

Washington George HS
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

Washington George HS

10175 Bustleon Avenue
Philadelphia, PA 19116
(215)961-2001

Federal Accountability Designation: Focus
Title I Status: Yes
Schoolwide Status: Yes
Principal: Susan Thompson
Superintendent: William Hite

Stakeholder Involvement

| Name | Role |
|---------------------|--|
| Susan Thompson | Building Principal : School Improvement Plan |
| Dave Kushal Kamar | Community Representative |
| Antonio Pitsakis | Ed Specialist - Other |
| Mikhail Zolotnitsky | Ed Specialist - Other |
| Sean Heist | Intermediate Unit Staff Member |
| John O'Brien | Intermediate Unit Staff Member |
| Bianca Stevens | Parent |
| Elizabeth Gutierrez | 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
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- District's annual report
- 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)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Parent advisory committee meetings
- Parent-Teacher Conferences

- Home-school visits
- School Improvement Brochure
- Student Handbook

Assurance for Priority Schools (Annually Updated SIP)

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

No

Coordination of Programs

Technical Assistance

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

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

The Office of Federal 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 |
|--|-----------------------|--|
| Office of Federal Programs Design and Implementation | 1/27/2017 12:00:00 AM | Comprehensive plan monitoring visit |
| Office of Federal Programs Design and Implementation | 2/3/2017 12:00:00 AM | Comprehensive plan monitoring visit |
| Office of Federal Programs Design and Implementation | 2/6/2017 12:00:00 AM | Network Sessions on June 2017 Comprehensive Plan Submission Process |
| Office of Federal Programs Design and Implementation | 3/13/2017 12:00:00 AM | Budget Drop-In Sessions: Work sessions to support schools in planning for comprehensive plan and |

| | | |
|--|-----------------------|---|
| | | flexibility |
| Office of Federal Programs Design and Implementation | 3/17/2017 12:00:00 AM | Technical Support with Needs Assessment Root Cause Analysis |
| Office of Federal Programs Design and Implementation | 3/28/2017 12:00:00 AM | Budget Meetings: Support schools in finalizing FY17 budget |
| Office of Federal Programs Design and Implementation | 4/19/2017 12:00:00 AM | Working Sessions Tab 3-2017-2018 Goal Setting |

Student Assessment of Progress

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

Teachers are included in the assessment process through department meeting time to evaluate assessments. Reflection and data-driven use of the information is gleaned. Retool and discuss lesson planning and implementation. Increase in teacher reflection around instructional practices.

Improved professional development plans and professional improvement plans. Increase in student achievement over time.

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

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

Coordination and Integration of Services and Programs

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

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

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

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

Is your school consolidating funds?

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

| Federal Grant Program | Amount of Grant |
|-----------------------|-----------------|
|-----------------------|-----------------|

| State/Local Grant Program | Amount of Grant |
|---------------------------|-----------------|
|---------------------------|-----------------|

Needs Assessment

School Accomplishments

Accomplishment #1:

Industry Standards-Based Competency Assessments - Percent Competent or Advanced 89.47%

Accomplishment #2:

Advanced Placement, International Baccalaureate, or College Credit 100%

Accomplishment #3:

Attendance rate indicator 86.11%

Accomplishment #4:

Class cuts decreased by 40% compared to 2015-2016

School Concerns

Concern #1:

| |
|--|
| 52.9 School Performance Profile Building Level Score Designation Focus |
|--|

| |
|---|
| 36.61% proficient or advanced on Algebra I Keystone Exams |
|---|

| |
|--|
| 51.16% proficient or advanced on Literature Keystone Exams |
|--|

| |
|---|
| 25.81% proficient or advanced in Biology Keystone Exams |
|---|

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|--|
| School did not meet the academic growth standard PVAAS in Algebra I Keystone Exams 50%, Science/Biology 50% |
|--|

| |
|------------------------------------|
| 4.03% PSAT/Plan Participation rate |
|------------------------------------|

| |
|---|
| 90.78 Test Participation Rate-Algebra 1 |
|---|

| |
|---|
| 79.18 Test Participation Rate- Literature |
|---|

| |
|--|
| 67.15 Test Participation Rate- Biology |
|--|

| |
|---------------------|
| 164 YTD Suspensions |
|---------------------|

| |
|-------------------|
| 31.7% Truancy YTD |
|-------------------|

| |
|---------------------|
| 46.7% Tardiness YTD |
|---------------------|

| |
|---|
| 89.2% Average Daily Attendance |
| Did not meet the indicators of the closing the Achievement Gap for all students in Math 21.13%, ELA Literature 32.17%, Science /Biology 49.27% |
| Did not meet the indicators of the closing the Achievement Gap for historically underachieving students in Math 30.38%, ELA Literature 36.4%, Science /Biology 33.99% |
| SAT/ACT College Ready Benchmark 23.41% |

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:

| |
|---|
| 52.9 School Performance Profile Building Level Score Designation Focus |
| 36.61% proficient or advanced on Algebra I Keystone Exams |
| 51.16% proficient or advanced on Literature Keystone Exams |
| 25.81% proficient or advanced in Biology Keystone Exams |
| School did not meet the academic growth standard PVAAS in Algebra I Keystone Exams 50%, Science/Biology 50% |
| 4.03% PSAT/Plan Participation rate |
| 90.78 Test Participation Rate-Algebra 1 |
| 79.18 Test Participation Rate- Literature |
| 67.15 Test Participation Rate- Biology |
| 164 YTD Suspensions |
| 31.7% Truancy YTD |
| 46.7% Tardiness YTD |
| 89.2% Average Daily Attendance |
| Did not meet the indicators of the closing the Achievement Gap for all students in Math 21.13%, ELA Literature 32.17%, Science /Biology 49.27% |
| Did not meet the indicators of the closing the Achievement Gap for historically underachieving students in Math 30.38%, ELA Literature 36.4%, Science /Biology 33.99% |
| SAT/ACT College Ready Benchmark 23.41% |

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:

| |
|---|
| 52.9 School Performance Profile Building Level Score Designation Focus |
| 36.61% proficient or advanced on Algebra I Keystone Exams |
| 51.16% proficient or advanced on Literature Keystone Exams |
| 25.81% proficient or advanced in Biology Keystone Exams |
| School did not meet the academic growth standard PVAAS in Algebra I Keystone Exams 50%, Science/Biology 50% |
| 4.03% PSAT/Plan Participation rate |
| 90.78 Test Participation Rate-Algebra 1 |
| 79.18 Test Participation Rate- Literature |
| 67.15 Test Participation Rate- Biology |
| 164 YTD Suspensions |
| 31.7% Truancy YTD |
| 46.7% Tardiness YTD |
| 89.2% Average Daily Attendance |
| Did not meet the indicators of the closing the Achievement Gap for all students in Math 21.13%, ELA Literature 32.17%, Science /Biology 49.27% |
| Did not meet the indicators of the closing the Achievement Gap for historically underachieving students in Math 30.38%, ELA Literature 36.4%, Science /Biology 33.99% |
| SAT/ACT College Ready Benchmark 23.41% |

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:

| |
|--|
| 52.9 School Performance Profile Building Level Score Designation Focus |
| 36.61% proficient or advanced on Algebra I Keystone Exams |
| 51.16% proficient or advanced on Literature Keystone Exams |
| 25.81% proficient or advanced in Biology Keystone Exams |
| School did not meet the academic growth standard PVAAS in Algebra I Keystone Exams 50% Science/Biology 50% |
| 4.03% PSAT/Plan Participation rate |
| 90.78 Test Participation Rate-Algebra 1 |
| 79.18 Test Participation Rate- Literature |

| |
|---|
| 67.15 Test Participation Rate- Biology |
| 164 YTD Suspensions |
| 31.7% Truancy YTD |
| 46.7% Tardiness YTD |
| 89.2% Average Daily Attendance |
| Did not meet the indicators of the closing the Achievement Gap for all students in Math 21.13%, ELA Literature 32.17%, Science /Biology 49.27% |
| Did not meet the indicators of the closing the Achievement Gap for historically underachieving students in Math 30.38%, ELA Literature 36.4%, Science /Biology 33.99% |
| SAT/ACT College Ready Benchmark 23.41% |

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: Annual

Data Source: PSSA

September 2017 – May 2018

Specific Targets: 6% decrease in the number of students below basic in ELA and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: Increase in the PVAAS growth for all grade levels and content areas.

Type: Annual

Data Source: Keystone Assessments

Winter and Spring 2017-2018

Specific Targets: Increase 6% or more in the number of students scoring proficient or advanced levels in winter and spring Keystone Exams in Algebra I, Literature, and Biology

Type: Interim

Data Source: EWI

September 2017-June 2018

Specific Targets: Decrease the number of students listed for multiple course failures, chronically truant, chronically tardy and suspensions.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

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

Type: Interim

Data Source: Grades

2017 – 2018 Decrease the number of students course failures.

Specific Targets: Decrease the number of students course failures.

Strategies:

Differentiated Instruction

Description:

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

SAS Alignment: Instruction

Informal and Formal Observations

Description:

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

SAS Alignment: Instruction

Professional Development

Description:

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

SAS Alignment: Curriculum Framework, Instruction

Small Group Instruction

Description:

An approach to teaching in which teachers proactively modify curriculum, teaching methods, resources, learning activities, and student products to address the needs of individual students and small groups of students to maximize the learning opportunity for each student in the classroom.” (Tomlinson, Brighton, Hertberg, Callahan, Moon, Brimijoin, Conover, & Reynolds, 2003, p. 121).

SAS Alignment: Instruction

THINK THROUGH MATH

Description:

Think Through Math combines live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system that is proven to help students
(<https://www.thinkthroughmath.com/math-intervention-program-online/>)

SAS Alignment: Instruction

Compass Learning

Description:

CompassLearning Odyssey provides digital curriculum for K-12 students that can be used as primary or supplemental instruction. Odyssey uses a diagnostic to offer prescriptive instruction through a personalized learning path that can be both monitored and manually altered by the teacher.

SAS Alignment: Instruction

Peer Group Connection

Description:

Peer tutoring is a flexible, peer-mediated strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to review critical academic or behavioral concepts.

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction- Lesson Plans

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction -Lesson Plan Review

Description:

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

Lesson Plans

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Differentiated Instruction – Observation

Description:

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

Reflective Feedback

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

Program Area(s):

Supported Strategies:

- Differentiated Instruction

Informal and formal observations- Calendar

Description:

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

Walkthrough schedules

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Informal and formal observations -Observation Protocol

Description:

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

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 observations -Conduct Walkthroughs

Description:

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

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 - Feedback

Description:

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

Feedback Protocol

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

Program Area(s):

Supported Strategies:

- Informal and Formal Observations

Professional Development -Needs Assessment

Description:

Administrators will conduct a professional development needs assessment

Needs Assessment

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Trainings

Description:

Staff and leadership will be selected to facilitate and deliver Professional Development over the course of the year.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Professional Development -Monitoring the effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure professional development has improved both teacher and student outcomes.

Year-long PD calendar

Title I Binder

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

Program Area(s):

Supported Strategies:

- Professional Development

Small Group Instruction Professional Development

Description:

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

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s):

Supported Strategies:

- Small Group Instruction

Think Through Math

Description:

Think Through Math assessment data will be reviewed by the Leadership team to ensure fidelity in the implementation.

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

Program Area(s): Student Services

Supported Strategies:

- THINK THROUGH MATH

Compass Learning

Description:

Compass Learning Assessment Data will be analyzed by the Leadership Team to ensure fidelity with the implementation,

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

Program Area(s): Student Services

Supported Strategies:

- Compass Learning

Peer Group Connection

Description:

Track the list of students who are in tutoring and involved in PGC as well as track the content covered in tutoring and PGC.

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

Program Area(s): Student Services

Supported Strategies:

- Peer Group Connection

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: Interim

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Decrease the number of suspensions.

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: Decrease the number of chronically truant and tardy.

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017– June 2018

Specific Targets: Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Strategies:

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented weekly to allow for multiple teachers or grade teams to work collaboratively in order to look at student work and analyze student data. This will help to identify strengths /concerns; determine supports/ enrichment; adjust interventions and/or adapt identified instructional practices within their classrooms to increase student mastery in all content areas.

SAS Alignment: None selected

Data Analysis Procedures

Description:

Data Analysis Procedures and protocols will be established and implemented by all teachers, staff and leadership. Analyzing data and looking at student work will strengthen collaborative conversations around the implementation of researched best practices and strategies in all content areas. This will ensure all teachers modify and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Data Informed Instruction

Description:

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

SAS Alignment: None selected

Implementation Steps:

Data Analysis: Establish a Data Team

Description:

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

List of the Data Team Members

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis - Data Collection

Description:

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

Data Analysis Protocols

SchoolNet Data

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

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

Data Analysis Procedures- Create Data Analysis Protocols

Description:

The Data Analysis Team will create protocols to analyze student data from PVAAS, DIBELS and GATES administrations. This will ensure that all educators, use established protocols to analyze appropriate data for informing decisions around student instruction.

Copy of Data Protocols

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

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

- Data Analysis Procedures

Data Analysis Procedures- Professional Development on Data Protocols and Analysis

Description:

Professional Development on Data Analysis will be provided to all teachers and education specialists, to ensure that school staff members understand how to use established protocols to analyze appropriate data for informing decisions for improving student learning and adjusting instruction to meet students' needs.

Agenda

Sign-in Sheets

PD Evaluation Sheet and Schedule

Title I Binder

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

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

- Data Analysis Procedures

Data Analysis Procedures – Analyze Data

Description:

All teachers, staff, and leadership will analyze student assessment data to inform decisions for improving student learning and modify and adapt identified instructional practices within classrooms to increase student mastery.

Data Protocols

Lesson Plans

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:

Leadership will monitor that teachers are using analyzed data to modify and adapt identified instructional practices and improve student learning within classrooms to increase student mastery.

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:

Teachers will evaluate student achievement through multiple sources of student data to determine effectiveness of interventions and to adjust instructional practices as determined through data analysis.

PDE and Locally relevant student data

Lesson plans

Start Date: 9/1/2017 **End Date:** 6/2/2018

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures

Data Informed Instruction- Professional Development

Description:

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

Agenda

Sign-in Sheet

Title I Binder

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

Program Area(s):

Supported Strategies:

- Data Informed Instruction

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

Description:

The Leadership Team will schedule 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

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 cadre (particular to school) on relevant assessments by assessment anchor, eligible content, or standards-aligned learning objective.

Data Protocols

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.

Standards Aligned System Materials and Resources

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

Common Planning Time – Develop a schedule

Description:

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

Calendar

Teacher Schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time- Share Rosters

Description:

Leadership will share schedules to ensure teachers' have time to meet to analyze data, collaborate on lessons, modify and adapt identified instructional practices within their classrooms to increase student mastery.

Calendar

Teacher Schedules

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Implement Practices

Description:

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

Agenda

Meeting Minutes w/ Next Steps

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time -Monitor

Description:

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

Data

Lesson Plans

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

Program Area(s):

Supported Strategies:

- Common Planning Time

Common Planning Time- Evaluate

Description:

Administration will evaluate if Common Planning Time and PLC's are impacting student achievement through analyzed data. This will ensure that school -wide use of data is focused on school improvement and the academic growth

Data

Lesson Plans

Observations

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

Program Area(s):

Supported Strategies:

- Common Planning Time

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 Increase the average daily attendance of all students

Specific Targets: Increase the average daily attendance of all students

Type: Interim

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Decrease the number of suspensions.

Type: Interim

Data Source: Schoolnet

Serious incidents Reports

September 2017 – June 2018

Specific Targets: Decrease the number of chronically truant and tardy.

Type: Interim

Data Source: Schoolnet / Response to Intervention and Instruction (RTII)

September 2017– June 2018

Specific Targets: 5 Decrease in the number of student referrals to Tiers II and III for attendance and truancy

Strategies:

School-wide Attendance Incentive Program

Description:

School-wide Attendance Incentive Program: 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: Safe and Supportive Schools

Restorative Practices

Description:

Restorative Practices 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: Safe and Supportive Schools

PBIS

Description:

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and

schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities (<https://www.pbis.org/>)

SAS Alignment: Safe and Supportive Schools

In School Suspension

Description:

To be an effective learning tool, in-school suspension programs "should be one part of a school-wide strategy for creating and sustaining a positive, nurturing school climate, based on respectful relationships between teachers and students, teachers and teachers, students and students," Wheelock said. "Such a strategy would acknowledge that conflicts of all kinds occur in schools and should be based on a thoughtful set of approaches to resolving conflict and solving problems." www.educationworld.com

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

School-wide Attendance Incentive Program - Establish an 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

Restorative Practices - Establish a Restorative Practices Team

Description:

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

List of Restorative Practices Team Members

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

Program Area(s):

Supported Strategies:

- Restorative Practices

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 - Communicate the Restorative Practices, Policies, and Expectations

Description:

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

Meeting Schedule

Meeting Minutes

Agenda

Restorative Practices Documents

Title I Binder

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

Program Area(s): Student Services

Supported Strategies:

- Restorative Practices

Restorative Practices – Implementation

Description:

Teachers and staff will implement and reinforce Restorative Practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide Incentives

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices- Monitor

Description:

The Restorative Practices Team will monitor progress of Restorative Practices by reviewing climate and suspension data, and discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment

Data Collected on walkthrough protocols

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.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Positive Behavior Support Program – Identify a coach

Description:

The leadership team will identify a PBIS coach who will be responsible for creating the policies, expectations and professional development on the PBIS program.

PBIS Coach

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

Program Area(s): Student Services

Supported Strategies:

- PBIS

Positive Behavior Support Program - Establish the PBS Practices, Policies, and Expectations

Description:

The PBIS Team, will develop clear and consistent behavior expectations, policies and practices for the entire school population to include hallway, cafeteria, classroom expectations, etc.

PBIS Expectations Documents

PBIS Posters, Appropriate behavior poster, bullying posters

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

Program Area(s):

Supported Strategies:

- PBIS

Positive Behavior Support Program - Communicate the PBS Practices, Policies, and Expectations Show Details

Description:

The COACH will share the PBS practices, policies, and expectations with staff, teachers, leadership and students and the school community members.

Meeting Schedule

Meeting Minutes

Agenda

PBS Documents

Title I Binder

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

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

- PBIS

*Positive Behavior Support Program - Implement and Reinforce PBS***Description:**

Teachers and staff will implement and reinforce PBS practices, policies, and expectations through a school wide incentive program.

Calendar of school-wide incentives

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

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

- PBIS

Positive Behavior Support Program - Monitor Progress of PBS

Description:

The PBIS coach will monitor progress of PBIS by reviewing climate and suspension data, as well as, discussing behavioral trends. This will ensure that that the school supports and implements a safe and orderly learning environment.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- PBIS

Positive Behavior Support Program - Evaluate the Effectiveness of the PBS Program

Description:

The PBIS COACH will evaluate the effectiveness of PBS and adjust policies, if needed, by reviewing data on climate and suspension rates.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- PBIS

*In School Suspension Implementation***Description:**

Students will be placed in the In School Suspension room based on aggregate infractions.

KPI Dashboard monitoring

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

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

- In School Suspension

*In School Suspension - Data Analysis***Description:**

Student data will be collected to ensure the effectiveness of the program.

Recidivism Report

KPI Dashboard

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

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

- In School Suspension

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Washington George HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Washington George 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 Washington George 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.

There was a significant decrease in class cuts 40% which has improved class attendance. At least 60% of our students have earned PBIS trips and events, rewards, honor roll, etc. A good number of our students scored proficient in the Literacy Keystone. The ADA is hovering at 87% for the school year which is up from last school year. There is an increase in the number of first time 9th grade students on track for graduation, currently at 85%

Describe the continuing areas of concern from the past year.

Improvement on ADA for first time 9th graders. 85% first time 9th graders attending 90-95% instructional days.
85% of new 9th grade students earn 5 total credits or more to be on track at year's end to move to 10th grade as reflected on report cards over the course of the SY.
Increase the percentage of student proficiency of first time test takers on the Algebra Keystone Exams by 6%. Progress towards this goal will be evaluated in TTM progress monitoring tool.
There will be a 10% decrease in out of school suspensions.

Describe the initiatives that have been revised.

Revisions have been made to Guiding question #2 with the addition of Small group instruction, Think Through Math, Compass Learning and Peer Group Connect. Guided question #6 was revised with the implementation of Positive Behavior Support System (PBIS) and In-School Suspension.

2015-2016 Improvement Evaluation

Describe the success from the past year.

The current CTE program, AP, and IB programs are very strong. Students are very successful in these programs (SLGQ #4).

Describe the continuing areas of concern from the past year.

The climate is the current main challenge in the building. Improving the student climate and providing more staffing in this area is a need. The square footage of the building is difficult to cover with the limited staff. An additional climate manager is necessary (SLGQ #6).

Additionally, student ownership of their education is lacking. More information and resources around supporting students in necessary. Instructional supports and RTII/MTSS has not been implemented with fidelity. There has been a decrease in student success on standardized tests. As such, improvement in the RTII programming as well as the curriculum are essential. Improved coaching and targeting literacy by hiring a reading specialist is a need. Additionally, the technology in the building requires an upgrade and we need an increase in devices and equipment (SLGQ #4 and 2).

Describe the initiatives that have been revised.

First, the climate must be improved where students and staff are accountable to improve themselves and support others in their growth. Second, a PBIS must be in place to reward students who are doing what is expected in the hopes of showing students what is required. An additional Assistant Principal and Climate Manager are needed to oversee the 9th grade academy and PBIS (SLGQ #4). An increase in after-school programming from tutoring to clubs needs to increase to improve the sense of school community and belonging. New programming and increased oversight for RTII supports are necessary as well to support struggling students along with hiring a reading specialist to support groups struggling in literacy. Additionally, students will be rostered into remedial math courses as elective credits for 9th and 10th grade students. Lastly, money from Title I and Operating will go towards improving technology and instructional equipment (SLGQ # 2 and 4).

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

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

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

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.

Describe the initiatives that have been revised.

Due to the limited implementation period, the school will continue to implement and monitor the evaluation of strategies and action steps to ensure viable outcomes.