

West Philadelphia HS  
**School Improvement Plan**  
07/01/2017 - 06/30/2018

# School Profile

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## Demographics

### *West Philadelphia HS*

4901 Chestnut St  
Philadelphia, PA 19139  
(215)471-2902

Federal Accountability Designation: Priority  
Title I Status: Yes  
Schoolwide Status: Yes  
Principal: Mary Dean  
Superintendent: William Hite

## Stakeholder Involvement

Name	Role
Robert Shields	Academic Recovery Liaison : School Improvement Plan
Mary Dean	Building Principal : School Improvement Plan
Michael Brown	Business Representative
Jaime O'Sullivan	Ed Specialist - Other
Albert Sniezevage	Ed Specialist - Other
Nate Diehl	Intermediate Unit Staff Member
Sean Heist	Intermediate Unit Staff Member
Donna Jackson	Parent

# Federal Programs

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## School Improvement

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

The school has verified the following Assurances:

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

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

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

### **Assurance 13**

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

- School web site
- School newsletter
- District web page
- WikiSpaces, Yahoo, Facebook, etc.
- Town hall meetings
- 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.
- Regular Title 1 meetings

- 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:

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

<b>Provider</b>	<b>Meeting Date</b>	<b>Type of Assistance</b>
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	2/6/2017 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	3/3/2017 12:00:00 AM	Technical Support with Needs Assessment Root Cause Analysis
Office of Federal Programs Design and Implementation	3/7/2017 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
Office of Federal Programs Design and Implementation	4/5/2017 12:00:00 AM	2017-2018 School Planning Tool Visit - TAB 3

### 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.

Strategies 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 include: Literacy: Teacher created common assessments/benchmarks (Inc. open-ended questions). Teachers will provide input on rigor and content. Upon grading, Eng. department will review data, identify trends and modify instruction both class-wide and, when required, student specific basis. Math: Teacher created common benchmarks. Review benchmark data by department and build strategies, by subject, for remediation. Science: Department-created interim/common assessments are used which are modeled after keystone exams, including CRQs; data analysis is completed to drive re-teaching plans; teachers reteach weak content areas based on data analysis.

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

Options	Yes or No
<b>Extended School Day/Tutoring Programs</b>	Yes
Reading	Yes
Math	Yes
Science	Yes
Before School	No
After School	Yes

Lunch/Study Periods	Yes
<b>Summer School Program</b>	No
Reading	No
Math	No
Science	No
<b>In-class Instructional Support</b>	Yes
<b>Pull Out Instructional Support</b>	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.

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

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## School Accomplishments

### Accomplishment #1:

Advanced Placement, International Baccalaureate, or College Credit indicator 100%

### Accomplishment #2:

PSAT/Plan Participation 100%

### Accomplishment #3:

Increased attendance in all grade levels compared to 2015-2016

## School Concerns

### Concern #1:

45.7 School Performance Profile Building Level Score Designation Priority
14.94% proficient or advanced on Mathematics Keystone
34.88% proficient or advanced on Literature Keystone
6.98% Proficient or Advanced in Science.
0% College Ready Benchmarks.
School did not meet the academic growth standard in Math 67%, and Science 50%.
Truancy YTD is 63.8%
Tardiness YTD is 86.7%
Suspensions YTD 110
63.29 Cohort Graduation Rate
82.5% Average Daily Attendance
Indicators of Closing the Achievement Gap - Historically Underperforming Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.0%
ELA/Literature - Percent of Required Gap Closure Met 25.03%

Science/Biology - Percent of Required Gap Closure Met 21.06%
Indicators of Closing the Achievement Gap - All Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
ELA/Literature - Percent of Required Gap Closure Met 24.38%
Science/Biology - Percent of Required Gap Closure Met 24.98%

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:

45.7 School Performance Profile Building Level Score Designation Priority
14.94% proficient or advanced on Mathematics Keystone
34.88% proficient or advanced on Literature Keystone
6.98% Proficient or Advanced in Science.
0% College Ready Benchmarks.
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Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
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Science/Biology - Percent of Required Gap Closure Met
Indicators of Closing the Achievement Gap - All Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
ELA/Literature - Percent of Required Gap Closure Met 24.38%
Science/Biology - Percent of Required Gap Closure Met 24.98%

**Systemic Challenge #2** (*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:**

45.7 School Performance Profile Building Level Score Designation Priority
14.94% proficient or advanced on Mathematics Keystone
34.88% proficient or advanced on Literature Keystone
6.98% Proficient or Advanced in Science.
0% College Ready Benchmarks.
School did not meet the academic growth standard in Math 67%, and Science 50%.
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Indicators of Closing the Achievement Gap - Historically Underperforming Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
ELA/Literature - Percent of Required Gap Closure Met 25.03%
Science/Biology - Percent of Required Gap Closure Met 21.06%

Indicators of Closing the Achievement Gap - All Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
ELA/Literature - Percent of Required Gap Closure Met 24.38%
Science/Biology - Percent of Required Gap Closure Met 24.98%

**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:**

45.7 School Performance Profile Building Level Score Designation Priority
14.94% proficient or advanced on Mathematics Keystone
34.88% proficient or advanced on Literature Keystone
6.98% Proficient or Advanced in Science.
0% College Ready Benchmarks.
School did not meet the academic growth standard in Math 67%, and Science 50%.
Truancy YTD is 63.8%
Tardiness YTD is 86.7%
Suspensions YTD 110
63.29 Cohort Graduation Rate
82.5% Average Daily Attendance
Indicators of Closing the Achievement Gap - Historically Underperforming Students
Mathematics/Algebra I - Percent of Required Gap Closure Met 0.00%
ELA/Literature - Percent of Required Gap Closure Met 25.03%
Science/Biology - Percent of Required Gap Closure Met 21.06%

Indicators of Closing the Achievement Gap - All Students	
Mathematics/Algebra I - Percent of Required Gap Closure Met	0.00%
ELA/Literature - Percent of Required Gap Closure Met	24.38%
Science/Biology - Percent of Required Gap Closure Met	24.98%

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Annual

Data Source: PVAAS- 2017-2018

September 2017

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

Type: Annual

Data Source: Keystone

2017 – 2018

Specific Targets: Increase 20% of students scoring proficient or advanced on Keystone Exams.

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase the School Performance Building Level Score

Type: Annual

Data Source: School Performance Profile

2017-2018

Specific Targets: Increase the Graduation Cohort Rate

Type: Interim

Data Source: Course Grades

2017- 2018

Specific Targets: Reduce the number of multiple course failures among all grades.

## ***Strategies:***

### *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 to ensure that school-wide use of data that is focused on school improvement and the academic growth of all students

**SAS Alignment:** None selected

### *Data Analysis Procedures*

#### **Description:**

Data analysis procedures and protocols will be established and implemented by all teachers, staff, and leadership to ensure educators, including the principal, systematically use established protocols to analyze appropriate data for informing decisions for improving student learning

**SAS Alignment:** None selected

### *Individualized Learning Plan (ILP)-*

#### **Description:**

Individualized Learning Plan will be implemented to assist students in developing their own learning plan with counselors, teachers, and other supportive adults. The ILP will be based on students' data, individual interests, needs, supports, transition placements and other learning experiences both in and out of school. The ILP documents will enable students to chart progress toward their goals during each school year; ensuring that they are on the path to graduation. This will ensure the school-wide use of data is focused on school improvement and the academic growth of all students.

**SAS Alignment:** None selected

## ***Implementation Steps:***

### *Common Planning Time- Develop a Schedule*

#### **Description:**

Develop a master schedule to include Common Planning Time (CPT) for all teachers, twice per week, 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):**

**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 for improving student learning.

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 will be used to analyze data from PSSA to identify student levels, strengths and weakness. 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 for improving student learning.



Agendas

Meeting Minutes

**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 will be used to create protocols and identify interventions. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms to for improving student learning.

Agendas

Meeting Minutes

**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 by sharing their completed data protocols. This will ensure that all teachers modify and adapt identified instructional practices within their classrooms for improving student learning.

Agendas

Meeting Minutes

**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 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):**

**Supported Strategies:**

- Common Planning Time

### *Data Analysis Procedures -Establish a Data Team*

**Description:**

A Data Analysis Team will be formed to analyze data. 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. 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):**

**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.

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

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

### *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:**

- Individualized Learning Plan (ILP)-

### *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 ILP

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

**Program Area(s):**

**Supported Strategies:**

- Individualized Learning Plan (ILP)-

### *Individualized Learning Plan (ILP)- Develop ILPs*

**Description:**

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

Student Report Cards

EWI Reports

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

**Program Area(s):**

**Supported Strategies:**

- Individualized Learning Plan (ILP)-

### *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 Card

EWI Reports

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

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures
- Individualized Learning Plan (ILP)-

### *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:**

- Data Analysis Procedures
- Individualized Learning Plan (ILP)-

### *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:**

- Individualized Learning Plan (ILP)-

### *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:**

- Individualized Learning Plan (ILP)-

**Goal #2:** 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: Study Island Progress Reports – Quarterly



November 2017, January 2018, April 2018

Specific Targets: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Type: Annual

Data Source: PSSA

September 2017– May 2018

Specific Targets: 20% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim

Data Source: End of Unit Assessments

### *Blended Learning- Professional Development*

**Description:**

Teachers will be trained to be effective on the blended learning model to give students multiple learning opportunities.

Professional Development

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

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

**Supported Strategies:**

- Blended Learning

### *Blended Learning - Implementation and Evaluation*

**Description:**

The Blended Learning model will be evident in all classrooms and evaluated by Administration.

Formal and Informal Observations

Walkthroughs

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

**Program Area(s):**

**Supported Strategies:**

- Blended Learning

### *Edgenuity Implementation and Development*

**Description:**

Math teachers will receive Professional Development on the Edgenuity tool. Weekly results from Edgenuity will be utilized to assess mastery of standards for each unit.

Professional Development

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

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

**Supported Strategies:**

- Edgenuity

### *Edgenuity Analysis and Evaluation*

**Description:**

Student data assessments will be monitored on a weekly and quarterly basis to ensure effectiveness.

Edgenuity weekly assessment

Edgenuity quarterly diagnostics

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

**Program Area(s):**

**Supported Strategies:**

- Edgenuity

### *SIM Biology - Professional Development*

**Description:**

SimBio regularly receives competitive grants from the National Science Foundation and the National Institutes of Health. Our grants and the resulting collaborations have allowed us to extend the range of our simulation programs and to perform research on student misconceptions in biology and how to overcome those with

simulated labs. We're especially excited about the educational research aspects of our projects and welcome collaborations with other biology education researchers. We also work with academic and non-profit groups on educational projects and provide biological models for researchers using our core modeling framework.

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

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

**Supported Strategies:**

- SIM - Biology

### *SIM Biology Equipment*

**Description:**

Biology teachers and students will be presented with Lab materials to enhance learning.

SIM- BIO diagnostic assessments Formal and Informal Observations, Formative assessments

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

**Program Area(s):** Educational Technology

**Supported Strategies:**

- SIM - Biology

**Goal #2:** 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: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Specific Targets: Study Island Progress Reports – Quarterly

November 2017, January 2018, April 2018

Type: Annual

Data Source: PSSA

September 2017– May 2018

Specific Targets: 20% decrease in the number of students below basic in Reading and Math compared to previous school year

Type: Annual

Data Source: PVAAS

September 2017- May 2018

Specific Targets: The all student group and the historically underperforming student groups will show a year or more worth of growth compared to the previous school year

Type: Interim

Data Source: End of Unit Assessments

Monthly

October 2017-June 2018

Specific Targets: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

## ***Strategies:***

### *Differentiated Instruction*

#### **Description:**

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

**SAS Alignment:** None selected

### *Informal and Formal Observations*

#### **Description:**

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

**SAS Alignment:** None selected

### *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:** None selected

## ***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

Monthly

October 2017-June 2018

Specific Targets: 20% increase in the number of students scoring proficient/advanced in Reading & Math compared to previous school year

***Strategies:******Differentiated Instruction*****Description:**

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

**SAS Alignment:** None selected

### *Informal and Formal Observations*

**Description:**

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

**SAS Alignment:** None selected

### *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:** None selected

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

#### *Differentiated Instruction Professional Development*

**Description:**

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

Agenda

Sign-in sheets

Exit Slips

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



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

- Differentiated Instruction

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

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

Lesson Plans

Reflective Feedback

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

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

- Differentiated Instruction

*Differentiated Instruction -Lesson Plan Review***Description:**

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

Lesson Plans

Reflective Feedback

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

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

Walk through protocol

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

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

**Description:**

The leadership will share and explain the walkthrough protocol to all teachers and staff to ensure teachers plan and create lessons based on the Danielson Framework.

Agenda

Sign-in sheet

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

### *Informal and formal observations -Conduct Walkthroughs*

**Description:**

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

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

*Informal and formal Observation - Instructional Coaching***Description:**

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

Schedule of Instructional Coaches

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

**Program Area(s):**

**Supported Strategies:**

- Informal and Formal Observations

*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

Agenda

Sign-in sheets

Exit Slips

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

**Program Area(s):**

**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

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**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.

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Danielson Framework

*Danielson Framework –Monitor and Evaluate the implementation of the Danielson Framework of Instruction*

**Description:**

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

Lesson Plans

Reflective Feedback

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

**Program Area(s):**

**Supported Strategies:**

- Danielson Framework

**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: Annual

Data Source: Principals Information Board

Suspension Data

September 2017- June 2018

Specific Targets: Reduction in the number of suspensions by the end of the school year

Type: Annual

Data Source: Schoolnet

Serious incidents Reports

September 2014 – June 2015

Specific Targets: Reduction in the number of serious incidents for all level 2 incidents by the end of the school year.

Type: Interim

Data Source: Scholarchip

September 2017- June 2018

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

Type: Annual

Data Source: School Performance Profile

2017 – 2018

Specific Targets: Increase the graduation cohort rate.

## ***Strategies:***

### *Restorative Practices*

#### **Description:**

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

**SAS Alignment:** None selected



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

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

**Description:**

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

Restorative Practices Expectations Documents

Restorative Practices Posters

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

**Program Area(s):**

**Supported Strategies:**

- Restorative Practices

#### *Restorative Practices - 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

Restorative Practices Team Members

**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.

Restorative Practices Team Members

**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 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

# Appendix: Professional Development Implementation Step Details

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*No Professional Development Implementation Steps have been identified for West Philadelphia HS.*

# Assurance of Quality and Accountability

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

**Affirmed by Naomi Wyatt on 6/16/2016**

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*Superintendent/Chief Executive Officer*

**Affirmed by Marjorie Neff on 6/14/2016**

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*Board President*

**Affirmed by Naomi Wyatt on 6/16/2016**

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## 2016-2017 Improvement Evaluation

### Describe the success from the past year.

Benchmark performance has hovered near or exceeded District averages  
 Benchmark performance has hovered slightly above the Network average and @6 percent points beneath the district average.  
 Increased rate of attendance in all grades from 2015-16 SY.  
 Benchmark performance has been on average with the Network.  
 Parents and community leaders have meet with administrators and teachers to discuss concerns and ways to streamline communication.

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

By the end of the 2017-18 SY, there will be a 20% increase of students performing proficient or above, as measured by the Keystone Assessment.  
 Describe Goal: By the end of the 2017-18 SY, there will be a 20% increase of students performing proficient or above, as measured on the Keystone Assessment.  
 Describe Goal: By the end of the 2017-18 SY, there will be a 25% increase of students performing proficient or above, as measured on the Keystone Assessment.  
 Describe Goal: By the end of the 2017-18 SY, there will be a 15% increase in College and Career Readiness as measured by College admittance and proficiency on the NOCTI Examination.

### Describe the initiatives that have been revised.

Revisions were made to Guiding question #2 with the addition of Blended Learning, Edgenuity and SIM-BIO.

## 2015-2016 Improvement Evaluation

### Describe the success from the past year.

- Implementing curriculum consistently
- Implementing instructional practices consistently. (SLGQ #4)

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

- The goals will continue to be focused on Literacy in the content areas, an increase in Biology academic performance, maintain math and reading achievement.
- A decrease in lateness and an increase in student attendance to 85% throughout the school year.
- Increase number of students with no out of school suspensions.

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

- The Assistant Principal (as part of the turnaround model) will provide support as partial advisory coach and in monitoring instruction, data analysis and climate support.
- The English Teacher will reduce class size.
- The school Climate Staff will be used to facilitate restorative practices and positive behavior supports school-wide. Extra Curricular (EC) will credit recovery to support on-time graduation.
- Parent involvement needs will be supported through printing, parent/student and handbooks.
- Professional Development will be addressed by providing PD to staff for two weeks in the summer and then 8 hours per month throughout the year.

## **2014-2015 Improvement Evaluation**

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

School Level Guiding Questions (SLGQ's #2, #4 and #6), are currently addressed within the Comprehensive Plan. Monitoring of strategies and Action Steps aligned to those SLGQ's have provided tangible evidence that we are meeting our criteria of successful.

Professional Development is offered once per month offered teachers and staff in the areas including but not limited to: Common Core, Differentiated Instruction, Engaging Students in the classroom and Using Data to Inform Decision Making. Data analysis was disaggregated to individual students to determine strengths and weakness using the data protocol. Based upon the analysis of data it was determined that Writing Across the Curriculum would be a school wide area of focus. Through informal formal observation the school monitored the implementation and effectiveness of teaching and learning.

- Structures are in place relative to curriculum, instruction, and professional development. A great deal of progress has been made at the District and building level in aligning all of the components and ensuring that effective instruction curriculum and assessment is taking place in all classrooms. Specifically noted are:
  - o The on-going design of the District "Curriculum Engine" and the mandated school-wide implementation
  - o The implementation of District-wide instructional practices
  - o The development and implementation of district-wide benchmark assessments and data protocols
  - o Related professional development to support the initiatives
  - o Alignment of the system for evaluation and supervision to support curricular initiatives and student achievement.

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

The school will continue to implement SLGQ's #2, #4, and #6 Strategies and Action Steps outlined within the plan and continue to review data to determine effectiveness of interventions and strategies.

**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.