

King Martin Luther HS
School Improvement Plan
07/01/2017 - 06/30/2018

School Profile

Demographics

King Martin Luther HS

6100 Stenton Ave
Philadelphia, PA 19138
(215)276-5253

Federal Accountability Designation: Priority
Title I Status: Yes
Schoolwide Status: Yes
Principal: Keisha Wilkins
Superintendent: William Hite

Stakeholder Involvement

Name	Role
Regina Cesario	Academic Recovery Liaison : School Improvement Plan
Keisha Wilkins	Building Principal : School Improvement Plan
Youth's Undeniable Knowledge, LLC	Business Representative
Dr. LaTwila Ainsworth	Ed Specialist - Other
Hope Patterson	Ed Specialist - Other
Sean Heist	Intermediate Unit Staff Member
Patricia Nelson	Intermediate Unit Staff Member
Worthington Brooks	Parent
Khadija Morgan	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:

- District web page
- Town hall meetings
- District's annual report
- District report card
- Yearly letter to parents
- 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
- 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, 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	1/9/2017 12:00:00 AM	Comprehensive plan monitoring visit
Office of Federal Programs Design and Implementation	1/26/2017 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	2/14/2017 12:00:00 AM	Network Sessions on June 2017 Comprehensive Plan Submission Process
Office of Federal Programs Design and Implementation	2/23/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/1/2017 12:00:00 AM	District wide School Drop-in sessions: Work sessions to support schools with the SY 17-18 Goal setting
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	3/21/2017 12:00:00 AM	Budget Meetings: Support schools in finalizing FY17 budget

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.

During rostered Common Planning Time (CPT), had data and instructional meetings; additionally, the Assistant Principal has held 1:1 conferences with teachers during this time. CPT data meetings focused on collaborative data analysis of school-wide and program level data points related to academics, behavior, and attendance. CPT instructional meetings focused on instructional planning. 1:1 conferences centered on classroom-focused improvement processes in support of teacher practice and student outcomes. As a result of this, the NSA Team has been able to increase the number of students who will be able to attain quality credits by the end of the academic year.

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	No
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 administrated by the United States Department of Education, except Reading First.*

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

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

Is your school consolidating funds?

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

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

School Accomplishments

Accomplishment #1:

Table of Significant School Level Achievement and/or Performance Accomplishments (Required)

1	The school has a participation rate of 97.04% for Algebra I, 93.1% for Literature and 86.21% for Biology on the Keystone Exams
2	Advanced Placement, International Baccalaureate Diploma or College Credit is 75%
3	The school has instituted Restorative Practice strategies that have decreased our amount of suspensions and serious incidents through peer and parent discussion groups
4	Implemented daily Common Planning Time to provide teachers the opportunity to grow with regards to the Instructional Practices
5	Implemented school wide benchmarks in all classes to periodically assess student growth
6	Completed extensive data analysis/protocols to provide teachers with student deficiencies from the Benchmark data
7	Instituted Future Business Leaders of America
8	Instituted the Youth Alternative Learning Environment (Y.A.L.E.) and Y.A.L.E. East for increased student academic achievement
9	Academic Recovery Liaison/ Grade Improvement & Tutoring Sessions
10	Coaching Partnership with Mastery Charter School through the Teacher Effectiveness
11	Increased the number of students scoring advanced on the Keystone Exam by 1%

School Concerns

Concern #1:

The School Performance Profile Building Level Score is 37.2 %. The Federal Designation is "Priority" 14.65% proficient or advanced on Algebra I Keystone Exams

26.32% proficient or advanced on Literature Keystone Exams
5.59% proficient or advanced in Biology Keystone Exams
The school did not meet the academic growth standard in Algebra I Keystone Exams (50.00), Literature Keystone Exams (50.00), Biology Keystone Exams (50.00)
The school did not meet the AMO of 95% Test Participation rate. (Literature – 93.10%), (Biology – 86.21%)
65.49% Cohort Graduation Rate
Truancy YTD is 62.5%
Tardiness YTD is 74.5%
Suspensions YTD are 323
Average Daily Attendance YTD is 80.5%

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:

The School Performance Profile Building Level Score is 37.2 %. The Federal Designation is “Priority”
14.65% proficient or advanced on Algebra I Keystone Exams
26.32% proficient or advanced on Literature Keystone Exams
5.59% proficient or advanced in Biology Keystone Exams
The school did not meet the academic growth standard in Algebra I Keystone Exams (50.00), Literature Keystone Exams (50.00), Biology Keystone Exams (50.00)
The school did not meet the AMO of 95% Test Participation rate. (Literature – 93.10%), (Biology – 86.21%)
65.49% Cohort Graduation Rate
Truancy YTD is 62.5%
Tardiness YTD is 74.5%
Suspensions YTD are 323
Average Daily Attendance YTD is 80.5%

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:

The School Performance Profile Building Level Score is 37.2 %. The Federal Designation is "Priority"
14.65% proficient or advanced on Algebra I Keystone Exams
26.32% proficient or advanced on Literature Keystone Exams
5.59% proficient or advanced in Biology Keystone Exams
The school did not meet the academic growth standard in Algebra I Keystone Exams (50.00), Literature Keystone Exams (50.00), Biology Keystone Exams (50.00)
The school did not meet the AMO of 95% Test Participation rate. (Literature – 93.10%), (Biology – 86.21%)
65.49% Cohort Graduation Rate
Truancy YTD is 62.5%
Tardiness YTD is 74.5%
Suspensions YTD are 323
Average Daily Attendance YTD is 80.5%

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:

The School Performance Profile Building Level Score is 37.2 %. The Federal Designation is "Priority"
14.65% proficient or advanced on Algebra I Keystone Exams
26.32% proficient or advanced on Literature Keystone Exams
5.59% proficient or advanced in Biology Keystone Exams
The school did not meet the academic growth standard in Algebra I Keystone Exams (50.00), Literature Keystone Exams (50.00), Biology Keystone Exams (50.00)
The school did not meet the AMO of 95% Test Participation rate. (Literature – 93.10%), (Biology – 86.21%)
65.49% Cohort Graduation Rate
Truancy YTD is 62.5%
Tardiness YTD is 74.5%
Suspensions YTD are 323
Average Daily Attendance YTD is 80.5%

School Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: Increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Interim

Data Source: School Based Benchmark Assessments

2017- 2018

Specific Targets: Increase up to 10% or more in Literature, Algebra I and Biology for all student groups.

Type: Annual

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase Graduation Cohort Rate

Type: Interim

Data Source: Emetric

2017 – 2018

Specific Targets: Increase the number of students scoring proficient or advanced Literature, Algebra I and Biology for all student groups.

Type: Annual

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase the School Performance Profile Building Level Score

Type: Interim

Data Source: EWI

2017- 2018

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

Type: Interim

Data Source: End of Semester Grades

2017 – 2018

Specific Targets: Decrease the number of multiple 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, SIOP etc.) that actively engage and meet students learning needs 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.

SAS Alignment: Standards

Danielson Framework

Description:

The Danielson Framework will be used as the foundation for assessing and supporting teaching practice. Professional development and coaching on all elements of instructional design (ex. learning activities, materials, assessments, and strategies) will be provided. This will ensure consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns to the Pennsylvania Framework for Teaching.

SAS Alignment: Standards

Credit Recovery

Description:

Credit Recovery/Grade Improvement/After school tutoring: After school academic options will be offered to students to increase academic growth with regards to the instructional practices. A-Plus and Plato

SAS Alignment: None selected

Implementation Steps:

Differentiated Instruction Professional Development

Description:

Professional development on Differentiated Instruction will be offered during Common Planning Time 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): Professional Education

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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

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.

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

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.

Indicator of Implementation:

Walkthrough schedules

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Observation Protocol

Description:

Leadership will use the 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.

Indicator of Implementation:

Walk through protocol

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

Program Area(s): Professional Education

Supported Strategies:

- Informal and Formal Observations

Informal and Formal Observations -Walkthrough Protocol Communication

Description:

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

Indicator of Implementation:

Agenda

Sign-in sheet

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

Program Area(s): Professional Education

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.

Indicator of Implementation:

Walkthrough protocol

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

Program Area(s): Professional Education

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

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.

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.

Indicator of Implementation:

Needs Assessment

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Analyze Data from Needs Assessment

Description:

Administrators will review and analyze results from the needs assessment.

Indicator of Implementation:

Needs Assessment

Needs Assessment Results

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development- Calendar

Description:

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

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

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.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development -Monitoring the Effectiveness of the Professional Development Session

Description:

Leadership will use the observation process to ensure that professional education increases all educators' teaching skills based on effective practice research, with attention given to the differentiated needs of students.

Indicator of Implementation:

Year-long PD calendar

Title I Binder

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Professional Development - Instructional Coaching

Description:

Leadership team will offer instructional coaching to staff or teachers who struggle with implementing research based strategies/best practices with fidelity.

Schedule of Instructional Coaches

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

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Danielson Framework -Professional Development on Danielson Framework

Description:

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

Indicator of Implementation:

Agenda

Sign-in sheets

Exit Slips

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Develop Lesson Plans based on Danielson Framework

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework -Implement the Danielson Framework of Instruction

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Danielson Framework –Monitor the Implementation of the Danielson Framework of Instruction

Description:

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

Indicator of Implementation:

Lesson Plans

Reflective Feedback

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

Program Area(s): Professional Education

Supported Strategies:

- Danielson Framework

Credit Recovery – Create Student Profiles

Description:

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

List of students who need credit recovery

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery- Staffing

Description:

Administrators will identify staff members to run afterschool program. The program will address students' deficiencies in all Core Curriculum subjects.

Failure Lists

Students in danger of failing/support

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery – Identify Students

Description:

Afterschool team will identify students that are need of academic supports.

Failure Lists

Students in danger of failing/support

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

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

- Credit Recovery

*Credit Recovery – Parent Notification***Description:**

Afterschool team along with the SISL will call parents and conduct home visits to inform parents of afterschool academic supports.

Phone numbers of students in danger of failing

School Computer Network

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

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

- Credit Recovery

*Credit Recovery – Have Town Hall Meeting to Inform Students***Description:**

Afterschool team and teachers of students that are deficient in grades will attend.

Class lists of students

School Computer Network

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

Program Area(s):

Supported Strategies:

- Credit Recovery

*Credit Recovery – Implementation***Description:**

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

Credit Recovery Roster

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

Program Area(s): Student Services

Supported Strategies:

- Credit Recovery

*Credit Recovery- Grade Improvement/Tutoring/APEX: Evaluate the Afterschool Program***Description:**

Afterschool team will evaluate the program through academic progress and student attendance.

Teachers of afterschool program

Coordinators

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery – Awarding of Credits

Description:

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

Updated credits for students who complete the program

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

Program Area(s):

Supported Strategies:

- Credit Recovery

Credit Recovery- Grade Improvement/Tutoring/APEX: Revisit the afterschool program schematics if needed

Description:

Afterschool team will evaluate the program through academic progress and student attendance.

Teachers of afterschool program

Coordinators

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

Program Area(s):

Supported Strategies:

- Credit Recovery

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: School Based Benchmark Assessments

2017 – 2018

Specific Targets: Increase up to 10% or more in Literature, Algebra I and Biology for all student groups.

Type: Annual

Data Source: Keystone Exams

2017 – 2018

Specific Targets: Increase up to 10% or more in Literature, Algebra I and Biology for all student groups.

Type: Annual

Data Source: Emetric

2017– 2018

Specific Targets: Increase the number of students scoring proficient or advanced Literature, Algebra I and Biology for all student groups.

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: Increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

Type: Annual

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase Graduation Cohort Rate

Type: Annual

Data Source: School Performance Profile 2017 – 2018

Specific Targets: Increase the School Performance Profile Building Level Score

Type: Interim

Data Source: EWI

2017- 2018

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

Type: Interim

Data Source: End of Semester Grades

2017 – 2018

Specific Targets: Decrease the number of multiple course failures

Strategies:

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

RTII

Description:

RtII will be fully implemented school-wide by all teachers to ensure that students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs. RtII is a comprehensive, multi-tiered, standards-aligned strategy that provides instruction and interventions to match the needs of students.

SAS Alignment: None selected

Common Planning Time

Description:

Common Planning Time (CPT) will be implemented to allow for multiple teachers, or teams of teachers, to work together to analyze student progress based on data. This will help to identify strengths and concerns, supports and enrichments and adjust interventions and adapt identified instructional practices within their classrooms to increase student mastery.

SAS Alignment: None selected

Implementation Steps:

Data Analysis Procedures -Establish a Data Team

Description:

A Data Analysis Team will be formed to analyze data from the Keystone Exams, in-house benchmarks and report card grades. The team members may include the Principal, School Based Teacher Leader (SBTL), Technology Teacher Leader (TTL), Response to Intervention and Instruction (RTII) Champion, an ESOL Teacher, and a Special Education Teacher. This will ensure that school-wide use of data is focused on school improvement and the academic growth of all students.

List of Data Team Members

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 multiple sources of student data from the Keystone Exams, in-house Benchmark Exams. This will ensure that all educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning.

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): Professional Education

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.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

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.

PDE and Locally Relevant Student Data Lesson Plans

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

Program Area(s):

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:** 6/30/2018

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

RTII Professional Development

Description:

Response to Intervention professional development will be offered to all teachers, staff and leadership to ensure school-wide use of data that is focused on school improvement and the academic growth of all students.

Agenda

Sign-in Sheet

Title I binder

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

Program Area(s): Professional Education

Supported Strategies:

- RTII

RTII –Implementation

Description:

RtII meeting schedule will be provided for teachers to meet and discuss student academic success or failures. A case manager will be determined for all intervention groups and appropriate materials and resources will be determined based on student needs at all three RTII tiers.

RtII Champion, RtII Leadership Team and classroom Teachers

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

Program Area(s):

Supported Strategies:

- RTII

RTII- Monitor and Evaluate

Description:

RtII Leadership Team will meet monthly to monitor teachers use of interventions with fidelity and to determine if adjustments in interventions should be made to ensure students who are academically at risk are supported by a process that

provides interventions based upon student needs and includes procedures for monitoring effectiveness of interventions for student success.

Agenda

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

Program Area(s):

Supported Strategies:

- RTII

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

Program Area(s):

Supported Strategies:

- RTII
- Common Planning Time

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):**Supported Strategies:**

- RTII

*Individualized Learning Plan (ILP) – Analyze Data***Description:**

The ILP team will analyze student level data and student failure rate and early indicator warning reports to identify areas of greatest need.

Student Report Cards

EWI Reports

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

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

- RTII

*Individualized Learning Plan (ILP)- Develop ILPs***Description:**

Students will work with the individual guidance counselors, staff and administrators to develop Individualized Learning Plans.

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

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

Program Area(s):

Supported Strategies:

- RTII
- Common Planning Time

*Individualized Learning Plan (ILP)- Monitor***Description:**

Leadership will monitor the implementation of the action steps embedded within the ILPs.

Sign-in Sheets

Agenda Student Reports

Intervention Program Reports

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

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

- RTII
- Common Planning Time

*Individualized Learning Plan (ILP)- Evaluate***Description:**

Leadership will evaluate the effectiveness of ILPs via data analysis procedures.

Student Reports

Intervention Program Reports

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

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

- RTII
- Common Planning Time

*Individualized Learning Plan (ILP)- Revise and Maintain***Description:**

Students will be supported in the process of revising their Individualized Learning Plans on a yearly basis.

SchoolNet Data

Data Protocol

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

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

- RTII
- Common Planning Time

*Common Planning Time - Develop a Schedule***Description:**

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

Calendar

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

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): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time - Implement Practices

Description:

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

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

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.

Agendas

Meeting Minutes

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

Program Area(s): Professional Education

Supported Strategies:

- Common Planning Time

Common Planning Time - Evaluate

Description:

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

Data

Lesson Plans

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

Program Area(s): Professional Education

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: SchoolNet

2017 – 2018

Specific Targets: Increase ADA

Type: Interim

Data Source: SchoolNet

2017 – 2018

Specific Targets: Decrease the number of chronically Truant students

Type: Interim

Data Source: School Net

2017 -2018

Specific Targets: Decrease the number of chronically tardy students

Type: Interim

Data Source: SchoolNet

2017 -2018

Specific Targets: Decrease the number of suspensions

Strategies:

Students with a Goal (S. W. A. G.)

Description:

Students with a Goal (S. W. A. G.) ~ Attendance & Behavioral Policy will be implemented to increase student attendance rates and decrease the number of suspensions, serious incidents. This will allow for multiple teachers, deans, conflict resolution specialists, community support liaison, SISL or teams of staff members, to work together to analyze student progress based on attendance and behavioral data. This will help to identify chronically truant students, chronically tardy students, students with several suspensions and serious incidents in order to improve school-wide attendance rates and decrease inappropriate behavior.

SAS Alignment: None selected

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

Conflict Resolution

Description:

Conflict Resolution will be implemented as a method and process in facilitating the peaceful ending of conflict and retribution. Group members attempt to resolve group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group (e.g., intentions; reasons for holding certain beliefs), and by engaging in collective negotiation with the dimensions of resolution typically parallel the dimensions of conflict in the way the conflict is processed.

SAS Alignment: None selected

PBIS

Description:

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Students with a Goal (SWAG)- Create a SWAG Team

Description:

The Principal and leadership will recruit staff including guidance counselors, deans, conflict resolution specialists, community support liaison, SISL, teachers and administrators to create a SWAG team.

School Computer Network

Scholarchip

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

Program Area(s):

Supported Strategies:

- Students with a Goal (S. W. A. G.)

Students with a Goal (SWAG) – Create a Process to Develop SWAG

Description:

The SWAG team will develop a process to create, implement, monitor and evaluate individualized behavioral and attendance plans for students.

School Computer Network

Scholarchip

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

Program Area(s):

Supported Strategies:

- Students with a Goal (S. W. A. G.)

Students with a Goal (SWAG) – Analyze Data

Description:

The SWAG team will analyze student attendance and behavior data including chronic tardy and truancy rates, suspensions and serious incidents to determine the students with the lowest numbers of days present in school and the number of students with the most offenses

School Computer Network

Scholarchip

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

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

- Students with a Goal (S. W. A. G.)

*Students with a Goal (SWAG)- Develop SWAG Plans***Description:**

Students will work with the individual guidance counselors, conflict resolution specialists, deans, SISL:Student Improvement and administrators to develop Individualized Attendance Plans.

Sign-in Sheets

Agenda Student Reports

Attendance Program Reports

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

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

- Students with a Goal (S. W. A. G.)

*Students with a Goal (SWAG) – Monitor***Description:**

Leadership will monitor the implementation of the action steps embedded within the SWAG plans.

Sign-in Sheets, Scholarship

Agenda Student Reports, SCN

Attendance Program Reports

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

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

- Students with a Goal (S. W. A. G.)

*Students with a Goal (SWAG) – Evaluate***Description:**

Leadership will evaluate the effectiveness of SWAG via data analysis procedures.

Student Reports

Attendance Program Reports

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

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

- Students with a Goal (S. W. A. G.)

*Students with a Goal (SWAG) - Revise and Maintain***Description:**

Students will be supported in the process of revising their SWAG Attendance and Behavioral Plans on a yearly basis.

School Computer Network Data

Scholarship Data

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

Program Area(s):

Supported Strategies:

- Students with a Goal (S. W. A. G.)

*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):

Supported Strategies:

- Restorative Practices

Restorative Practices - Implement and Reinforcement of Restorative Practices

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 Progress of Restorative Practices

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.

SchoolNet Data

Data Protocol

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

Program Area(s):

Supported Strategies:

- Restorative Practices

Restorative Practices - Evaluate the Effectiveness of the Restorative Practices Program

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):

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

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 Hide Details

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

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for King Martin Luther HS.

Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for King Martin Luther 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 King Martin Luther HS in the Philadelphia City SD for the 2014-2017 school-year.

Affirmed by Naomi Wyatt on 6/15/2016

Superintendent/Chief Executive Officer

Affirmed by Marjorie Neff on 6/14/2016

Board President

Affirmed by Naomi Wyatt on 6/15/2016

IU Executive Director

Evaluation of School Improvement Plan

2016-2017 Improvement Evaluation

Describe the success from the past year.

Increased the number of students scoring advanced on the Keystone Exam by 1%
 Increased the number of parents completing the SDP Parent Survey by 2% Decreased the number of serious incidents as reported by SIMS.

Describe the continuing areas of concern from the past year.

Decrease the number of out-of-school suspensions by 10% using a Restorative Practice Model as evidenced by monthly google reports, bi-weekly check-ins with support staff and KPI Dashboard data.

Increase the percentage of 9th grade students earning quality credits by 10% through bi-quarterly progress monitoring of attendance and credit attainment.

Increase the number of students completing FAFSA applications by 10% through the use of the Naviance system provided by the SDP.

Increase the number of students scoring proficient or advanced on the Literature Keystone by 10% as evidenced by Benchmark assessment data.

Increase the number of students scoring proficient or advanced on the Algebra I Keystone by 10% as evidenced by Benchmark assessment data.

Increase the number of parents attending and participating in the SAC and parent workshops through SAC agenda, feedback forms and sign-in sheets.

Describe the initiatives that have been revised.

Revisions were mad to Guiding question #6 to include Positive Behavior Support System (PBIS)

2015-2016 Improvement Evaluation

Describe the success from the past year.

The success from the past year includes the following:

- CTE programs (HOSA, Entrepreneur, Graphic Arts Harrisburg Competition, Culinary caters schoolwide events)
- YALE (Youth Alternative Learning Environments)
- Strong Community Partnerships (Enon, Youth Undeniable Knowledge, Health Partners, Philadelphia Reads, IRS tax prep services, Einstein, Johnson & Johnson, Education Leading to Employment, Influencing Action Movement, Women of Tomorrow, Big Brother Big Sister)
- EOP and credit recovery opportunities

- Strong SPED department
- Availability of Blended Learning and Intervention Curriculum
- Sports Programs

Describe the continuing areas of concern from the past year.

The continuing areas of concern include:

- Overage/under credited population
- Transient student population (students pushed out of placement and charters increasing class sizes).
- Truancy/lateness
- Servicing high incidence SPED population (lack of teachers designated specifically, to addressing their needs due to release time).
- Lack of staff to support programs.
- Lack of Technology and training to implement blended learning and intervention curriculums.
- Lack of SPED training of content teachers with add on SPED certifications.
- De-escalation and sensitivity training for staff.
- Class coverage's eating into CPT time.
- Honors classes/track for 9th and 10th grade students.
- Chronic class cutting/attendance

Describe the initiatives that have been revised.

Initiatives that have been revised:

The Turnaround (Promise Academy) AP will continually focus on improving instructional practice through analyzing student data, establishing goals for instructional improvement, and making quick changes that directly affect instruction. (SLGQ #2)

The school Climate Manager will be used in collaboration with the Conflict Resolution Specialist and Climate Support Specialist in order to facilitate restorative practices and positive behavior supports school-wide. (SLGQ #6)

PLATO and Study Island Blended Learning Programs will supplement classroom instruction in addition to Extended Day & Keystone Courses.

The six-week Parent Academy and Promise Academy Summer Bootcamp will increase parent involvement.

2014-2015 Improvement Evaluation

Describe the success from the first year plan.

SLBQ2: Is there 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? (Assessment) Continue to implement the Action Steps that address data, such as using data to make instructional decisions, collaboration by staff to seek solutions to challenges indicated by data, and ensure that students/parents understand the importance of academic data when making academic decisions. Teachers collaborate to create bi-weekly common formative assessments to address PA Standards.

SLBQ4 :Is there 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? (Instruction) Continue implementation of Action Steps that address improvement of instruction by encouraging collaboration by teachers to plan lessons based on Pennsylvania Standards, examine quality student work and reflect upon and implement best practices that address needs of all students. Continue providing feedback to teachers based on the Teacher Effectiveness Framework.

SLGQ6: Is there a system within the school that fully ensures a safe and supportive environment for all students? (Safe and Supportive) While gains have been made with the climate of the school, this is an ongoing process, so the Action Steps can continue to be implemented and refined. Successes include lowered suspension rate due to the implementation of the Suspension Reduction Program. The Leadership Team has implemented strategies to improve student attendance. In addition, teachers along with Conflict Resolution Specialists continue to effectively use Restorative Practices.

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 such as raising teacher expectations for students, holding teachers accountable for practices that make a difference in learning, that is, collaborative lesson planning, common assessments, teaching grade level Pennsylvania Standards, teaching academic vocabulary, frequently incorporating writing into lessons, cognitively engaging students, continuing to seek ways to promote a positive learning environment with the staff

Describe the initiatives that have been revised.

Due to the limited implementation period, the school will continue to monitor and evaluate strategies and action steps to ensure success for all students.