of the community as essential partners in helping students achieve academic proficiency, college and career readiness. Attaining a commitment from parents to be part of a Home and School association, attend monthly meetings, and even attend report card conferences. Administration continues to find and implement strategies to get stronger parental involvement, but to date there has not been great success. (SLGQ 4) (SLGQ 6)

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

Continue to monitor data to identify weaknesses which will drive instruction, help track attendance, and identify students that need additional academic and behavioral supports. Although these strategies are already in place, analyzing the data will help to identify action steps which may need to be altered to help reach our goals and address our strategies. (SLGQ 2), (SLGQ 4), (SLGQ 6)

## **2014-2015 Improvement Evaluation**

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

**School Level Guiding Questions (SLGQs) 2,4,6 are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGOs has provided tangible evidence that Fels HS is meeting criteria of successful implementation. Our evidence includes the fact that administrators and teacher know the Teacher Effectiveness Tool and our Walkthroughs and observations are conducted regularly. Feedback to teachers is provided electronically and in face to face conferences with teachers. The Instructional leadership team is beginning to create common assessments and lesson plans are reviewed by administrators.**

**Parental communication is done via phone, email and social media. We have been successful in lowering our suspension rate and improving our attendance to 84.4%. We hold conflict resolution sessions and mediations along with teacher and parent workshops to support students.**

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

**Continue to implement Action Steps from SLGQ 2,4,6 so the school meets its targets, especially those activities that influence learning like raising teacher expectation for students and holding teacher accountable for practices that make a difference in learning. Teacher are held accountable for collaborative lesson planning, common assessments teaching grade level Pennsylvania standards, teaching academic vocabulary, frequently incorporating writing into lessons, cognitively engaging students, etc. We have raised the sense of urgency for successful change within the entire staff while ensuring that all students are taught Pennsylvania Standards on grade level.**

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

**Due to the limited implementation period, the school will continue to monitor the evaluation of strategies and action steps to ensure successful outcomes for all students.**